

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM

CFDA # 84.371C

PR/Award # S371C110037

Grants.gov Tracking#: GRANT10865277

Closing Date: MAY 09, 2011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

05/09/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

California Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

68-0258051

* c. Organizational DUNS:

807480843

d. Address:

* Street1:

1430 N Street Suite 5111

Street2:

* City:

Sacramento

County:

Sacramento

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

95814

e. Organizational Unit:

Department Name:

California Department of Ed

Division Name:

Board of Education

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Michael

Middle Name:

* Last Name:

Kirst

Suffix:

Ph.D

Title:

President, California Board of Education

Organizational Affiliation:

California State Board of Education

* Telephone Number:

916-319-0705

Fax Number:

916-319-0175

* Email:

mwk@stanford.edu

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

Office of Elementary and Secondary Education (OESE); Striving Readers Comprehensive Literacy Grant Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2011-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

states and counties

*** 15. Descriptive Title of Applicant's Project:**

Literacy Improvement Partnerships in California

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="70,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="70,000,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
California Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 162,758	\$ 162,758	\$ 162,758	\$ 162,758	\$ 162,758	\$ 813,790
2. Fringe Benefits	\$ 58,908	\$ 58,908	\$ 58,908	\$ 58,908	\$ 58,908	\$ 294,540
3. Travel	\$ 43,401	\$ 34,053	\$ 34,053	\$ 34,053	\$ 34,053	\$ 179,613
4. Equipment	\$ 624	\$ 624	\$ 624	\$ 624	\$ 624	\$ 3,120
5. Supplies	\$ 6,510	\$ 6,510	\$ 6,510	\$ 6,510	\$ 6,510	\$ 32,550
6. Contractual	\$ 1,213,350	\$ 1,406,150	\$ 1,406,150	\$ 1,406,150	\$ 1,406,150	\$ 6,837,950
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 21,276	\$ 21,276	\$ 21,276	\$ 21,276	\$ 21,276	\$ 106,380
9. Total Direct Costs (lines 1-8)	\$ 1,506,827	\$ 1,690,279	\$ 1,690,279	\$ 1,690,279	\$ 1,690,279	\$ 8,267,943
10. Indirect Costs*	\$ 344,784	\$ 378,623	\$ 378,623	\$ 378,623	\$ 378,623	\$ 1,859,276
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,851,611	\$ 2,068,902	\$ 2,068,902	\$ 2,068,902	\$ 2,068,902	\$ 10,127,219

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2011 To: 6/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
California Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Melanie Dinos</p>	<p>* TITLE</p> <p>President, State Board of Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>California Department of Education</p>	<p>* DATE SUBMITTED</p> <p>05/09/2011</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="The California Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Striving Readers"/> CFDA Number, if applicable: <input type="text" value="84.371"/>
---	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name * Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

California Department of Education for the State Board of Education
Striving Readers Comprehensive Literacy Grant
General Education Provisions Act (GEPA)

This provision is Section 427 of the U. S. Department of Education's General Education Provisions Act (GEPA), enacted as part of improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

The California Department of Education (CDE) for the State Board of Education will ensure to the fullest extent possible that all project beneficiaries will have equal access to participation in the proposed funded project. The CDE assures equitable access and participation in all grant opportunities or activities, regardless of any barriers, including:

- Gender
- Race
- National origin
- Language
- Color
- Disability
- Age

The CDE does not discriminate on the basis of sex, race/ethnicity, religion, national origin, age, or disability in its services and activities. It provides reasonable and appropriate accommodations for all activities affiliated with this project to meet the needs of a diverse group of participants.

Examples of GEPA compliance include the provisions required under California *Education Code (EC) Section 48985*

(a) If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

(b) Pursuant to subdivision (b) of Section 64001, the department shall monitor adherence to the requirements of subdivision (a) as part of its regular monitoring and review of public schools and school districts, commonly known as the Categorical Program Monitoring process, and shall determine the types of documents and languages a school district translates to a primary language other than English, the availability of these documents to parents or guardians

who speak a primary language other than English, and the gaps in translations of these documents.

(c) Based on census data submitted to the department pursuant to Section 52164 in the preceding fiscal year, the department shall notify a school district, by August 1 of each year, of the schools within the school district, and the primary language other than English, for which the translation of documents is required pursuant to subdivision (a). The department shall make that notification using electronic methods.

(d) The department shall use existing resources to comply with subdivisions (b) and (c).

The CDE maintains the Clearinghouse for Multilingual Documents (<http://www.cde.ca.gov/ls/pf/cm/>) which provides registered users with free access to numerous translated documents contributed by local educational agencies and the CDE.

The CDE shall require an assurance from each local educational agency (LEA) subgrant applicant to meet the compliance requirements of GEPA and as part of the standard Certifications and Assurances required for funding for the state's Literacy Improvement Partnerships in California (LIPiCA) through the DOE's SRCL Grant.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION California Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Michael Middle Name: W.
* Last Name: Kirst	Suffix: Ph.D
* Title: President, State Board of Education	
* SIGNATURE: Melanie Dinos	* DATE: 05/09/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

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2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

	Add Attachment	Delete Attachment	View Attachment
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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Project Abstract final 5-5 (2).pdf**

California's Project Abstract

Project Objectives and Activities

California's literacy project, based on the state literacy plan, is an opportunity for local educational agencies (LEAs), kindergarten through grade twelve (K-12), to form partnerships with early education centers, preschools, institutions of higher education, and other organizations within communities, to improve learning outcomes for children. Partnership objectives are to work in unison with families to improve the oral language and pre-literacy development of children birth through age five; to build reading and comprehension skills for elementary students; to teach middle and upper elementary students to read for comprehension; and to foster content text literacy instruction for grades four and above.

To achieve these objectives, California will implement its *Infant and Toddler Development and Learning Foundations* and *Preschool Learning Foundations (Early Learning Foundations)*, and the California Common Core Standards (CCCS). Professional development opportunities for subgrantees will address disadvantaged students' needs. Other key state activities will be providing assistance in aligning federal and state funds at the local level for project implementation, supporting partnerships, and working with schools and LEAs to transition students, birth through grade twelve.

Applicable Priorities

California has addressed each of the two Absolute Priorities and the Competitive Preference Priority. Priority 1: Improving Learning Outcomes is addressed through the partnership model as a vehicle to promote student success, birth through grade twelve. Disadvantaged students and all other students will benefit from the partnership's coordination of effort. Priority 2: Enabling more data-based decision-making melds seamlessly with the ongoing

implementation of California's guidelines for LEAs and school to develop a Response to Instruction and Intervention (RtI²) approach through collecting, analyzing, and using high quality data to improve learning outcomes.

The Competitive Preference Priority: The Effective Use of Technology is among California's highest priorities, and it is an essential instrument to assist educators in providing all students access to the content and curriculum. The state is committed in this project to guiding educators and students in understanding and applying technology tools in innovative ways adds depth to literacy instruction.

Proposed Project Outcomes

California's focus includes 1) establishing an instructional system that includes implementation of the *Early Learning Foundations* and CCCS to ensure students are college and career ready; 2) developing expert literacy instructional leadership locally; 3) implementing a tiered-structure approach for preschool and an RtI² approach for K-12 stressing data-based decision-making and effective initial instruction; 4) developing a sustainable community partnership providing a seamless transition of support for students and families.

Number of Participants to be Served

Approximately 6,000 educators and 200,000 students will participate in the program during California's first implementation year.

Number and location of proposed sites

The grant will fund approximately 30 subgrantees including partnerships between an early education center and an LEA with grades K-12, or any combination of LEAs including all levels K-12. It is the goal to fund partnerships participating from all regions statewide.

Project Narrative

Project Narrative

Attachment 1:

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PART 4: PROJECT NARRATIVE

(A) QUALITY OF STATE-LEVEL ACTIVITIES

Introduction

California's history of innovation has made it an international center for high technology, biotechnology, and green technology. It is green, diverse, and global. Yet, although California continues to be a research and technology hub, it is struggling to meet serious economic, workforce, and educational challenges within the state. Overcoming these challenges in the short term will require all of the state's creativity, pioneering imagination, commitment, and hard work. In the long term, it will require a world-class public educational system.

California's future is its people. None are more important than the state's 9.4 million children 0-18 years of age. By 2018, America will need 22 million new workers with college degrees. (Carnevale et al. in *Help Wanted: Projections of Jobs and Education Requirements Through 2018*. June, 2010) Over the next five years, 90 percent of the new jobs will require more than a high school degree. (*Winning the Future*, March 2011, www.dol.gov) Those jobs are dependent on the children in school today.

One out of every eight students in the United States is educated in California. One out of three of California's children enters kindergarten speaking a language other than English. Fifty-four percent of children in California live in poverty, and 50 percent of school-age children are Hispanic. For all of the state's creativity and innovation, a pervasive and persistent achievement gap exists in California education. Currently, African American and Hispanic children are at risk for failure in the state school system, as are English learners, students with disabilities, and socioeconomically disadvantaged students. Their needs must be met. The same dedication and imagination that has made California a leader in so many industries, must be directed towards

closing the achievement gap in the state's educational system if the state is going to be able to meet the economic workforce and global challenges of the future.

California's Striving Readers Comprehensive Literacy (SRCL) Grant aims to do just that. Bold and future focused, the grant will emphasize:

Closing the School Readiness Gap: A recent study by the Rand Corporation (2010) shows that closing the "school readiness" gap will help to close the school achievement gap, in which far too many socioeconomically disadvantaged students and African American and Hispanic children are lagging behind and achieving below their abilities. A growing body of research indicates the importance of the first five years of life in establishing a firm foundation for educational success in later years (Lynch, R. *Enriching Children, Enriching the Nation: Public Investment in High-Quality Prekindergarten*. 2007). By centering its attention on the readiness gap, the state will broaden the outreach of its educational programs to help parents and staff support children in those early years and build awareness of the connections between early development and ongoing academic success.

Closing the School Achievement Gap: The core purpose of California education is the continuous improvement of student achievement, with a specific focus on closing achievement gaps. Approximately 54 percent of California's student population in grades 2-11 live in poverty and are at risk of educational failure. Data indicate that only 39 percent of these socioeconomically disadvantaged children are proficient on the English Language Arts (ELA) content standards assessment (STAR Test Data 2010). Twenty-five percent of the students in California, approximately 1.5 million, are English learners (STAR Test Data 2010). This is two and a half times the national average of nine percent and only 36 percent of English learners in grades 2-11 reached proficiency in the ELA content standards assessment in 2010. Eighty-five

percent of the English learners speak Spanish as their first language. In all, the state reports on a total of 58 different primary languages spoken by children in California. (California Longitudinal Pupil Achievement Data System, October 2009). Meeting the needs of English learners in California's schools is critical to the success of the state's entire school system.

Furthermore, the majority of another subgroup in California, African American students, is not achieving proficiency in ELA by grade twelve (DataQuest, CDE 2010). Longitudinal data clearly highlight the fact that the percent of African American students proficient in elementary school is drastically below their White and Asian peers. Unfortunately, by the end of high school, a lower proportion of African American students achieve proficiency in ELA than any other subgroup in the state.

In addition, over 680,000 students in California receive special education services from birth through twenty-two years of age through California's well-developed system. In accordance with the federal guidelines outlined in IDEA 2004, California's policy mandates that students with disabilities receive a free and appropriate public education that involves specially designed instruction to meet the unique needs of children with disabilities. At the same time, to the extent possible, students with disabilities receive their instruction and services in the general education and family living environment, or the least restrictive environment, alongside their nondisabled peers. To provide both specially-designed instruction in literacy and equitable access to the general education environment and curriculum, it is essential to ensure that this state literacy plan include support for literacy instruction for California's students with disabilities.

Creating a Birth Through Grade Twelve System of Curriculum and Instruction:

California has never had a systematic and articulated educational system which begins at the

earliest stages of life and includes families and communities. California's *Infant and Toddler Learning and Development Foundations* and the *Preschool Learning Foundations* (which will be referred to as the *Early Learning Foundations* throughout this document), the California Common Core Standards (CCCS), and the English Language Development (ELD) Standards provide a strong foundation for creating a seamless educational system. There is a need to plan for a smooth progression from birth to high school graduation so students will receive the instruction and other support required to make the crucial transitions in education: home to preschool, preschool to elementary school, primary to upper elementary, upper elementary to middle school, and middle school to high school. Unfortunately, instructional supports become less intense and more diffuse as students progress through the grades, so special care needs to be taken to assist students in crossing these grade spans. Systems must be aligned both vertically and horizontally, ensuring that whatever is achieved at one grade level or stage of development becomes the firm foundation for work at the next.

Bringing 21st Century Learning Tools into the Classroom: California is the home of Google, Apple, Facebook, Twitter, Disney, eBay, YouTube, and MySpace. Technology and E-tools are woven into the fabric of the state. Technology has changed the way we interact and increasingly changed the way students learn and process information. Strong literacy skills separate students who are prepared for increasingly complex life and work environments in today's world from those who are not. They include creativity and innovation, critical thinking and problem solving, and communication and collaboration. The Partnership for 21st Century Skills, (Tucson, AZ) lists these and other skills essential for student success. Students are faced with increasing amounts of information on a daily basis. The ability to navigate through the data and make judgments on the quality and merit of information is essential. The rapid changes in

technology tools require flexibility. The global environment in which technology exists requires social and cross-cultural skills. Given the individualized nature of the technology environment, productivity and accountability will all be crucial. California envisions through this grant opportunity that schools use available technology to help students in order to be prepared for the future.

Leveraging home, family, and community resources will help prepare every learner for success in school. Creating strong family and community involvement and engagement in education and establishing ongoing communication in English and the home language will foster each student's overall achievement. (Jehl, J. *Preparing Young People to Succeed in College and Beyond*. 2007)

(i) Quality of State-Level Activities

The SRCL team, in conjunction with the California Department of Education (CDE) and State Board of Education (SBE), developed a SRCL plan. This plan builds on past literacy initiatives and proposes future conditions and processes necessary to implement a comprehensive literacy program aimed at improving the academic achievement of students. While past state initiatives have proven to be successful, full statewide implementation of a high-quality and effective literacy development program has not been attained. Therefore, it is with the full implementation of the *Early Learning Foundations*, and the initial implementation of the new CCCS, in conjunction with the ELD Standards, that California will pursue an aggressive, data and technology-rich agenda to implement the SRCL grant. Through the SRCL grant, the state is prepared to implement the comprehensive literacy plan to improve the learning outcomes, school readiness, and success in literacy and language development for the state's disadvantaged

students, which include: students with disabilities, English learners, socioeconomically disadvantaged students, and African American and Hispanic students. These groups will be referred to as the disadvantaged students throughout this application.

Through the SRCL grant, California's goals will focus on students' learning outcomes in early literacy skills and oral language development for children birth through age five and the foundational skills to promote language development and literacy for children in kindergarten through grade three. From grade four and above, the focus will be on literacy instruction in content area subjects and in critical thinking skills that allows students to become sophisticated consumers and producers of information, able to evaluate conventional text as well as research, including information gathered from the internet. Specifically, at the secondary level, the focus will be on students developing independence with content area literacy and critical analysis of text, and becoming prepared for college and career. Throughout every child's entire school career, there will be a focus on mastery of skills through data-based decision-making, the use of intervention scaffolds and supports, and aligned and smooth transitions at key points.

To facilitate this implementation of the state's comprehensive literacy program, the SRCL plan describes conditions and processes intended to improve academic learning outcomes for disadvantaged students. These include:

1. Establishment of an instructional system that includes an implementation plan that aligns the *Early Learning Foundations* and ELD standards, with the CCCS to ensure that each child is college and career ready.
2. Development of local capacity of expert literacy instructional leadership within the school and district by ensuring that all educators and instructional leadership participate in ongoing, high quality professional development.

3. Full implementation of a tiered-structure approach for preschool and an RtI² approach for kindergarten through grade twelve (K-12) that stresses data-based, decision-making and effective initial instruction.
4. Knowledge and understanding of the types and purposes of assessments and how to analyze and use the data to plan instruction to meet the urgent literacy and language needs of the state's disadvantaged students.
5. Development of a seamless transition for children and families to adjust to the context of a new school or grade level.

Another process that California educators have been engaged in is Response to Instruction and Intervention (RtI²). This data-based, decision-making approach, grounded on good first teaching before moving to interventions, is an integration of resources from general education, special education, and categorical programs, and forms a comprehensive approach to instruction. At the center of the RtI² approach is the analysis of student data and the alignment of targeted instruction based upon student needs and continual progress monitoring. In the classroom, the RtI² approach is dynamic, with instruction delivered from whole group instruction to various small flexible groups of students, matched according to the analysis of ongoing progress monitoring student data. RtI² promotes collaboration and shared responsibility for the learning of all students across all personnel and programs located in any given school. California believes that the refinement of the RtI² approach will improve outcomes for all students. LEAs whose disadvantaged students include English learners will identify in their RtI² plan a section that specifically addresses the language and literacy needs of English learners. A plan for RtI² for English Learners will include: the second language continuum and stages of second language proficiency (primary language, simultaneous bilinguals, sequential bilinguals, etc.), improved

assessments that better inform language acquisition knowledge and provide a foundation for selecting resources and strategies, research-based technology, and standards aligned curriculum. Applicants will also develop a plan for expanding English learner educator professional development that significantly improves the level of expertise and proficiency in teaching English learners and by design reflects a commitment towards continual improvement of outcomes for English learners.

One final process is an innovative technology component that will bring 21st century learning tools into the classroom and address Universal Design for Learning (UDL). A commitment to technology, the same technology that has increased the performance of California businesses and nonprofits over the last 20 years, may increase teacher effectiveness and student literacy and achievement. This does not mean computers replacing teachers to deliver curriculum to students just as it does not mean computers controlling employees in a business. It means making digital technology as effective and productive a tool in the school environment as it is in the real world work environment. Education is increasingly identifying programs, practices, and strategies for using a variety of technologies that are research based. Initiatives such as the *What Works Clearinghouse* are providing independent reviews on the effectiveness of educational interventions. The potential of both existing and new technologies in supporting student learning isn't in the technologies themselves but the ways they are used as tools for learning (Marzano 2003). A strategic plan to integrate technology use into the classroom in innovative and meaningful ways will be part of the subgrantee application. Applicants can access information easily available on the California Technical Assistance Project (CTAP) webpage located at <http://www.myctap.org/> to assist them in developing a plan, professional development, and training for all educators. UDL, which can be enabled through

technology, is the framework for designing educational environments that enable all learners to gain knowledge, skills, and enthusiasm for learning will increase learning outcomes by reducing barriers to the curriculum and providing rich supports for learning (*National Universal Design for Learning Task*. Retrieved 2011. www.cast.org). Applicants will describe how multiple and flexible methods of presentation will be offered to give students various ways of acquiring information and knowledge as well as allowing for multiple and flexible means of expression to provide diverse students with alternatives for demonstrating what they have learned.

While many students in California are successful, others still continue to struggle in language and literacy development. Therefore, as a first step to addressing the language and literacy development needs of the state's 9.4 million students, California, through the SRCL grant, will conduct a competitive grant process to develop approximately 30 pilot projects aimed at addressing the needs of disadvantaged students. The application process is designed to encourage local education agencies (LEAs) to envision and develop an innovative pilot literacy project, built on their past successes, to facilitate the literacy achievement for their disadvantaged students. Through the implementation of the innovative pilot projects and based upon the evaluation of these projects, the state will gain an understanding of promising instructional practices for literacy and language acquisition processes necessary to promote literacy education for the diverse disadvantaged students in the state. Once data are available, the state will share the identified promising practices to inform the full spectrum of LEAs and other stakeholders in the state.

The state will ensure that the SRCL subgrant application process is public and transparent, and the CDE will make the subgrant application process, procedures, and criteria used to evaluate the grants available to the public. Following a competitive request for

applications (RFA) process, the CDE will issue subgrant awards to applicants that have met the criteria to the highest degree and provided evidence-based innovative approaches within their applications, to meet the goals of the state's comprehensive literacy plan.

In order to leverage home, family, and community resources, applicants will apply as a partnership. The partnership will follow a "feeder pattern" model to reinforce and strengthen alignment and consistency of expectations between the birth through grade twelve educational agencies. A feeder pattern will include early childhood agencies, preschools, and any combination of K-12 LEAs that share the same student population, along with any additional community agencies that serve disadvantaged children. This system of a feeder pattern is very similar to the concept of community schools. In the article, *Making the Difference: Research and Practice in Community Schools* (2009), Martin Blank states that community schools "provide a powerful and supportive learning environment with an impact far greater than the sum of its parts — offering students of all ages the opportunity to reach their full potential, as individuals and as contributing members of their communities".

When establishing the subgrantee partnerships, it will be necessary to establish a few protocols to clarify responsibilities. If a large unified K-12 LEA applies, it must identify the set of feeder pattern schools that will be involved in the project, given the limited funding of this grant. In all subgrantee partnerships, within one district or across districts, schools with the highest population of the locally defined disadvantaged students, as identified through a local needs assessment, shall be included. If more than one LEA is included in the partnership, one of them must take the lead and be designated as the fiscal agent. The lead fiscal LEA must meet the state eligibility requirement, which specifies that at least 55 percent of the student population must qualify for the National School Lunch Program and ensure that 15 percent of the funding

will support early childhood education, 40 percent will support K-5 students and 40 percent will support grades six through twelve students .

The Literacy, History, and Arts Leadership Office within the CDE, together with several leadership offices (Special Education Office; the Migrant Education Office; Title I, Title II and Title III offices; and the Career and Technical Education Office), and in conjunction with the SRCL team and the SBE staff, will provide statewide technical support for the subgrantees as their pilot projects unfold. Through the statewide technical support to subgrantees, the state will provide guidance on implementation strategies, promising literacy practices, promising language acquisition practices especially in meeting the needs of long-term English learners, assessment practices, as well as administration and budgetary management of the grant. This technical support will be aimed at aiding subgrantees to implement a successful literacy and language project that will meet the needs of and further the academic achievement of their locally identified disadvantaged students.

The state will monitor the effectiveness of implementation through an external evaluation, site visits, conference calls, and data analysis of formative and summative assessments. The state will conduct statewide meetings with subgrantees face-to-face and through the use of communication technology to provide guidance, and technical assistance.

Three additional areas the state will monitor are the budgets and expenditures to ensure the subgrantees are 1) using funds to support and accelerate the language and literacy skills of the disadvantaged students, 2) focusing on areas of effective literacy instruction that were determined by the subgrantees' needs assessments, and 3) supporting children birth to age five with no less than 15 percent of the funding, K-5 students with no less than 40 percent of the funding, and grades 6-12 students with no less than 40 percent of the funding, equitably

distributed between middle and high schools.

The state will conduct an ongoing dialogue with subgrantees using the analysis of student learning outcome data provided by a local evaluator or subgrantee to determine the progress students, especially locally identified disadvantaged students are making towards meeting the federal Government Programs Results Act (GPRA) targets as a minimum requirement and any other benchmark or formative assessments that will provide evidence of progress including:

- The percentage of four-year-old students in programs who are achieving significant gains in oral language.
- Percentage of students in grades 4, 5, 8, and 11 in schools who are meeting proficiency levels in reading or writing on benchmark assessments or statewide assessments.
- Percentage of students participating in a data-based, decision-making RtI² approach who achieve significant gains on formative and summative literacy assessments.
- Percentage of students in classrooms using technology that is integrated into the literacy instruction and part of a text-rich learning environment, who are meeting proficiency levels on benchmark or statewide assessments.

The state will establish its GPRA targets for progress after the first year of implementation. Based on the evidence of progress, the subgrantees will review the specific strategies utilized in their project to determine effectiveness in closing the achievement gap. Based upon that review, subgrantees will make necessary changes to improve the learning outcomes of the disadvantaged students.

(ii) Goals for Improving Student Learning Outcomes

California's goals for a comprehensive literacy program were developed in response to

several compelling trends noted through the analysis of student demographic data and academic achievement data. These data are described as follows.

California's Children Birth Through Grade Twelve. California's youngest children have been the focus of a reform effort that has produced two important guiding documents, which this application refers to as *the Early Learning Foundations*. The first document, the *Infant Toddler Learning and Development Foundations* describe competencies infants and toddlers typically attain during the birth-to-three-year period. To make developmental progress, young children need appropriate nurturing. The second document, *Preschool Learning Foundations* outlines key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments research has shown to promote early learning and development. The importance of implementing the *Early Learning Foundations* is underscored by the fact that almost 30 percent of children in California are under age five (see Table 1).

Table 1. Number of California Children Statewide by Age Group, 2009

Under 5	5 to 17	Total
2,749,180	6,685,922	9,435,102
29%	71%	100%

Source: American Community Survey, U.S. Census Bureau, 2009

Table 2 provides data regarding the racial and ethnic breakout of children in California who were under age five in 2008. The proportional representation by race or ethnicity of our state's youngest children is consistent with students currently enrolled in California's public schools as reflected in Table 3, except for a slight proportional increase of Hispanic, Asian, and multi-race children and a slight decrease of American Indian and African American children.

Table 2. Race and Ethnicity of Children Under 5 in California, 2008

White	Hispanic	Asian	Pacific Islander	African American	American Indian	Multi-Race	Total
736,037	1,420,289	261,789	8,002	129,698	4,297	194,186	2,754,298
27%	52%	10%	0.4%	5%	0.2%	7%	100%
<p>Source: State of California, Department of Finance, E-3 Race / Ethnic Population Estimates with Age and Sex Detail, 2000–2008. Sacramento, CA, June 2010 http://www.dof.ca.gov/research/demographic/data/e-3/</p>							

California’s K-12 student population is among the most diverse in the nation, and it presents many challenges and opportunities for developing and implementing a comprehensive literacy program. Over 6.2 million students were enrolled in California public schools in the 2009-10 school year. As the data in Table 3 show, 50 percent of all students are Hispanic, 27 percent are White, 9 percent are Asian, and 7 percent are African American. Table 3 includes the largest subgroups based on race and ethnicity.

Table 3. Public Student Enrollment by Race and Ethnicity, Kindergarten through Grade 12

Ethnicity	Number of Students	Percent of Total Enrollment
Hispanic or Latino of Any Race	3,118,404	50%
American Indian or Alaska Native, Not Hispanic	44,915	1%
Asian, Not Hispanic	526,866	9%
Pacific Islander, Not Hispanic	37,012	1%
Filipino, Not Hispanic	156,433	3%
African American, Not Hispanic	424,327	7%
White, Not Hispanic	1,673,278	27%
Two or More Races	96,785	2%
None Reported	112,405	2%

Source: DataQuest, California Department of Education, 2009-10

Assuming that the children identified in Table 2 are those who will be transitioning into elementary schools the next five years, it is important to consider how to provide the necessary

preliteracy skills in order to prevent any further widening of the achievement gap for ELA as the data in Table 4 illustrates.

Table 4. Students by Race and Ethnicity, Grades 2-11 Scoring Proficient or Above on the California Standards Assessment for English Language Arts 2009-2010

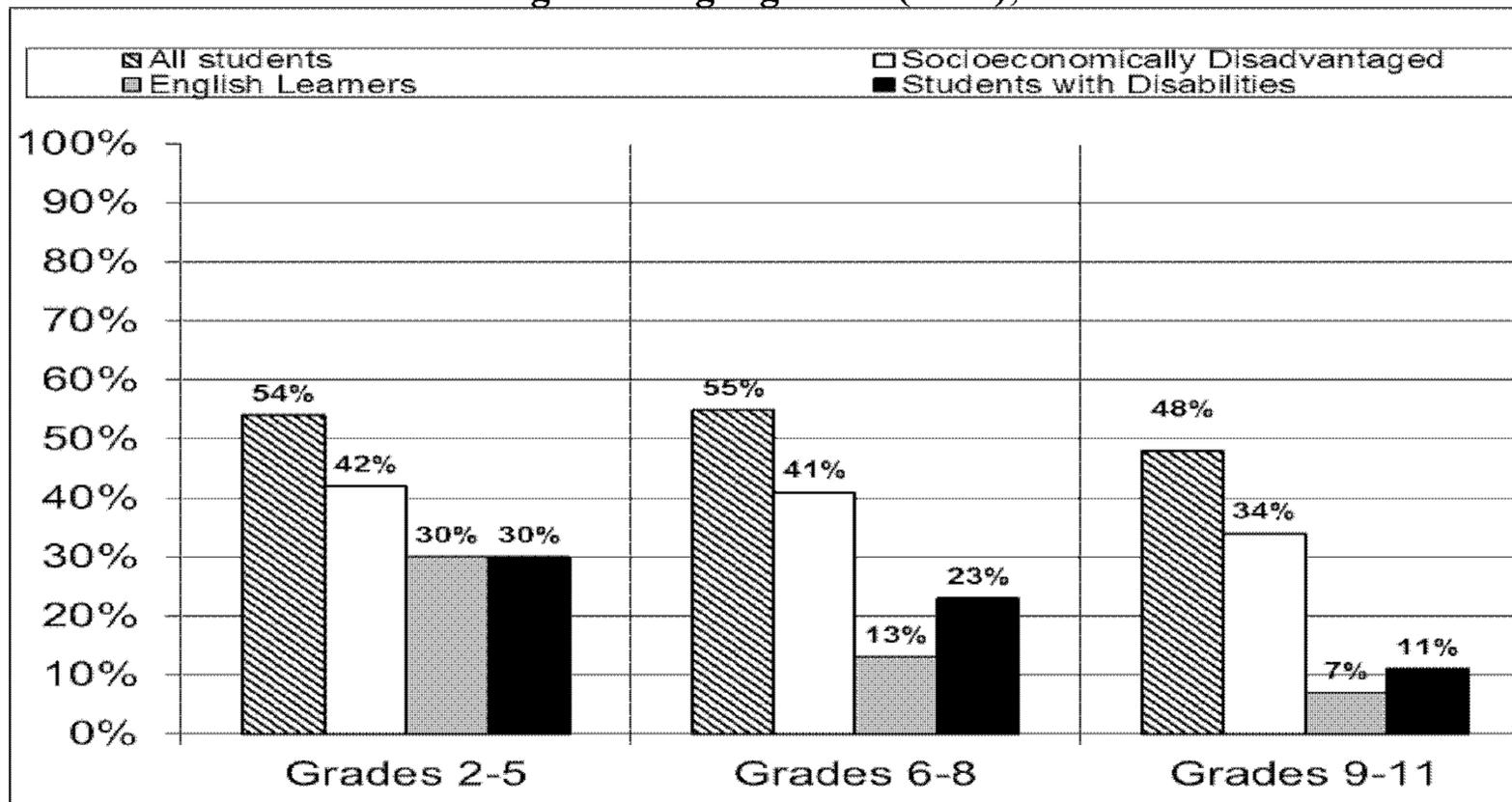
White	Hispanic	Asian	Pacific Islander	African American	American Indian	Multi-Race	Total
1,271,688	2,403,612	401,348	25,804	325,933	32,778	133,490	4,594,653
69%	40%	69%	47%	35%	45%	62%	

Source: DataQuest, California Department of Education, 2009-10.

The Hispanic student subgroup is a concern for two reasons: 1) the large number of students in this subgroup and 2) the achievement gap in the percentage of students scoring proficient or above between this group and the highest achieving subgroups in English language arts. In addition, the data indicate that approximately one-third of the African American subgroup is proficient, which means that two-thirds are not proficient — a very concerning issue that California needs to address.

The data in Chart 1 compare all students enrolled in California’s public schools in 2010, with three subgroups. It is important to remember that certain students may be included in more than one of these subgroups (i.e., an English learner may also be a student with a disability). The achievement gap for these subgroups indicates several areas of need. Only about half of all California students reached the statewide proficiency targets for ELA. The percentages of proficiency of the three subgroups represented in Chart 1 are even lower. English learners were proportionally among the least proficient among all student subgroups across the grade spans since 30 percent reached proficiency in ELA in grades 2-5, 13 percent reached proficiency in grades 6-8, and seven percent reached proficiency in grades 9-11. The students with disabilities subgroup is also a group that shows a large achievement gap compared with all students, especially in grades 6-8 and 9-11.

**Chart 1. Percent Proficient or Above by Student Subgroup and Grade Span
In English Language Arts (ELA), 2010**



Source: California Department of Education Standardized Testing and Reporting (STAR) Results, 2010

Based upon the demographic trends and achievement of California’s children, the grant will support LEAs and providers of early childhood education to implement a local comprehensive literacy plan. Applicants who plan to use the funds to expand and/or enhance effective instructional projects that address the language and literacy needs of disadvantaged students will be given priority in the state evaluation process.

The state plans to select partnership applicants that include an organization serving children from birth through age five and LEAs that include students, K-12. The schools that the LEA chooses to participate should be the schools with the highest needs academically and the highest number of disadvantaged students. The schools should also have the capacity for change. The state will provide the applicants with the opportunity to identify which evidence-based strategies they will use to improve learning outcomes and on which group of disadvantaged students they will focus.

In developing the application for funding, applicants will be required to conduct a comprehensive needs assessment to determine the performance levels and needs of students, for locally identified disadvantaged children ages birth to grade twelve. In addition, applicants will identify current efforts to address student needs and evidence of successful outcomes. Given the federal funding available, applicants will be encouraged to focus on improving two or three areas identified through local needs assessment that will have the greatest impact on student learning outcomes for their identified group of disadvantaged students the first year of implementation. If funding continues, subgrantees will include additional areas of need to focus their efforts in the following years. The needs assessment will also identify the level of understanding local early childhood and K-12 educators possess in relation to the key elements of the state literacy plan, including the alignment of the *Early Learning Foundations* and ELD standards to the CCCS; RtI² approach; research-based, data-decision making; informed instruction for identified disadvantaged students; and the use of technology to support instruction.

The needs assessment will be completed by all stakeholders involved, including families, teachers, administrators, community members, and students, if appropriate, to identify the strengths that the applicant will build upon in its literacy plan. Using the analysis of the needs assessment, the applicant will describe the context, rationale, and necessity for the pilot project, and focus areas that it is proposing to address in the application of the literacy grant.

To assist with the task of developing a focused local literacy project based on the state literacy plan and allow flexibility in implementation, the state has developed areas for the applicants to address the SRCL plan's goals. The applicants will design a pilot project that builds on the assets of their existing educational program and addresses their students' unique needs. The details of implementation for each of the goals will be organized by the following age/grade

spans, and topics that apply to all grade/age spans are listed last. Applicants will select and describe in detail the topics that will be addressed within their local plan.

Birth Through Age Five. Describe how:

- the *Early Learning Foundations*, which include the Foundations in English-Language Development, will be implemented and aligned with instructional materials and/or curriculum.
- oral language development (vocabulary, word knowledge, emergent literacy) and other early literacy skills will be addressed.
- language and literacy will be integrated into all domains of learning.
- a data-based, decision-making tiered approach to intervention will be used to assist the identified disadvantaged children.
- specific strategies will be used to support the connection between language development in the home language and language development in standard English.
- programs and services will be offered for students with disabilities and English learners.
- the process for building family partnerships to encourage literacy and language development and provide materials at home, and in the home language, and to prepare children for the transition to kindergarten.
- early childhood educators will communicate with the elementary school staff and parents to ensure smooth transitions and a clear understanding of expectations.

Kindergarten Through Grade Three. Describe how:

- the new CCCS will begin to be implemented to focus children's reading on many genres, both literary and informational.

- the continued focus of the CCCS on the development of the foundational skills of reading and language will be provided.
- the RtI² approach will be implemented or enhanced, differentiating instruction for all students.
- programs and services (e.g., ELD, bilingual, dual immersion) will be offered for English learners.
- programs and services will be offered to students with disabilities and how the collaboration will take place between special and general education teachers.
- structures will increase communication between educators and families and how the structures will support students with needs and address concerns in the transition to kindergarten.
- educators will communicate with the preschool and the upper elementary school staff to ensure smooth transitions and a clear understanding of expectations.

Grade Four Through Grade Eight. Describe how:

- educators will meet the challenge of transitioning to the new CCCS, including the emphasis on informational text within content areas and the new literacy standards for history/social studies, science, and technical subjects.
- RtI² will be implemented or enhanced in the area of literacy, differentiating instruction for all students.
- programs and services will be offered for English learners including additional interventions for students who have received ELD instruction for five years and more.
- programs and services will be offered to students with disabilities and how the collaboration will take place between special and general education teachers.

- structures will increase communication between educators and families, how the structures will support students with needs, and address concerns in middle school and high school transition.
- educators will communicate with the early elementary teachers, middle school teachers, and high school teachers to ensure smooth transitions and a clear understanding of expectations.

Grades Nine Through Twelve. Describe how:

- educators will meet the challenge of beginning the transition to the new CCCS, ensuring all stakeholders are prepared for the new demands, including the emphasis on informational text within content areas and the new literacy standards for history/social studies, science and technical subjects.
- strategies will be used to ensure that all content area teachers require critical thinking and evidence-based arguments in written assignments and oral discussions.
- research-based strategies will be implemented that increase literacy skills so that students become independent learners in a chosen content area or discipline, such as science or social science, as preparation for college and career.
- RtI² will be implemented in the area of literacy, differentiating instruction for all students.
- educators will assist students to meet the goal of being consumers of disciplinary information, as well as producers of information.
- programs and services will be offered for English learners and how additional interventions for students, if necessary, will be offered to students who have received ELD instruction for five years and more.

- programs and services will be offered to students with disabilities and how the collaboration will take place between special and general education teachers.
- structures will increase communication between educators and families and how the structures will support students with needs and concerns in the transition to high school and college or career.
- educators will communicate with the middle school staff and parents to ensure smooth transitions to high school and to college and career.

All Levels/Grade Spans. Additionally, the applicant will also need to describe how:

- a Leadership/Advisory Team will be developed that includes representation from all agencies involved in the partnership. All partners will be engaged in the collaborative planning process, communicating regularly to ensure a smooth academic transition that recognizes and accommodates variations in curricula across feeder schools.
- culturally relevant teaching strategies will be incorporated into the classroom to meet the needs of disadvantaged students.
- a professional development plan will be put into action based on the needs assessment, including the focus, participants, providers of the instruction, and a general timeline for implementation.
- evidence-based technology will be incorporated into the environment at every level and how it will increase student engagement and achievement or increase the effectiveness of the educator or administrator. Also include how educators will use UDL to reduce barriers in instruction and provide accommodations and support while maintaining high expectations.

- both formative and summative assessments and any other evaluative instruments will be used and how the appropriate accommodations to ensure reliability and validity for English learners and students with disabilities will be used.
- educators will be provided with additional opportunities to improve their practice by engaging with peers in lesson study, participating in classroom observations, and gaining knowledge and confidence through high quality professional development.

Finally, it will be highly encouraged but not required to include an IHE and county office of education as a partner to assist in the development of the local comprehensive literacy project and implementation of professional development that is explicit, evidence-based, systematic, and tied to the identified student learning outcomes and needs of the LEA.

(iii) Technical Assistance and Support

The state will provide technical support throughout the entire grant process from the initial applications to data reporting by conducting state meetings, webinars, and phone conferences. California's state literacy team comprised of teachers, administrators, researchers, parent and librarian representatives, IHE professors and personnel, and other literacy experts throughout the state has developed a draft comprehensive literacy plan and will assist the SBE and CDE in reviewing the student data and other documentation of applicants in implementing the grant's goals and objectives. The CDE will facilitate the collaboration and communication among the successful applicants participating in the grant and conduct site visits as necessary to assist with implementation of the proposed project. They will also meet with successful applicants on a semi-annual basis to provide guidance and technical assistance.

The state will also provide input workshops as requested by the successful applicants and based on the needs assessments and may include such topics as, implementing the *Early*

Learning Foundations and CCCS; the infusion of technology into instructional practices; data-based decision-making and strategies of RtI² to support disadvantaged students; strategies to meet the language and literacy development of English learners; and assisting educators to provide literacy instruction in all content areas.

(iv) Evaluation of the State's Progress

The state will evaluate the progress of improvement in literacy development in two ways: 1) through the local evaluation of the subgrantees, and 2) through a contracted state evaluation of the implementation and impact of the SRCL state grant.

Local Evaluation of the Literacy Project. As a condition of the grant, each subgrantee will conduct a local evaluation of locally implemented project aimed at improving the literacy development and learning outcomes of locally identified disadvantaged students. The subgrantees will need to assess students as required by the GPRA which will include: 1) the percentage of four-year old students in programs who are achieving significant gains in oral language and 2) the percentage of students in grades 4, 5, 8, and 11 who are meeting the proficiency levels on reading and/or writing statewide assessments. Subgrantees will work with their local evaluators to outline additional data (e.g. formative and summative student assessments, implementation of program strategies indicators) to be collected and analyzed, based on a local needs assessment, and to be reported each year of funding as required. The evaluation plan will describe how the study will be accomplished, the tools to be used to assess the literacy project's progress, and what will be used as the evidence for increasing the student learning outcomes. In the first year of implementation, the local evaluation study will examine the preliminary efforts and establish baseline data on the various aspects of the local literacy project. The baseline information and data will serve as a starting point to establish the targets to

measure the progress of students in the following years of implementation.

Although the evaluation plan may be developed with input from the subgrantees, objective analyses and findings must be conducted by an external local evaluator, who is clearly separate from the local entities involved in the pilot project implementation. The local evaluator or members of the local evaluation team may not be directly involved with the planning or delivery of the professional development content or pedagogy.

Subgrantees will be expected to submit quarterly progress reports, as well as budget reports, to the CDE. Based on these reports, the state will determine the necessary technical support to aid subgrantees in their implementation of the literacy projects. Information gained through the quarterly reports may be shared with all subgrantees, as necessary, through statewide webinars and meetings. The subgrantees will also be encouraged to team up with other participating pilot projects for frequent dialogue about their progress and implementation experiences and will provide a venue for them to share information and problem solve.

Evaluation of the Statewide Literacy Project. The CDE will subcontract with an external evaluator to examine the statewide literacy project's impact and effectiveness in helping the state's children improve their literacy skills. The statewide evaluation study's goal is to examine the effectiveness of individual literacy pilot projects, identify structures necessary to implement a comprehensive literacy project for birth through grade twelve children, and determine the possibility for replication in similar schools throughout California. However, due to the limited time for a longitudinal evaluative study of the SRCL project, as a first step, California's study will examine subgrantees preliminary efforts to implement their literacy project.

Specifically, in the first year, the statewide evaluation will focus on:

- The impact of the literacy projects on locally identified disadvantaged students' literacy development and closing the achievement gap.
- To the extent possible, how educator/administrator preparation, credentialing, professional development, and support are effectively implemented to promote literacy development for all students. The evaluator will describe the demographics of the educators involved in the project, including teacher preparation, credentialing, the types of professional development that occurred in the initial phases of the project, and initial data on the literacy project's impact on educator effectiveness.
- To the extent possible, how a tiered instructional approach for the birth through age five group and the RtI² approach for K-12 supported student literacy development. The evaluator will gather baseline data on the implementation of the tiered instructional approach and the RTI² approach and its preliminary effects on students' achievement in reading, writing, listening and speaking.
- Roles of the LEAs' key personnel (superintendent/board, curriculum and instruction administrators, coordinators, coaches, principals, and teachers) and their impact on the literacy pilot project implementation.
- Factors contributing to both strong and weak implementation efforts in the pilot literacy projects. A description of possible factors will be established to implement the local literacy projects.
- How the use or restructuring of resources has supported the literacy pilot project's effectiveness, and how these resources were used to promote English language and academic English acquisition and development.
- Identification of the basic elements that are needed to successfully replicate a strong

literacy program throughout the state. The evaluator will establish possible elements for study to determine replicability of successful literacy projects.

- Specific data on the impact of implementation for the locally identified disadvantaged students by each subgrantee.
- Detailed descriptions of the procedures to be used to summarize and analyze the data. These descriptions must include statistical methods to be employed, as well as how analyses of both quantitative and qualitative data will be conducted. The full evaluation plan must include:
 - A conceptual framework for the evaluation, including key variables and indicator definitions, and a task timeline for carrying out the evaluation
 - Specific methods, including instrumentation and data sources and their relation to tasks and timelines
 - Appropriate justifications for each method selected and how the methodology will obtain the information needed to examine the implementation of the state’s literacy grant program

The evidence used to examine the impact of the statewide literacy program will include academic student achievement and teacher qualifications and characteristics obtained from the various statewide assessment tests including:

Standardized Testing and Reporting Program (STAR). The STAR Program is the state assessment system. Administered annually in the spring in grades two through eleven, the STAR Program was first authorized in 1997 and reauthorized until 2011 by state law (*Education Code [EC] Section 60640*). Tests in the STAR Program measure how well students in California public schools are acquiring the knowledge and skills identified in the California content

standards. The STAR Program for 2010 included four tests:

1. The California Standards Tests (CSTs) measure the achievement of state content standards in English-language arts, mathematics, science, and history-social science at various grade levels.
2. The Standards-based Tests in Spanish (STS) have been developed for Spanish-speaking English learners and measure the achievement of state content standards in reading-language arts and mathematics in Spanish (for grades two, three, and four in 2008).
3. The California Alternate Performance Assessment (CAPA) was developed as an alternate assessment for students who have significant cognitive disabilities and cannot take the CSTs even with accommodations or modifications.
4. The California Modified Assessment (CMA) is an alternate assessment of the California content standards based on modified achievement standards for children with disabilities who have an individualized education program (IEP). In April 2007, the United States Department of Education enacted regulations for an alternate assessment based on modified achievement standards. The CMA was administered in grades three through five in 2008, and in grades six through eight in 2009.

California English Language Development Test (CELDT). The CELDT is a key assessment in California used to: 1) identify students as limited-English proficient, 2) determine the level of English language proficiency in students who are limited-English proficient, and 3) assess the progress of limited-English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

California High School Exit Examination (CAHSEE): In addition to the assessments

included in the STAR Program, in 2001 the state developed and implemented the CAHSEE. Beginning with the Class of 2006, all public school students were required to pass the exam to earn a high school diploma. The CAHSEE represents some of the core content that a high school graduate is expected to know and be able to demonstrate in English-language arts, including a writing assessment, and mathematics.

California Basic Educational Data System-Professional Assignment Information Form (CBEDS-PAIF). CBEDS is an annual collection of basic student and staff data that the CDE implemented in 1980. It is a statewide database that has as its data sources county offices of education and school districts. CBEDS gathers information on staff and student characteristics as well as enrollment and hiring

Participating subgrantees will be required to submit GPRA data elements necessary for the external evaluator to accomplish the statewide evaluation. Additionally, the evaluator will be required to collaborate with the CDE Assessment and Accountability Division, English Learner and Curriculum Support Division, Special Education Division, and Title I Division, as well as the SBE staff and SRCL Team to analyze pertinent data. The evaluator will also be required to provide findings in quarterly and annual reports. Data collection and analysis methods may include, but need not be limited to:

- Survey questionnaires to participating LEAs and schools, with particular emphasis on the kinds and levels of technical assistance and support provided
- Intensive case studies, including site visits, interviews, and focus groups with personnel in participating LEAs and schools, with particular emphasis on the kinds and levels of technical assistance and support provided
- Statistical analysis of data collected by the contractor or available from the CDE

- Qualitative analysis of records provided by the CDE and qualitative data resulting from surveys, interviews, and case studies conducted by the contractor

(v) Dissemination of Information

The CDE, in collaboration with the external evaluator, will disseminate information and project updates on a systematic basis so that subgrantees will receive timely and high-quality data reports. The reports will be available online and in hard copy at least once each year. Based on a cycle of statewide and local assessments, additional information will be made available to students, families, and other local stakeholders as it becomes available to the state. In the study's first year, preliminary information will be disseminated to inform the state leaders on the implementation of the local projects.

(B) QUALITY OF THE STATE SUBGRANT COMPETITION

The CDE has had multiple opportunities to develop, improve, and expand on the process of conducting rigorous competitions for subgrants to LEAs, including federal grant opportunities such as the California Math and Science Project, Carl D. Perkins Career and Technical Education Improvement Act of 2006, Reading First, and the School Improvement Grant, and the state grant competition for the English Language Learner Pilot Project.

(i) Rigorous Subgrant Competition

Given the experience the CDE has had in conducting an RFA process, the competition will be fair and equitable for all applicants as well as rigorous and designed to elicit applications that will result in:

- Improving literacy outcomes for disadvantaged students
- Enabling more data-based decision-making to improve literacy and language development instruction

- Proposing technology that will be innovative and increase student engagement and teacher effectiveness in improving student outcomes

CDE staff will select a review panel of experts in the area of literacy to review applications. Care will be taken to ensure that reviewers have no conflicts of interest. Time will be spent drafting the documents that will assist the reviewers in determining the quality of the applications. Guiding questions will be included for each section, and these questions will be used by reviewers during the scoring process.

The CDE Literacy, History, and Arts Leadership Office and Child Development consultants will be available throughout the review for questions and to facilitate discussions, if necessary. Protocols have been developed and will be followed. As part of the rigorous scoring process, a team of two literacy experts will review each SRCL application. Each reader will be knowledgeable in California's state literacy plan, the scoring process, and protocols.

To ensure that the applicants are ready and able to implement their proposed pilot projects and as a condition for awarding funds, all applicants will be evaluated on the following four components:

1) Needs Assessment and Rationale--20 points

- The project's context and demographics
- A completed needs assessment
- An analysis of the needs assessment to determine the areas of strength and areas of need within the applicants participating LEAs and agencies
- A rationale for the proposed plan

2) Action Plan--30 points

- A detailed description of the proposed plan activities and strategies

- A timeline of the proposed activities
 - A list of personnel or agencies responsible for implementing the pilot project
 - A list of instructional materials that will be utilized within the proposed plan
 - A scope and sequence of the curriculum that will be utilized in the birth to preschool educational process
 - The process for selection of participating LEAs, early childhood centers, and public or private community based agencies
- 3) Evaluation Plan--30 points
- A detailed description of the proposed evaluation plan process
 - A description of what information and data will be utilized as evidence of success
 - A description of who will be conducting the evaluation or how the external local evaluator will be selected
 - A description of how the plan's evaluation will be utilized to alter and enhance the project
- 4) Leadership and Management Plan--20 points
- A list and qualifications of personnel, who have expertise in curriculum and instruction for the disadvantaged students, who will be facilitating and providing professional development for the proposed project
 - A list and responsibilities of personnel who will be implementing the proposed pilot project's day-to-day operations
 - A statement of commitment by the administration of each participating LEA, early childhood center and any other participating agency
 - A narrative of the team's capacity to implement the proposed plan

- A proposed plan to collaborate with other agencies and programs for additional resources and guidance
 - A proposed plan for the sustainability of successful elements once the grant funds have expired
- 5) Budget and Resources Plan (evaluated on a “pass” or “fail” basis)
- A detailed expenditure plan for the proposed project
 - A budget narrative for the proposed project
 - A detailed list of additional resources that will be utilized to implement the proposed project

(a) The Capacity of the Applicant. To ensure the applicant has the capacity to implement its proposed plan, the subgrant application process includes a Leadership and Management Plan section requesting the applicant to describe its capacity to implement the project. Applicants will address past experience and effectiveness in administering a literacy project and the project’s outcomes. Additionally, the applicant will need to identify key personnel and experience in administering a literacy project or in literacy expertise.

(b) Determining Quality of Literacy Program. In determining if the application meets all the criteria under paragraph (d) of the Additional Requirements of the federal SRCL application, priority will be given to applicants that demonstrate, within the application, how the funding will assist in implementing a comprehensive and coherent literacy program that serves students from birth through grade twelve and increases learning outcomes by focusing on:

- Developing early literacy and oral language skills for children birth through age five
- Developing language and literacy skills for elementary students, moving from an emphasis on literary texts in early elementary grades to informational texts in upper

elementary grades

- Infusing literacy strategies throughout the comprehensive curriculum, including content courses, at the secondary level, and developing independence

Flexibility in implementing an innovative research-based project that assists educators in meeting the needs of disadvantaged students is a priority within this subgrant application process. The applicants will use the data gathered in their needs assessment and then address the questions listed beginning on page 18 of this application. In addition, applicants will also be asked to carefully consider how they will:

- Implement interventions for students who are struggling readers as well as students who have mastered the material ahead of their peers.
- Provide language and text-rich classrooms, schools, and other program environments that engage and motivate students in speaking, listening, reading, and writing.
- Use a coherent assessment system that informs instruction, interventions, and professional development, and allows for optimal instructional time.
- Monitor and track project implementation and outcomes at all levels to ensure continuous improvement.

(1) Priority to LEAs or Providers of Early Childhood Education Serving High-Poverty Populations. California will accept applications from LEAs who meet the California definition of poverty, which for this application will include LEAs in which 55 percent or more of the student population meets the requirements for the federal National School Lunch Program (NSLP). The CDE has compiled an eligibility list using this criteria. A total of 477 out of the current 1,049 LEAs and county offices (California School Directory, 2011) meet the requirement, which is another indication of the overwhelming poverty affecting California's students.

In the evaluation process, the state will ensure that the LEA partnerships that receive funding not only have a large number of disadvantaged students, but they also have the capacity for improvement. Questions in the application will address this issue (see section A (ii)), for example, in grades four through eight: 1) Describe how structures will increase communication between educators and families and how the structures will support students with needs and address concerns in middle school and high school transition.

Priority will also be given to LEAs who indicate that initial implementation or plans for implementation of the *Early Learning Foundations*, CCCS, an RtI² approach, or other evidence-based strategies are in place.

(2) Needs Assessment. As a requirement of the grant application process, applicants will be required to conduct a comprehensive needs assessment to determine the performance levels and needs of disadvantaged students, birth to grade twelve. In addition, applicants will identify current efforts to address student needs and evidence of successful outcomes. The needs assessment will also identify the level of understanding educators possess in relation to the key elements of the state literacy plan, including *Early Learning Foundations*, ELD Standards, and CCCS; RtI² approach; research-based, data-decision making; instructional strategies for disadvantaged students; and technology.

The local needs assessment will be completed by all local stakeholders, as applicable, including families, teachers, administrators, community members, and students, if appropriate, to identify the strengths that the applicant will build upon in its literacy plan.

Based upon the analysis of the needs assessment, the applicant will describe the context, rationale, and necessity for the project, and proposed focus areas to be addressed in the application designed to improve literacy and language development.

(3) Community Involvement. To focus the grant funding on the LEAs with a student population with 55 percent or higher eligible for the NSLP, as an entry requirement of the SRCL grant process, applicant partnerships will include eligible LEAs and/or school sites with high numbers of the locally identified target subgroups of disadvantaged students. Applicants will be encouraged to partner with community agencies or other entities serving great numbers or percentages of disadvantaged children, and preschools and childcare centers serving a high number of children in poverty within the selected feeder pattern.

California SRCL grant applicants **must** include the following partners:

- A lead high-needs LEA that includes students in K-12 or any combination therein, which meets the eligibility requirement of having 55 percent or more students qualify for the National School Lunch Program. All schools within the LEA are not required to participate.
- Additional LEAs or schools and/or agencies that are included in a “feeder pattern” with the lead LEA. This pattern will accommodate all configurations of LEAs.

Included in the pattern of schools are public and private infant and toddler agencies as well as preschools that will transition young children into chosen elementary school(s). Again, all age/grade spans from birth through grade twelve must be represented within the participating agencies.

Applicants of the California SRCL grant are **encouraged to include** the following partners as applicable to the needs of the students, educators, and the community:

IHEs (public or private universities, colleges, or community colleges); county offices of education; libraries; Head Start centers; health care providers; or other community-based organizations, nonprofit or for-profit organizations of demonstrated effectiveness in improving

teacher quality, public or private organizations, agencies, and foundations that provide literacy instruction, local parent organizations, and local business or industry organizations.

Applicant LEAs will also be asked to describe the manner in which schools or other participating organizations were selected or invited to participate in the pilot project. For example: What information was provided to potential schools or organizations? What was the selection process for schools to be involved? Were teachers, principals, families, and other community members included in the design of the project? What were the reasons participating organizations were selected for the project (e.g., literacy expertise, resources that they could provide, professional development experience)? Additionally, applicant LEAs will provide information regarding how private schools were contacted to participate in the partnerships.

Private School Participation. To ensure equitable participation for private schools, the LEA, consortium, or entity must consult with private school representatives in accordance with the information provided in the Guidance Document at <http://www.cde.ca.gov/sp/ps/cd/>. The CDE has a prepared form that will be an attachment to the subgrant application that must be completed and submitted with the subgrant application

(c) Coherent Strategy. Instructional coherence is possible only when there is a uniform purpose and a common framework for instruction, assessment, and learning (Koppich, J. E., & Knapp, M. S. 1998). The California state literacy plan is the first time a state plan has included children from birth through grade twelve, providing a chance for coherence in all preschool and educational environments. The “feeder pattern” will also enable coherence throughout a child’s academic experience as the partner early childhood agencies and the LEAs develop their local cohesive literacy plan. The alignment of the *Early Learning Foundations*, the ELD standards and the CCCS with instruction will also add to the coherence of literacy instruction in all age

spans, keeping the focus on the learning outcomes of all students.

Additionally, the grant applicant will need to address its capacity to articulate and collaborate efforts with other programs within its partnership in the Leadership and Management Plan component of the application. In that section's narrative, applicants will address specific past and future collaborations and articulations with other federal and state programs (e.g., Title I, II, and III; Perkins; and Migrant Education programs). The plan will include a strategy for continuing and sustaining the collaboration with other programs during the grant period.

(ii) Priority to LEAs or Providers of Early Childhood Education that Propose to Serve High-Poverty Children

As stated previously, only eligible lead high-need LEAs will be allowed to apply for the grant funds. Infant/Toddler and preschool centers serving a high number of children living in poverty that also fit into the feeder pattern of the partnership will be strongly encouraged to be included as partners to the LEAs.

(iii) Priority to Applications Supported by the Strongest Available Evidence

Applicants will be required to address the instructional strategies and practices that will lead to improved student literacy development in their action plan. Applicants must support their proposed projects with instructional strategies that are research-based and have been proven to increase achievement for birth to preschool age children and K-12 students. Evidence for strategies, programs, and practices must be cited within the application.

(iv) Alignment with State Standards for the Adopted Curricula and Materials

Applicants will be required to submit a list of instructional materials and a list of supplementary materials to be used in the pilot project. Through the evaluation of submitted applications, the CDE will review and determine if the applicants are using instructional

materials that align to the state standards.

(C) PROJECT MANAGEMENT

The SBE is the state educational agency for California and has final responsibility for the implementation and success of the SRCL project, including the state literacy plan and the SRCL grant. The CDE has responsibility for the coordination of the SRCL team, the activities associated with the state literacy plan, and the SRCL grant administration and implementation.

The state leadership team as well as the SRCL team will participate in site visits that are located within their regions to understand the implementation issues firsthand and will continue to meet and update the state literacy plan as needed. The team will also assist in planning the statewide meetings for the subgrantees and offer technical assistance in their individual areas of expertise as needed.

(i) Adequacy of the Management Plan

Establishing a management plan that clearly outlines and details the objectives and goals of literacy for all disadvantaged students; assists families in understanding the literacy goals and becoming involved partners in school; and supports teachers and administrators in the use of literature, informational text, data, and technology to accomplish the goals is necessary for successful learning outcomes. California was fortunate to have individuals with expertise in all areas and age spans of literacy agree to participate on the SRCL team. They spent many hours and days carefully considering the necessary goals and objectives for the state literacy plan. The needs of the students in our state are great and the vision for the future is great as well. The SBE, the CDE, and the SRCL team are committed to making the changes that are necessary to ensure that all students have the instruction and opportunities they need to be successful.

California will begin its implementation of the SRCL grant by conducting a subgrant

competition and awarding grants to a limited number of recipients. Similar to the federal SRCL model, grant awards will be made to applicants that have demonstrated that they have the capacity to accomplish the goals that were identified by the local needs assessment. These subgrantees will be identified as pilot projects that other LEAs can strategically learn from in the subsequent years of implementation. The following timeline and project tasks indicate the work plan and implementation schedule for the SRCL project. The first year is clearly delineated but due to uncertainties in funding, the following years will be planned in greater detail as federal funding timelines are established.

Timeline and Project Tasks to Be Completed

Year 1

August 2011

- Conduct a Webinar to provide information on the grant application and process statewide.
- Develop and submit a budget proposal to the state legislature to gain approval for disbursement of SRCL funds.
- Prepare a RFA for subgrants.

September 2011

- Refine the RFA for the subgrants application process.
- Develop Request for Proposals (RFP) for state external evaluation.
- Develop the final eligibility list of high-need LEAs.
- Select expert literacy reviewers for the competitive subgrants reading process.

October 2011

- Release the RFA for the California LEA SRCL subgrant and post to the Internet.
- Prepare and post Frequently Asked Questions to the Internet.
- Conduct technical assistance webinars for applicants.
- Prepare for application reviews.
- Release the RFP for the state external evaluation.

November/December 2011

- Train literacy experts in the grant review process.
- Conduct a fair, transparent grant reading and evaluation review process.
- Train evaluation experts in protocols for the external evaluation proposal review.
- Conduct the state external evaluation RFP review.

January 2012

- Send award letters to successful applicants and the external evaluation contractor.

February – May 2012

- Conduct a statewide subgrantee meeting.
- Provide technical assistance for new grantees for fall 2012 implementation.
- Prepare and facilitate state LEA collaboration meetings.
- Plan for Year 2 activities if funding becomes available.

June – August 2012

- Provide technical assistance.
- Conduct statewide subgrantee meeting.

September 2012 – August 2013

- Implement the project, through the subgrantee, at the site and classroom level.
- Schedule and conduct two additional statewide meetings and site visits.

- Collect data for GRPA and set targets for student achievement for students who are participating in the SRCL Grant.

Years 2 through 5

- Request an extension of funding.
- Continue grant award process as established in Year 1.
- Release additional subgrant competition criteria if funds allow.
- Scale up successful early efforts as data indicate.
- Extend external evaluation process; establish additional data collection and analysis.
- Provide technical assistance.
- Conduct monitoring visits.
- Prepare and facilitate state LEA collaboration meetings.

Additional milestones that will need to be scheduled once funding is certain are:

- Application webinar/workshop dates
- Selection of readers for subgrant applications
- Question and answer documents
- Grant award letter and budget submission dates for successful applicants
- Evaluator dates for site visits and timelines for data submission

(ii) Qualifications of Key Personnel

The CDE staff facilitating the plan's writing and implementation have also spent many years as teachers and administrators before joining the CDE. The key personnel for this project include:

- Camille Maben, Co-Project Investigator, CDE
- Phil Lafontaine, Co-Project Investigator, CDE

- Carrie Roberts, Project Monitor, CDE
- Desiree Soto, Project Monitor, CDE
- Larina Harris, Associate Governmental Program Analyst, CDE

Resumes for these key personnel can be found in Part 6.

Additional technical advisors for the project include:

- Janice Agee, Senior Communications Advisor, California Comprehensive Center, WestEd
- Patricia Crotti, Consultant, California Comprehensive Center, WestEd
- Patricia De Cos, Interim Executive Director, California State Board of Education
- Kenji Hakuta, English Learner Literacy Expert, Stanford University
- Michael Kamil, Adolescent Literacy Expert, Stanford University
- Beth Rice, Literacy Consultant, California State Board Of Education

California SRCL Team

(b)(6)	Former Secretary of Education, California, and Retired Educator
	SBE Liaison, Assistant Superintendent, Bakersfield
	Youth Services Specialist California State Library
	District Program Specialist - English Learner Programs
	Educator & California Teachers Association Chair of Curriculum & Instruction Committee
	Elementary Instructional Coach, Inglewood Unified School District
	Consultant, Educational Consulting Services, Inc.
	Resource Specialist, Pasadena Unified School District
	High School Principal
	English Learner Specialist, K-12, Los Angeles Unified School District
	Director, University of California of Professional Development Institute
	National Board Certified Teacher, Grades 6-8, Spanish Language Arts, Long Beach Unified School District & and Milken Educator
	Superintendent, Fremont Unified School District
	Project Director- California Preschool Instructional Network, Region 11, Los Angeles County Office of Education
	Third Grade Teacher, Piner-Olivet Union School District & Vice President, Piner-Olivet Educators Association
	English Learner Literacy Expert, Stanford University
	Curriculum Specialist, K-12 Reading & Language Arts, Sacramento County Office of Education
	Consultant, Region 3, California Preschool Instructional Network
	Professor, California State University, Los Angeles
	Adolescent Literacy Expert, Stanford University
Superintendent-Local District 8, Los Angeles Unified School District	
Co-Director, California State University Center for the Advancement of Reading	
Coordinator-English/Language Arts & Social Studies	
Adjunct Assistant Professor-University of Southern California	
Director, Reading/Language Arts & Mathematics, San Diego County Office of Education	
Literacy Specialist Teacher, Los Angeles County Office of Education	
Retired Assistant Superintendent, Early Childhood Education, Los Angeles Unified School District	
Parent Representative, Los Angeles Unified School District	

The CDE has defined the responsibilities needed to accomplish the task of implementing the SRCL project. The education program consultants will work with the successful applicants on any program issues or questions, coordinate the work of the project evaluator, and monitor the project's implementation at the local level. The analyst will manage fiscal issues in relation to the grant awards, budgets, and expenditure reports. The Literacy, History, and Arts Leadership Office administrator in collaboration with the Child Development Division will be responsible for oversight of both these areas, and the English Learner and Curriculum Support Division director and the Child Development Division director will monitor the state project budget as well as the achievement of the participating students and ensure that the SBE, State Superintendent of Public Instruction and other state leaders are well informed on the project's progress.

(iii) Diversity of Perspectives in the Design and Implementation

California has selected a diverse SRCL team that reflects the state's population and whose members also hold qualifications in all areas of education, including teachers; administrators at the site, district, and county level; professors of education, educational linguistics, special education, early childhood education, and adolescent education from the California State Universities, the University of California, and Stanford University; bilingual educators; a librarian; and a parent. The chairman of this team has a long history in education but was most recently the Secretary of Education in California. The membership also includes representation from the California Teachers Association, California Association for Bilingual Education, and California Preschool Instructional Network.

Public comment was gathered and included throughout the process of developing the literacy plan and the draft. Comments were received from individuals as well as established

agencies including California Teachers Association, California Association for Bilingual Educators, and Californians Together. All comments were reviewed and additions as well as deletions were made to the plan and grant documents.

(D) THE PROJECT'S ADEQUACY OF RESOURCES

(i) The State Budget for the SRCL Project

It is anticipated that the state will only use approximately two and a half percent of the allowable five percent of the funding for state administration activities. The remaining 97.5 percent will be available for local assistance through the RFA process. The state plans to fund approximately 30 subgrantees the first year and possibly additional subgrantees in subsequent years, if funding continues.

To achieve the goals and objectives that will improve the learning outcomes of all students including the disadvantaged students, the state is requesting a substantial change in the design and infrastructure at the local level, as the LEAs build community partnerships and the “feeder pattern” as a means of implementing the SRCL grant. The potential significance of this change in how infant/toddler and preschool programs, elementary schools, and high schools interact could be considerable and will assist California in identifying successful projects that have closed the readiness gap as well as the achievement gap for all children from birth through grade twelve. This change will require a local advisory team to provide collaboration and face-to-face meeting time for the subgrantee’s leadership. It will also facilitate an expansion of effort throughout the community to build the capacity and sustain the infrastructure during the first year of implementation and beyond. The state has built into the budget monthly site visits by the CDE consultants and members of the SRCL team to assist in the implementation as well as monitor the progress of the subgrantees. Every attempt will be made to visit subgrantees each

month and provide onsite technical assistance as needed. Part of the site visit will include a meeting with the subgrantee leadership advisory team to discuss the work of the partnership and its effect on students' learning outcomes.

The state has built into its budget funding for statewide meetings with the subgrantees for each year of implementation, as well as funds for consultant contracts to assist with statewide professional development at these meetings. The meetings will also be an opportunity for all subgrantees to come together and share projects, processes, and strategies that are working well.

Funding has also been set aside to ensure that the evaluation of the implementation of project components and their effect on student achievement is designed well. The evaluation will verify the efficacy of practices, and provide the state with information that will be used to change or intensify existing processes and strategies.

Administration of the SRCL project will be conducted by the CDE, including an administrator at 0.5 and a full time education programs consultant to lead the subgrantee competitive application process, grant award process, and program in California, provide technical assistance, answer questions and correspondence from the field, work with the external evaluator, set up the statewide meetings, attend the required federal meetings, and submit documents as required. A full time analyst will also be funded to monitor the day-to-day fiscal issues, including processing of payments; reviewing budgets and expenditure reports; developing databases for program and fiscal information; and updating the state literacy webpage. A full time office technician will be funded to manage and oversee the details of the state meetings, organize files and data, and assist with mailings and other office management issues. Given the possible number of entities involved and the project's design concept, the state anticipates that local educators will have many questions regarding what is and what is not allowable in the

project's implementation.

Based upon the needs assessment and the action plans to implement the designed project, subgrantees will be able to utilize funding to contract with consultants, IHE, county offices of education, or others to provide the professional development that the partnership determines necessary through the needs assessment. Technology needs, including equipment and professional development, may also be funded as the needs assessment indicates. Funds can be used for coaching and the professional development of coaches, as well as for the salaries of the grant coordinator or other personnel necessary to successfully implement the project.

(ii) Allocation of Subgrant Funds

The state has built into the SRCL grant application an allocation process that requires the subgrantees to distribute the funding as required by the federal guidelines. Each subgrantee will include at least one organization that serves each of the three age groups, and will carry out the responsibility of the funding requirements, with children from birth through age five receiving 15 percent; students kindergarten through grade five receiving 40 percent; and students in middle and high school through grade 12 receiving 40 percent, with an equitable distribution of funds between middle and high school. Each of the subgrantees will have a leadership advisory group with members from each of the participating organizations that will share responsibility for the expenditure of funds. The CDE fiscal staff will carefully review the budgets, interim expenditure reports, and final expenditure reports to ensure that the funding proportions are correct.

(iii) Leveraging Other State and Federal Funds

The lead office for administering the SRCL grant, the Literacy, History, and Arts Leadership Office within the CDE, has collaborated with several leadership offices within the CDE. These include the Special Education Office; the Migrant Education Office; the Career and

Technical Education Office; and the Title I, Title II, and Title III offices as the state literacy plan was developed. The need for collaboration and integration of funding at the state and local level is apparent, and the discussion now is under way to move it forward. In supporting the integration the funds, a requirement of the grant application process is for the applicant to address its capacity to articulate and collaborate with other projects within the partnership through the Leadership and Management Plan component of the application. In that section's narrative, applicants will address specific past and future collaborative efforts and articulations with other federal and state programs (Title I, II, III; Perkins, and Migrant Education programs). Additionally, the application process is mandating partners to integrate funding as each LEA or participating organization will be part of the partnership. The application will also require a plan for continuing and sustaining the collaboration with the various programs throughout the grant period and beyond.

(iv) Sufficient Award Size

California will award a limited number of subgrantees to ensure that the partnerships who do receive the grants will receive a substantial amount of funding to adequately provide successful implementation of a local comprehensive literacy project for children from birth through grade twelve to meet the local needs. California will award up to \$2 million to each subgrantee. The state intends to equitably grant awards that will encourage the applicants to establish an appropriately sized project to support and improve instruction for a significant, yet manageable, number of children birth through grade twelve and also to encourage the added participation of community agencies. Implementing a project that will require new and additional communication among groups that may have not historically worked closely or in alignment will be difficult enough on a small scale. It is anticipated that approximately 30 subgrants may be

awarded in the first year, and it is the goal to have subgrantees in every region across the state. The applicants must meet the eligibility requirements as stated in the Quality of the Subgrant Competition Section and expend the funds to provide a comprehensive literacy project that will impact the literacy and language needs of their disadvantaged children and improve their language development and literacy learning outcomes.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-PLafontaine.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-CRoberts.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1239-CMABEN.pdf**

Attachment 4:

Title: Pages: Uploaded File: **1240-DSoto.pdf**

Attachment 5:

Title: Pages: Uploaded File: **1241-SPOC List.pdf**

Attachment 6:

Title: Pages: Uploaded File: **1242-Indirect Cost Agreement 2011.pdf**

Attachment 7:

Title: Pages: Uploaded File: **1243-Larina Resume.pdf**

Phillip D. Lafontaine

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(b)(6)

EDUCATION AND CREDENTIALS:

California State University, Sacramento, Sacramento, CA
Educational Administration Leadership Master Degree
Educational Administration Credential – Tier I

Graduate Course Work in Education and Science,
California State Teaching Credential – Earth Science

California State University, Chico, Chico CA
California State Teaching Credential – Music

California State University, Chico, Chico CA
Bachelor of Arts – Music

PROFESSIONAL EXPERIENCE:

2007 **Career Executive Assignment I, Director**, English Learner and Curriculum Support
To Division, Professional Development and Curriculum Support Division, California
Present Department of Education, Sacramento, CA

Member of the Curriculum, Assessment and Accountability Branch's policy and management leadership team in the development of state policy for the implementation of the federal Elementary and Secondary Education Act (ESEA), 2001 in the areas of Titles I, II and III. Provided policy guidance and administrative leadership to the Professional Development and Curriculum Support Division and the English Learner and Curriculum Support Division. Both divisions focused on providing guidance to both local and district education agencies regarding all curricular fields, teacher quality and effective instruction, policy and practice to afford all students to succeed in academic achievement especially English learners, migrant and American Indian students.

Supervised the development of policy practices and the administration and implementation of both federal and state professional development programs. These included the ESEA– Improving Teacher Quality, Equitable Distribution of Teachers and Administrators, Reading First Grant, the Mathematics and Science Partnership Grants, Migrant Education Program, American Indian Program, English Learner Education Program, and National Board Teacher Certification Program. State categorical programs included the SB 472 – Mathematics and Reading Professional Development Program, the Administrator Training Program, Physical Education Teacher Improvement Program, The Mentor Program, Art and Music Improvement Grant Program. Also implemented both state and federal programs focused on the education of Migrant, American Indian, English Learner students.

Supervised the development of state processes including the annual budget process including the expenditure of over one billion dollars of both federal and state.

2002-07 **Education Administrator I**, Mathematics & Science Leadership Office (MSLO),
Professional Development and Curriculum Support Division California Department of
Education, Sacramento, CA

Supervise the administration of interagency contracts and grant award programs, including: Title II, Part A: University of California Office of the President Technical Assistance Subject Matter Contract, The Mathematics and Science Partnership Grant Program, AB 466- Mathematics and Reading Professional Development Program, and Gifted and Talented Education statewide program. Manage program budget

Prepare and submit CDE documentation including; Request for Applications and Proposals, budget change proposals, proposed legislation, legislation analysis.

2000- 02 **Education Programs Consultant**, Mathematics & Science Leadership Office
Professional Development and Curriculum Support Division, California Department of
Education, Sacramento, CA

Provided consultation and leadership services to the statewide science community and schools/districts on state and federal policies and procedures.

Lead consultant to update CDE's *Literature for Science and Mathematics; Kindergarten through Grades Twelve*. Established the process to update and coordinated over 50 science and mathematics literature specialist: teachers, administrators, both public and school library and media teachers, college and university professors, and representatives for various science, mathematics, and literary agencies.

1997- 00 **Regional Director**, K-12 Alliance (CSIN, SPAN, and SS&C), WestEd, San Francisco, CA

Designed and implemented the statewide K-12 Alliance professional development program in science and mathematics. Coordinated with University and College professors in development and delivery of content knowledge. Program included teacher leadership, K-12 curriculum articulation, standards alignment, instructional material review and implementation, science and mathematics pedagogy, standards-based lesson design, and program and classroom assessment. Devised and developed the Teaching and Learning Collaborative, a lesson study professional development model for teachers.

1998-00 **Consultant**, Southern California Earthquake Center, Irvine, CA

Designed and drafted a hands-on earth science curriculum for sixth grade students to compliment online web-based project for the Southern California Earthquake Center.

1997-99 **Staff Developer**, Putah Creek and Thompson School Districts, Fort Collins, CO

Consulted with districts to review and improve the science instructional program, instructional strategies, and instructional materials. Developed and directed a two-week professional development program for lead teachers. Conducted leadership training for all Colorado School Districts involved in the National Secondary Science Alliance Project.

1996-98 **Project Director** and **Curriculum Developer**
Earth Resources, A Case Study: Oil, Curriculum Project, California Integrated Waste
Management Board, Sacramento, CA

Developed and produced the curriculum: *Earth Resources, A Case Study: Oil*. Coordinated the efforts of the writing and editing teams. Managed one million dollar budget.

1993- 98 **Hub 2 Coordinator – High School Coordinator**, California Scope Sequence and
Coordination Project, Hub 2 - Sacramento Central, Sacramento, CA

Provided leadership to the California Scope Sequence & Coordination project, a statewide science project. Conducted needs assessment and developed a professional development program for middle and high school teachers and administrators.

1982- 98 **Oak Ridge High School**, El Dorado Union High School District, El Dorado Hills, CA

Instructor

Taught ninth through twelfth grade Integrated Science and Environmental Science, Instrumental, and Vocal Music courses. Lead teacher of the Freshman Integrated Science course.

Western Association of School and Colleges Review Committee Coordinator

Coordinated the two-year WASC Accreditation self-study. Designed and organized the self-study process and the development of the school's action plan for improvement.

Design Team Coordinator

Facilitated restructuring efforts at Oak Ridge High School. Conducted the meetings of the Design Team and various faculty focus groups. Implemented the consensus process and monitored school wide improvement programs.

Science Department Chairman

Reviewed and coordinated the instructional science program. Conceived, implemented, and evaluated the new two year integrated science courses.

El Dorado Union High School District Mentor Teacher

Observed and coached new district teachers. Facilitated projects for veteran instructors.

SB -1882 Committee Chairman

Designed and implemented the ORHS professional development plans. Administered annual budget of \$30,000.

- 1975– 82 **Instructor and Student Activities Director**, Benicia Middle School, Benicia Unified School District, Benicia, CA
Taught sixth, seventh, and eighth grade Science and Instrumental Music courses. Developed the school's award-winning marching band program. Facilitated all student activities including the Student Council

SELECTED PUBLICATIONS AND PRESENTATIONS:

- Key Note Presenter – Migrant Education Early School Conference, Sacramento, CA. *Building the Coherence in a Child's Brain for School Success*
- Writer – Curriculum and Instruction Steering Committee – Science Subcommittee, *Selecting and Purchasing Science Instructional Materials*
- Writer – Elementary Division Fall Newsletter, *Components of Effective Science Program*, California Department of Education,
- Presenter – California Science Teachers Convention, Transferring Energy Sixth Grade Style, *Earth Resources, A Case Study: Oil, Science Professional Development That Works, Implementing Standards-based Science Education, and Safety in the Science Classroom*,
- Presenter – Los Angeles County Office of Education, Los Angeles, CA. *A Closer Look at Instructional Materials*
- Presenter – National Science Convention, Boston, MA. *Data to the Rescue*
- Presenter – Thinking Things Through Conference, Columbia Education Center, Seattle, WA, *Science Professional Development in the 21st Century*

Selected Professional Activities

- Advisory Board Member: California Postsecondary Education Commission Grant Program
- Consultant to Science Task Force, Sacramento City Unified School District, Sacramento, CA
- Consultant and member of the writing team, Beginning Teachers Support and Assessment (BTSA), California Commission on Teacher Credentialing, Sacramento, CA,
- Consultant to Burrud Productions, Hollywood, CA

Awards and Honors

- Margaret Nicholson Distinguished Service Award, California Science Teachers Association, Sacramento, CA.
- Outstanding Science Teacher Award - Sigma XI Research Association, Sacramento State University, Sacramento, CA.
- Teacher of the Year - Oak Ridge High School, El Dorado Hills, CA,
- Educator of the Year - Benicia Unified School District, Benicia, CA,

Carrie Roberts

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croberts@cde.ca.gov

Experience

2007 to Present California Department of Education, Sacramento, CA

Education AdministratorI

- Developed state literacy plan template for children from birth through grade three as required for the Striving Readers Comprehensive Literacy Grant and facilitated the State Literacy Team
- Facilitator for University of California Curriculum Integration Institute (Fall 2020) in developing A-G approved integrated courses
- Worked with the PARCC Assessment and Design Group developing recommendations and laying the groundwork for the consortium's test specifications
- Facilitator of the Instructional Rounds California Rural Network establishing norms, protocols, and a process to implement Instructional Rounds
- Worked with the CDE team to develop the crosswalk between California ELA standards and the ELA Common Core State Standards
- Administration of the Federal Reading First Grant Program and consultant for Visual and Performing Arts
- Developed the \$150 million yearly budget, a plan for carryover funds, and additional budgets for fiscal years 2008 and 2009 with sharp decreases in funding
- Developed the Request for Applications for the Special Education Teacher Professional Development (SETPD) Pilot Project and the Request for Proposals for the evaluation of the SETPD Pilot Project
- Conducted and trained readers for reading SETPD applications including development of the rubric
- Monitored statewide technical assistance contract, Reading First external evaluation contract, and SETPD external evaluation contract
- Provided assistance to county offices, LEAs, and school sites with fidelity of implementation, allowable expenditures of federal grant funds, and sustainability of improvements and changes of educational cultures and practices
- Developed and revised items for California State Board of Education
- Presented on a wide variety of literacy topics to various groups across the state both in person and through webinars
- Reviewed LEA plans and assisted charter schools in revising plans for language arts/reading goals
- Worked with the State Curriculum Commission on adoption criteria of State Board Approved Reading/Language Arts Instructional Materials in 2007-2008

1995 – 2007 Eureka Union School District, Granite Bay, CA

Teacher, Teacher-In-Charge

- Fourth Grade teacher at Ridgeview School, 2005-2007
- District Reading Specialist and Title I Reading Teacher, 2000-2005
- Teacher-in-Charge at Greenhills School 1998-2000
- Second grade teacher at Greenhills School, 1995-2000
- Curriculum and Instruction Committee, Student Council Advisor, Yearbook Advisor, RTI Committee

2000-2002 Rocklin Unified School District, Rocklin, CA

Teacher

- Independent Study teacher for elementary through high school students
- Night School English teacher for Victory High School

1998-2000 Grant Union School District, Sacramento, CA

Teacher

- Independent Study teacher for Junior High and High School Students at Keema School

1992-1995 Natomas Unified School District, Sacramento, CA

Teacher

- Second grade teacher, Bannon Creek School (Title I School) 1993-1995
- Fifth and sixth grade teacher for the 1992-1993 school year at American Lakes and Bannon Creek Schools

Education

California State University, Sacramento, 2005
MA in Education, Language and Literacy

California State University, Sacramento, 1992
Bachelor of Arts, Liberal Studies

Credentials

Preliminary Administrative Credential, 2010

California State University, Sacramento, 2004
Reading Specialist Credential

Dry Creek School District, Roseville CA, 2003
CLAD Credential

California State University, Sacramento, 1992
California Multiple Subject Teaching Credential

Other

Affiliations:

International Reading Association
California Reading Association
Placer Area Reading Council

CAMILLE MABEN– mini-bio (updated as of 03-25-11)

In March 2008, Camille Maben was appointed by the Superintendent of Public Instruction as Division Director of the Child Development Division at the California Department of Education (CDE).

She was previously appointed by the Governor to serve as Chief of Staff for the Office of the Secretary of Education. She worked closely with the Secretary on the coordination and development of the Governor's education policy agenda.

Prior to this, Camille worked at the CDE, where she was the Division Director of the School and District Accountability Division. Her division included the No Child Left Behind Office, oversight of the Categorical Program Monitoring process, the Title I Policy and Partnerships Unit, and the English Learner Accountability Unit. She served as the Superintendent's representative to the California Interscholastic Federation. Camille also served as Senior Advisor to former State Superintendent Delaine Eastin and has worked as a consultant to the Assembly Education Committee.

Camille currently serves as a school board member for the Rocklin Unified School District. This is her 18th year on the Rocklin Board.

Camille also worked for 10 years with Bev Bos at the Roseville Community Pre-School where she served as business manager, teacher, and parent.

PRESENTATION OF QUALIFICATIONS

DESIREE SOTO

(b)(6)

PROFESSIONAL EXPERIENCE

December 2010 – Present. Administrator, Northern Field Services Office, California Department of Education (CDE), Child Development Division (CDD).

September 2006 – November 2010. Consultant, CDE/CDD, Quality Capacity and Improvement Unit. Project monitor for the *California Preschool Learning Foundations* and *Preschool Curriculum Framework* publications.

May 2006 – August 2006. Consultant, CDE/CDD, Policy Office. Legislative bill analysis and regulations development.

August 1998 – April 2006. Preschool Education Specialist and First 5 California School Readiness Coordinator for San Juan Unified School District's Early Childhood Education (ECE) Department.

January 2001 – December 2006. Adjunct instructor for the Los Rios Community College District. Coursework topics include ECE early literacy, administration and supervision, and observation and assessment.

May 1993 – June 2001. Selected as on-site private provider to operate Capitol Square Child Development Center for State Board of Equalization employees. Began as a start-up business involving infant, toddler, and preschool settings. Responsible for management and administration including program development, fiscal management, evaluation, and training.

April 1975 – June 1996. Owner/Director Rosemont Child Development Center. Began as a start-up business, relocated facility in July 1991. Served preschool and kindergarten-aged children. Responsible for overall management and administration.

EDUCATION, DEGREES, AND CREDENTIALS

2000 - National University, Sacramento, California. Master of Science in Education with a specialization in Instruction and Curriculum.

1998 – Child Development Program Director Permit, State of California Commission on Teacher Credentialing.

1998 – California Basic Educational Skills Test (CBEST).

1973 – California Polytechnic State University, San Luis Obispo, California. Bachelor of Science, Child Development.

EARLY LITERACY PROFESSIONAL DEVELOPMENT EXPERIENCE

July 2001 California Reading and Literature Project Professional Development Institute completed.

Oct. 2001 to - HeadsUp! Reading, Facilitator. This 44 hour, 22-week Early Literacy
May 2002 course was completed by Head Start preschool teaching staff, and was also offered as a 3 unit course at American River College.

- June 2002 - Center for Improving the Readiness of Children for Learning and Education (C.I.R.C.L.E.) Preschool Early Literacy and Language Training. Follow up as a C.I.R.C.L.E. Early Literacy Specialist included professional development for district staff, and support to teachers as a mentor throughout the 2002/03 year.
- Jan. 2003 to May 2003 HeadsUp! Reading, Facilitator. This 30 hour, 15-week Early Literacy course was completed by Head Start preschool teaching staff, and was also offered as a 3 unit course at American River College.
- Dec. 2003 & Jan. 2005 Pre-Kindergarten Learning and Development Guidelines Training, Facilitator. A nine-hour course offered at San Juan Unified School District, and for credit at American River College.
- Dec. 2003 CAEYC Early Literacy Consultant Training. This two-day training allowed the opportunity to provide Early Literacy support and training on a consultant basis through Early Steps to Reading Success II.

PROFESSIONAL AFFILIATIONS AND AWARDS

N.A.E.Y.C. – California Association for the Education of Young Children, member since 1993. SVAEYC – Sacramento Valley Association for the Education of Young Children; Board Member four years.

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Intergovernmental Review (SPOC List)

It is estimated that in 2009 the Federal Government will outlay \$500 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided below by clicking on the State name.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within a State that does not have a SPOC, you may send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in Appendix IV of the Catalog of Federal Domestic Assistance.

ARKANSAS

Tracy L. Copeland
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Office of Intergovernmental Services
Department of Finance and Administration
1515 W. 7th St., Room 412
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DELAWARE

Cathy Wolfe
Management Analyst
Office of Management and Budget
Budget Development, Planning & Administration
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FLORIDA

Lauren P. Milligan
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Florida Dept. of Environmental Protection
3900 Commonwealth Blvd.
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Fax: (850) 245-2190
Lauren.Milligan@dep.state.fl.us

IOWA

Kathy Mabie
Iowa Department of Management
State Capitol Building Room G12
1007 E Grand Avenue
Des Moines, Iowa 50319
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Kathy.Mabie@iowa.gov

MAINE

Donna Bradstreet
State Planning Office
184 State Street
38 State House Station
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Donna.Bradstreet@maine.gov

MICHIGAN

Calvin Johnson

CALIFORNIA

Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, California 95812-3044
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Fax: (916) 323-3018
state.clearinghouse@opr.ca.gov

DISTRICT OF COLUMBIA

Gretchen Greiner-Lott
Office of the City Administrator
1350 Pennsylvania Avenue, NW
Suite 533
Washington, DC 20004
Telephone: (202) 478-9200
dcgrants@dc.gov

GEORGIA

Barbara Jackson
Georgia State Clearinghouse
270 Washington Street, SW, 8th Floor
Atlanta, Georgia 30334
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gach@opb.state.ga.us

KENTUCKY

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The Governor's Office for Local Development
1024 Capital Center Drive, Suite 340
Frankfort, Kentucky 40601
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Lee.Nalley@ky.gov

MARYLAND

Linda C. Janey, J.D.
Director, Maryland State Clearinghouse
For Intergovernmental Assistance
301 West Preston Street, Room 1104
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MISSOURI

Sara VanderFeltz

Southeast Michigan Council of Governments
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NEVADA

Gosia Sylwesprzak
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Nevada State Clearinghouse
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NORTH DAKOTA

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SOUTH CAROLINA

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WEST VIRGINIA

Mary Jo Thompson
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GUAM

Roland C.P. Villaverde
Administrator
Guam State Clearinghouse
Office of / Segundo na Maga'lahen Guåhan
Office of the Governor
P.O. Box 2950
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Fax: (671) 477-2007
administrator@guamclearinghouse.com

PUERTO RICO

Ing. David Rodríguez / Luz H. Olmeda
Puerto Rico Planning Board
Federal Proposals Review Office
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Federal Assistance Clearinghouse
Office of Administration
Commissioner's Office
Capitol Building, Room 125
Jefferson City, Missouri 65102
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NEW HAMPSHIRE

Joanne O. Morin
New Hampshire Office of Energy and Planning
Attn: Intergovernmental Review Process
Meghan McPherson
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RHODE ISLAND

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Rhode Island Department of Administration, 3rd Floor
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UTAH

Becky Brusco
Utah State Clearinghouse
Governor's Office of Planning and Budget Utah State
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Fax: (801) 538-1547
Bbrusco@utah.gov

AMERICAN SAMOA

Pat M. Galea'i
Federal Grants/Programs Coordinator
Office of Grants Policy/Office of the Governor
Department of Commerce
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Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to Hai_Tran@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the *Catalog of Federal Domestic Assistance* or CFDA (<http://www.cfda.gov>) and the Grants.gov website (<http://www.grants.gov>).

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State Education Agency Indirect Cost Rate Agreement 2011

DATE: March 11, 2011

ORGANIZATION:

California Department of Education
1430 N Street
Sacramento, California 95814-5901

AGREEMENT NO. 2011-106

FILING REFERENCE: This replaces previous Agreement No. 2010-107 dated April 29, 2010

EIN: 94-6001347

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I – Rates and Bases; Section II – Particulars; Section III – Special Remarks; and, Section IV – Approvals.

Section I – Rate(s) and Base(s)

Type	From Effective	Effective To	Rate	Base	Coverage Location	Applicability Location
Fixed	07-01-10	06-30-11	21.7%	1/	All	All Programs
Fixed	07-01-11	06-30-12	22.4%	1/	All	All Programs

1/ Total direct costs less local assistance, the amount of individual contracts exceeding \$500,000, depreciation expenses, pro rata charges, interest expenses, and offsets to departmental and divisional indirect charges.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B. Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost, except for those employees adjusted to the base for the calculation of the restricted indirect cost rate.

Capitalization Policy: Items of equipment costing \$5,000 or more with a useful life in excess of one year are capitalized.

Section II – Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the State Education Agency, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of

accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in the Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III – Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the State Education Agency's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV – Approvals

For the State Education Agency:

California Department of Education
1430 N Street
Sacramento, California 95814-5901

[Original signed by]

Signature: Sharon Taylor
Title: Director, Fiscal and Administrative Services
Date: March 21, 2011

For the Federal Government:

US Department of Education
830 First Street, NE
Room 21B2, UCP
Washington, DC 20202-4450

[Original signed by]

Signature: John. Masaitis for Mary Gougisha
Title: Director, Indirect Cost Group
Date: March 11, 2011

Negotiator: John J. Masaitis
Telephone Number: 202-245-8073

Questions: Ralph Burge Jr. | RBurge@cde.ca.gov | 916-445-8712

Last Modified: Monday, April 04, 2011

Larina F. Harris

(b)(6)

Work: 916-323-6369 Cell: (b)(6) Fax: 916-323-2928
E-mail: lharris@cde.ca.gov

WORK HISTORY

January 2010 to Present

Associate Governmental Program Analyst

California Department of Education, English Learner and Curriculum Support Division

Under the direction of the Education Administrator and working cooperatively with program units and supervisors throughout the department, the AGPA independently provides programmatic, Web, and budget staff support. This position has the primary responsibility for maintaining databases, processing grant payments and monitoring budgets related to unit grants.

- Committee member for the Secondary Literacy Summit, in charge of marketing, contracting, organizing and supervising the exhibits/vendors. Full year of planning, organizing the data, creating contracts, collecting payments, and keeping the planning committee apprised of all activity.
- Develop and maintain databases to track grant recipients, prepare grant awards, and provide timely payments, and other support to recipients of various grant programs as assigned.
- Ensure that all documentation is received and that end-of-year fiscal reports, benchmarks, and evaluations are solicited and processed in a timely fashion. Provide specific support for Reading First LEA Sub-grants from Round 1, Round 2, and Round 3, and the Special Education Teacher Professional Development Pilot Project.
- Write, review, and/or edit various reports, BCPs, legislative analyses, and contracts; prepare written analyses and recommendations on issues to supervisory levels; prepare written responses to letters and other inquiries.
- Consult with district fiscal and programmatic staff, budget officers, accountants, and other CDE fiscal staff regarding grants and budget maintenance maintained.
- Provide technical expertise for personnel and contracts as assigned, make recommendations on issues to supervisory levels; respond to questions and provide advice to unit manager and consultants.
- Develop and make presentations at grant scoring sessions and conferences.
- Provide advice and technical support to the unit's manager and consultants in the areas of budget. Maintain office budget and keep a record of current expenditures.
- Unit Web Coordinator, responsible for maintaining, updating and creating web pages for the unit.
- Participate in staff meetings; keep supervisors apprised of the status of projects and problems; participate in conference planning activities; assist other staff with critical projects as needed.

May 2007 to December 2009

Staff Services Analyst

California Department of Education, Professional Development and Curriculum Support Division

Under the general supervision of the administrator in the Reading/Language Arts Leadership Office of the Professional Development and Curriculum Support Division, and working cooperatively with program units and supervisors throughout the Department, the Staff Services Analyst as a learner in a working capacity provides programmatic and analytical staff support. The Reading/Language Arts Leadership Unit disseminates and monitors competitive grants in reading and provides leadership in the reading curriculum area. This position provides services in support of this function.

- Develop and/or maintain the databases to track the current list and numbers of teachers and districts participating in the Reading First Program.
- Process quarterly grant payments, amendments, and review local educational agencies (LEAs) fiscal information; maintain records and provide cash management on a year by year basis on grant allocations.
- Provide assistance to participating LEAs; provide information to the other analysts and consultants on the details of the Reading First implementation and district and school involvement.
- Coordinate with the Sacramento County Office of Education (serving as the C-TAC) to cross reference participation data in order to maintain efficient and accurate records; provide technical assistance to maintain the SEDL Database as required by the Feds.
- Write, review, and/or edit reports to the Legislature on English Language Learner Implementation by collecting specified data on EL Teacher Professional Development.
- Prepare written analyses and recommendations on issues to supervisory levels; prepare written responses to letters and other inquiries; draft correspondence for the signature of higher managers.
- Assist in the development of the C-TAC contract; prepare data for the annual performance report; participate in staff meetings; keep supervisors apprised of the status of projects and problems; Serve on the Secondary Literacy Summit Planning Committee and; assist other staff with critical projects as needed; perform other job related duties as required.

June 2005 to April 2007

Office Technician Typing

California Department of Education, Professional Development and Curriculum Support Division

Provide clerical support for unit administrator and seven staff members of the Reading/Language Arts Leadership Office.

- Create, edit and format time sensitive correspondence including, memos, letters, reports, and manuals. Review documents for formatting, grammar, and content consistent with the department's standards.
- Make travel arrangements, prepare travel expense claims, process monthly time accounting, and coordinate weekly reports for the division.

- Assist in maintaining databases for various grants, data entry. Monitor tracking systems for the office, superintendent correspondence system, and legislation.
- Schedule appointments, prepare agendas for meetings, prepare requisitions for supplies and purchase orders.
- Answer phone calls and inquiries within and outside the department.

August 2001 to May 2005

Office Technician Typing

California Department of Education, School Fiscal Services Division

Provide clerical support to 17 staff members or the Management Assistance, Categorical Programs, & Audit Resolution Unit.

- Create, edit and format time sensitive correspondence including, memos, letters, reports, and manuals. Review documents for formatting, grammar, and content consistent with the department's standards.
- Create and maintain tracking systems for local educational agencies and other important documents submitted by the field. Prepare apportionment notification to county superintendents, auditors, and treasurers and ensure routine process for categorical apportionments with the Accounting Division.
- Reserve/confirm meetings for the division. Prepare agendas, compile and assemble materials for meeting and conferences.
- Operate and Maintain general Office Equipment. Answer telephone inquiries and/or greet visitors; research and respond to complex and time sensitive information request. Contact school districts to resolve and audit findings, past due certifications, and missing audit reports.
- Independently review and process attendance records and maintain confidential employee personnel files, apportionment files, chron files, and audit files.

CERTIFICATIONS

- Introduction to Computers, Windows Applications
- Desktop Advantage, Excel 2000
- ExecuTrain, Groupwise 5.5
- Travel Expense Training, Attendance Clerk Training, Correspondence Guide Training, Support Staff Function
- ISINC, Access 2003
- CPS, Introduction to Analytical Staff Work

EDUCATION

- Highlands High School – General Education
- American River College – Psychology, Child and Health Development, Intro to Law and Legal Assistance

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-LIPica-BudgetNarrative.pdf**

Budget Justification Narrative

1. Personnel

Administrator: The administrator will provide coordination and organizational leadership to the team and will participate in the internal planning and supervising of the work of the state administrative staff during the implementation of the proposed work. The administrator will oversee the review process of the sub-grant competition and the selection of the external evaluator.

Salary: \$87,620

Percentage of time: 50%

Education Programs Consultant (EPC): The EPC will be responsible for the overall completion of the state level work. The EPC will be the principal point of contact with ED and with the subgrantees and will ensure adherence to schedules and deadlines. The EPC will also be the point of contact with the statewide external evaluator and will develop the request for proposals. Technical assistance and questions from the field will be managed by the EPC.

Salary: \$81,610

Percentage of time: 100%

Associate Government Programs Analyst (AGPA): The analyst will handle the data collection procedures for statewide purposes, as well as the grant announcement letters, budgets, and expenditure reports. The analyst will assume responsibility for maintaining control and organization of required documents that the applicants/subgrantees submit and developing data bases as needed to keep accurate records and also updating the webpage and any other web-based activities.

Salary: \$56,826

Percentage of time: 50%

Office Technician (OT): The OT will manage the details of the four state meetings, including locating a site, technology need, photocopying, assisting with the organization of files and data, mailings, and other office management and large meeting issues.

Salary: \$35,700

Percentage of time: 25%

2. Fringe Benefits

\$58,908 Rate and Base: The salary is multiplied by 34.66%

3. Travel

The travel that will be funded for this program will include:

- 12 site visits with two people travelling two days and one night each month to monitor the subgrantee sites, \$1658/trip Total: \$19,896
- 12 selected readers with literacy expertise will travel to Sacramento for the Subgrant Competition. It is estimated that the reading and scoring of the applications will take 2-3 days and accommodations are based on readers staying overnight for two nights. The budget includes travel, lodging, and per diem. Total \$16,548
- Quarterly state meetings/conferences for the Community of Learners: The local assistance grant will fund the travel and lodging for each participant. It is expected that approximately 30 Literacy Learning Partnerships (LLP) with 10 participants/LLP will participate; therefore, the state will offer at least one of the quarterly meetings in Southern California which will require the administrative staff to travel to Southern California. State Expense Total: \$7,952

- Out of state travel to Washington D.C. for three members of the state leadership team working on the grant will be necessary as stated in the application. Total: \$6,145

4. Equipment

The state of California is large geographically and plans to have conference calls with the LLPs as often as needed to ensure effective implementation of the grant's objectives. To fulfill the conference call needs, a designated conference call site will be purchased. Total: \$624

5. Supplies

The supplies needed for the administration of this grant include:

Paper = \$1,000

Print cartridges/toner=\$510

Supplies necessary for the quarterly state meetings= \$5,000

Total: \$6,510

6. Contractual

Several contracts will be necessary to accomplish the grant's goals. The state will contract with an external evaluator following a request for proposal competition as soon as possible to successfully work with the CDE to ensure the program components are thoroughly evaluated. Cost: \$500,000.

The state will also contract with key literacy leaders throughout the state to provide program activities and fulfill leadership needs. It will also be necessary to contract with additional literacy experts based on need to provide interactive presentations at each of the quarterly meetings. Total Cost: \$734,400

7. Construction – Not applicable

8. Other

Facilities and communication costs which shall include the cost of positions in addition to salary and benefits of the key personnel and a standard facilities and communication component.

9. Total Direct Costs

\$8,267,943

10. Indirect Costs

\$1,859,276

11. Training Stipends

Not Applicable, paid through subgrantees

12. Total Costs

\$10,127,219

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel	\$162,758	\$162,758	\$162,758	\$162,758	\$162,758	\$813,790
Fringe Benefits	\$58,908	\$58,908	\$58,908	\$58,908	\$58,908	\$294,540
Travel	\$43,401	\$34,053	\$34,053	\$34,053	\$34,053	\$179,613
Equipment	\$624	\$624	\$624	\$624	\$624	\$3,120
Supplies	\$6,510	\$6,510	\$6,510	\$6,510	\$6,510	\$32,550
Contractual	\$1,213,350	\$1,413,350	\$1,413,350	\$1,413,350	\$1,413,350	\$6,866,750
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$21,276	\$21,276	\$21,276	\$21,276	\$21,276	\$106,380
Total Direct Costs	\$1,506,827	\$1,697,479	\$1,697,479	\$1,697,479	\$1,697,479	\$8,296,743
Indirect Costs	\$54,419	\$54,419	\$54,419	\$54,419	\$54,419	\$272,095
Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
Total Costs	\$1,561,246	\$1,751,898	\$1,751,898	\$1,751,898	\$1,751,898	\$8,568,838

	Year 1	Year 2	Year 3	Year 4	Year 5
	\$ 162,758.00	\$ 162,758.00	\$ 162,758.00	\$ 162,758.00	\$ 162,758.00
	\$ 58,908.00	\$ 58,908.00	\$ 58,908.00	\$ 58,908.00	\$ 58,908.00
	\$ 43,401.00	\$ 34,053.00	\$ 34,053.00	\$ 34,053.00	\$ 34,053.00
	\$ 624.00	\$ 624.00	\$ 624.00	\$ 624.00	\$ 624.00
	\$ 6,510.00	\$ 6,510.00	\$ 6,510.00	\$ 6,510.00	\$ 6,510.00
	\$ 1,213,350.00	\$ 1,406,150.00	\$ 1,406,150.00	\$ 1,406,150.00	\$ 1,406,150.00
	\$ 21,276.00	\$ 21,276.00	\$ 21,276.00	\$ 21,276.00	\$ 21,276.00
Subtotal	\$ 1,506,827.00	\$ 1,690,279.00	\$ 1,690,279.00	\$ 1,690,279.00	\$ 1,690,279.00
Indirect	\$ 344,784.00	\$ 378,623.00	\$ 378,623.00	\$ 378,623.00	\$ 378,623.00
Total	\$ 1,851,611.00	\$ 2,068,902.00	\$ 2,068,902.00	\$ 2,068,902.00	\$ 2,068,902.00
					\$ 10,127,219.00
					\$ 10,127,219.00

Striving Readers Estimated Personnel Services Costs									
SUMMARY									
Class	Timebase	Salaries	Benefits	Facilities	Comm	Subtotal	Indirect	SWCAP	Total
EPC	1.0	81,610	28,910	8,832	624	119,976	18,836	8,038	\$ 146,850.66
Admin	1.0	87,620	30,993	8,832	624	128,069	20,107	8,581	\$ 156,756.57
AGPA	1.0	56,826	20,320	8,832	624	86,602	13,596	5,802	\$ 106,000.72
OT	1.0	35,700	12,998	8,832	624	58,154	9,130	3,896	\$ 71,180.03
TOTAL	4.0	261,756	93,221	35,328	2,496	334,647	61,670	26,318	\$ 480,787.97
Fiscal Year 2011-12 Indirect Rate									
Total	22.4%								
--SWCAP is like an indirect charge, but for control agencies such as DOF, SCO, DGS, etc.									
These agencies charge SWCAP on federal funds to cover their administrative costs.									
--Facilities and Comm are set amounts based on timebase of 1.0									
--Benefits: Salary multiplied by 34.66% plus 276 workers comp, 300 other staff benefits-rt pass, 48 signs and displays									
Class	Timebase	Salaries	Benefits	Facilities	Comm	Subtotal	Indirect	SWCAP	Total
EPC	1.0	81,610	28,910	8,832	624	119,976	18,836	8,038	\$ 146,850.66
Admin	0.5	43,810	15,809	4,416	312	64,347	10,102	4,311	\$ 78,760.17
AGPA	0.5	28,413	10,472	4,416	312	43,613	6,847	2,922	\$ 53,382.25
OT	0.25	8,925	3,717	2,208	156	15,006	2,356	1,005	\$ 18,367.84
TOTAL	2.25	162,758	58,908	19,872	1,404	242,942	38,142	16,277	\$ 297,360.91
1	Salaries: \$ 162,758.00								
2	Benefits: \$ 58,908.00								
	Total: \$ 221,666.00								
OUT OF STATE TRAVEL									
1 trip to Washington DC for 3 people for 3 nights, once each year									
Round trip airfare @ \$980 X 3 = \$2,940									
Lodging: DC Marriott @ \$250 per night X 3 nights = \$750 X 3 people = \$2,250									
Transportation: shuttle to DC hotel \$100; taxi to mtg \$150; mileage/parking Sac \$75 x3									
Per Diem: \$40 per day X 4 days X 3 people =									
3	Total \$ 6,145.00								
IN STATE TRAVEL - SITE VISITS									
2 people staying 1 night travelling to So. Calif @ 12 visits per year									
Roundtrip flight @ \$425 X 2 = \$850									
Lodging: \$200 per night X 2 people = \$400									
Per Diem: \$34 + \$40 = \$74 X 2 people = \$148									
Vehicle Rental: 2 days @ \$75 per day = \$150									
Hotel parking: @ \$30 per night = \$30									
Mileage/parking to/at Sac airport @ av 20 miles one way X 4 = 80 X .51 cpm=40x2									
Subtotal \$ 1,658.00									
Visits per year = 12 X \$1,658 = 19,896									
4	Total \$ 19,896.00								
IN STATE TRAVEL - SUB GRANT REVIEW PROCESS - 1st year only									
12 Readers for 2 nights coming from S. Calif									
5	Reader Compensation: \$200 per day for 3 days = \$600 X 12 = \$7,200								
Roundtrip airfare @ \$425 X 12 = \$5,100									

Striving Readers Estimated Personnel Services Costs

Cost of Positions

Class	Salaries	Benefits	Facilities	Comm	Subtotal	Indirect
EPC	81,610	28,910	8,832	624	119,976	18,836
Admin	87,620	30,993	8,832	624	128,069	20,107
AGPA	56,826	20,320	8,832	624	86,602	13,596
OT	35,700	12,998	8,832	624	58,154	9,130
TOTAL	261,756	93,221	35,328	2,496	334,647	61,670

Fiscal Year 2011-12 Indirect and SWCAP Rates

Indirect	15.70%
SWCAP	6.70%
Total	22.40%

SWCAP is like an indirect charge, but for control agencies such as DOF, SCO, DGS, etc. These agencies charge SWCAP on federal funds to cover their administrative costs.

Facilities and Comm are set amounts based on timebase of 1.0

Benefits: Salary multiplied by 34.66% plus 276 workers comp, 300 other staff benefits, 48 signs and display

SWCAP	Total
8,038	146,851
8,581	156,757
5,802	106,001
3,896	71,180
26,318	480,788

ys