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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: May 7-8, 2015

ACTION: School Readiness Funding

Background:

The School Readiness Initiative (HB96), passed during the 2014 Legislative Session, authorizes the State Board of Education to solicit proposals from qualifying public school early childhood education programs for quality school readiness grants.

Key Points:

The purposes of the Utah School Readiness Initiative are to increase school readiness, improve academic outcomes, and reduce remediation costs associated with poor academic outcomes.

1. The grants are available to existing early childhood programs that serve economically disadvantaged three- and four-year-old children who are not receiving special education services.
2. Four LEAs were funded in FY15; however, additional funds remain.
3. USOE staff will recommend LEAs for additional funding based on submitted grant applications.

Anticipated Action:

The Standards and Assessment Committee and Board will consider approving funding for additional LEA projects.

Contact: Sydnee Dickson (801) 538-7515
Diana Suddreth, (801) 538-7739
Jennifer Throndsen, (801) 538-7893
Susan Okroy, (801) 538-7765

School Readiness Funding



Prepared by the

Utah State Office of Education

May 7-8, 2015

Diana Suddreth, Director Teaching and Learning
Diana.suddreth@schools.utah.gov



HB 96 School Readiness Initiative Recommendation of Proposals to the Utah State Board of Education

The School Readiness Initiative (HB96), passed during the 2014 Legislative Session, authorizes the State Board of Education to solicit proposals from qualifying public school early childhood education programs for quality school readiness grants. The Board then recommends applications ranked by a USOE-lead review committee to the School Readiness Board.

On March 2, 2015, USOE posted a grant application based on the requirements of HB96. The application included a scoring rubric detailing the requirements of the program application. Six (6) Local Education Agencies (LEAs) submitted letters of intent to participate in the program by submitting an application on April 15, 2015.

On April 15, 2015, two (2) LEAs submitted an application for review in the HB96 process. The applications were reviewed individually by seven (7) committee members, who then convened to collaborate on the ranking of the applications based on the scoring rubric.

The committee recommends the two (2) programs below to the State Board of Education for funding.

Grand County School District

Logan School District

**Application for Public School Early Childhood
Education Grant HM96**

Grand District

246 South 400 East Moab, Utah

435-259-3847

**Submitted by Sherrie L. Buckingham, Grand District
Director of Special Education, Title I and Preschools**

Part I: Applicant Information and Assurances

Name of Local Education Agency: Grand County School District	
Address:	
Street 1:	190 E. 100 N.
Street 2:	
City:	Moab
Zip:	84532
Name and contact information of person to be contacted on matters involving this application:	
Name:	Sherrie Buckingham
Title:	Director of Special Education and Preschool
Phone:	435-259-3847
E-mail:	buckinghams@grandschools.org
Name and contact information of person authorized to sign application on behalf of LEA:	
Name:	Dr. Scott Crane
Title:	Superintendent
Phone:	435-259-5317
E-mail:	cranes@grandschools.org
Information about current program	
Number of students enrolled:	24
Number of students who are economically disadvantaged:	17
Number of students who are identified under IDEA:	2
Number of licensed personnel:	CDA AA <u>1</u> AS BA <u>1</u> BS Other <u>1</u> Total <u>3</u>
Average class size ratio:	12 per AM and PM sessions
Program cost per student:	\$3,092

The applicant assures the following:

- It will comply with all applicable statues and regulations in carrying out any project activities supported by these funds.
- It is under a continuing obligation to comply with terms and conditions of the legislation, governing statues, and grant directions.
- All students will be given a unique student identifier to enable longitudinal data collection.
- Class sizes, ratios, and quality will be observed as per the requirements of the legislation (class size does not exceed 20 students, with one adult for every 10 students in the class).
- The applicant will provide information for reports to the School Readiness Board and the State Board of Education, including, but not limited to (1) the number of students served by the early childhood program, reported by economically disadvantaged status; (2) average daily attendance over the grant period; (3) the cost of the program per students; and (4) the pre-, mid-, and post-assessment results.
- Programs must agree to provide the independent evaluator access to students (with parent permission), classrooms, and other data as requested to determine the growth of the program.
- Programs will comply with all requirements of Child Find under the IDEA. (Please see the "Additional Information" section for information on Child Find.)

Signature of Superintendent or Charter School Director*

Date

Title

4-14-15

Superintendent, Grand District

*Please note that only charter schools that fund their own preschool should apply through USOE. Charter schools that have a private provider apply through the Department of Workforce Services.

PART II-PROGRAM NARRATIVE

2. Program Description

A. Curriculum: Grand Preschool Program has implemented the We Can curriculum as the central instructional framework and supplements this curriculum with Handwriting Without Tears. We Can is aligned with all developmental domains and an academic content area defined in the Utah Early Childhood Standards and has an extensive research base supporting program effectiveness. Handwriting Without Tears, also a research based curriculum, is used to reinforce the prewriting component of the program.

Gap Analysis/Improvement Plan: Teachers implement the basic elements of the curriculum, but need to extend fidelity of implementation to include more teacher/student co-created written projects. Grand District plans to purchase professional development from Granite School District in order to address this need for improvement. In addition, a coaching model will be implemented in order to maintain and extend effective practices in this realm (See Section C- Professional Development).

B. Instructional Methods: In accordance with the We Can curriculum, instruction occurs whole group and small group, and includes child directed learning centers. Students move from one instructional/learning setting to another in ten minute rotations. Small group teaching time allows for more focused assistance according to student need. The curriculum is structured to include lesson-specific differentiation strategies and modifications for English language learners, younger or older preschoolers who need more instruction appropriate to age, and children with special needs. To support students whose first language is Spanish, several We Can components include both Spanish and English instruction. Experiential learning opportunities, instruction and the physical environment of the classroom transform with each thematic unit in order to engage students and encourage communication. Time is scheduled for student exploration, questioning and the sharing of ideas. The staff is expected to use explicit praise and the ratio of positives to correctives is monitored and reviewed in team meetings. The We Can curriculum behavior management component is monitored for fidelity by the Director, which serves to support staff with consistency in the development of a classroom environment in which clear procedures, behavior expectations

Gap Analysis/Improvement Plan: Although the curriculum is a strong resource in terms of differentiation, teachers do not yet demonstrate an in depth understanding of how to identify individual student instructional needs and the effective instructional strategies to meet those needs. A coaching model will be implemented in order to maintain and extend effective practices in this realm. Data from pre- and mid-year assessments, as well as formative classroom assessments, will be used to identify the instructional needs of individual students. Student progress and the needs of individual students will be an agenda item for Friday meetings and instructional strategies will be planned to address student needs. Grand District plans to purchase professional development from Granite School District in order to address this need for improvement (See Section C-Professional Development).

C. Professional Development: Grand County School District is a relatively small district located in an isolated rural area. These factors present an obstacle with respect to implementing ongoing, intensive professional development. This year (Grand Preschool's first year) professional development was limited to one trip to Granite School District for two days of observation and debriefing. After the observation visit, the Director and Preschool staff met to set specific instructional goals based on what was learned. Each week, the staff meets to review these goals, share instructional ideas and evaluate progress.

Gap Analysis/Improvement Plan: Grand District plans to purchase professional development from Granite School District in order to address this need for improvement. The professional development services purchased will include, but will not be limited to 1) Granite District's Performance Improvement Measures, a tool for self-assessment and supervisor assessment of key skills for specific roles (Director/Administrator, Coach, Coordinator, Lead Teacher/Assistant Teacher, Special Education Teacher/Speech Language Pathologist); 2) Essential Preschool Skills Charts, a month by month chart of essential skills to be taught in the preschool years which are fully aligned with the Utah Early Childhood Core Standards; 3) on site coaching and consultation focused on the following: How to effectively use the tools listed above, differentiating in whole and small group instruction, literacy skill development, assessment tools, writing in the classroom, repeated story book reading and explicit teaching/instructional skills. A coaching model will be implemented in which teachers will begin the year with an instructional improvement plan that is aligned with Grand Preschool goals and specifically addresses the areas

of literacy and numeracy. The coach and teacher will review the plan together and refine it if needed. Observations by the coach will focus upon the collection of data to quantify progress toward the goals in the teacher's plan. Observations and debriefing with the coach will occur monthly. The Preschool Director, who has participated in the Collaborative Team Coaching Institute (Title I) throughout the 2014-2015 school year, will serve as the instructional coach. Fridays of each week are reserved for professional development and debriefing of observations.

D. Ongoing Pre- Mid- and Post Assessment: In addition to teacher observations and student portfolio work, Grand Preschool has assessed students using the We Can end of unit assessments. The kindergarten beginning of year screening tool from the receiving elementary school, HMK, was used beginning, middle and will be used at the end of the year. The We Can Essential Preschool Skills Assessment will be used in addition to the to the HMK BOY Kindergarten screening as the complete end of year assessment. Mid-term parent teacher conferences were held and parents were informed of their child's progress and provided with a progress report.

Gap Analysis/Improvement Plan: This is a key area in need of improvement. The We Can Unit Assessments measure content knowledge of the unit theme, but do not measure the progression of preschool skills. The Preschool Skills Assessment provided by the We Can curriculum is an effective measure for BOY, MOY and EOY, but it is only one measure. In addition, the Grand Preschool staff has received no training in standardized administration of the assessment. A parent orientation was held at the beginning of the year, but parents were not informed of the preschool standards and expectations for growth. For the coming year, Grand District plans to purchase the Individual Growth and Development Indicators assessment for use as a second measure and provide training to staff in standard administration procedures for the measure. Training will also be provided in the standard administration of the We Can Preschool Skills Assessment. These trainings will be provided by the assessment publishers. BOY, MOY and EOY assessment will be calendared in August along with the needed trainings. Individual student assessments, with the parents present, will be scheduled as part of the registration process before school starts. At the assessment meeting, parents will be given a copy of the progress report that will be used over the course of the year to document their child's growth. Grand District plans to purchase professional development from Granite School District in order to address this need for improvement.

E. Process to Partner with the Independent Evaluator: Grand Preschool support staff will schedule and coordinate assessment sessions, provide the independent evaluator with state student identification numbers and obtain informed consent from parents. Preschool teachers will record attendance and make their records available as requested. Data from pre and post assessments will be maintained by the Director in a data base using Excel and will be available as requested.

F. Ongoing Program Evaluation and Data Collection: Grand Preschool staff meets weekly to review lesson plans, discuss individual students and make adjustments to instruction and/or schedules as needed and appropriate. Progress is assessed by examining individual student progress, adherence to the curriculum map and the extent to which the We Can curriculum has been implemented with fidelity.

Gap Analysis/Improvement Plan: Although program evaluation occurs at Grand Preschool, progress within the current program has not been measured against an articulated program plan. With the development of a clear program timeline specifying a yearly plan for assessment dates, tools and procedures, professional development, parent education/participation and accountability checks, the Preschool Director and Superintendent will have an articulated framework against which to measure progress. At the end of each trimester during the school year, the Director and Superintendent will meet to review the preschool's progress in each element of the yearly plan. Any programmatic or organizational changes will be made during this review, or sooner, if a need requiring immediate action comes to the attention of the Director, Preschool staff, or the Superintendent. The Director will share the data from assessment results at the beginning, middle and end of each year with the Independent Evaluator, the Superintendent and Grand District School Board and the public. DIBELS scores for each cohort exiting the preschool will be collected in a database through the third grade and these results will also be shared with the School Board, Superintendent and public.

G. Family Engagement, Communication and Education: Grand Preschool conducted an evening parent orientation prior to the first day of school. Parents were given information regarding the curriculum and classroom expectations, transportation, and basic school safety and health procedures. Mid-term conferences, in which the teacher meets with each parent(s) individually, are held each trimester. Assessment results and progress toward Kindergarten

expectations for each child are shared with the parent and any parent questions or concerns are addressed. Home visits are made when a need for outreach becomes apparent. Parent/adult family member and child activities, in which the parent or other family adult complete a craft with their child and then stay on for a snack, are scheduled for once per month. Parents are invited to attend any seasonal celebrations at school. Parents are invited to attend every field trip and the classroom has an open door policy with respect to parent observation and participation. A newsletter containing information about the next week's activities, and a numeracy or literacy activity that can be done at home, is sent home weekly and a classroom calendar monthly. Grand Preschool also maintains a restricted Facebook page for the parents of enrolled students. Upcoming activities, themes of study, photographs and teacher advice are posted on the page. The page is updated weekly.

Gap Analysis/Improvement Plan: Parents are currently invited to visit the classroom and participate in a variety of activities during the day. However, there have been no parent activities scheduled for outside of the work day in order to accommodate working parents. In addition, there have been no parent education activities other than the parent orientation and parent teacher conferences. For the coming year, Grand Preschool will again conduct a parent orientation, but will include information regarding the Utah Early Childhood Standards, Kindergarten readiness and learning activities parents can do with their child at home. The monthly adult-child shared activities will continue, but will alternate to be held during the day one month and during the evening the next. The activities will be connected to the We Can unit theme of study and will include numeracy or literacy mini lessons for parents to use with their child at home. Grand Preschool will retain the services of the Moab Valley Multicultural Center for translation of the parent child learning activities, weekly newsletters and monthly calendars from English to Spanish. To the greatest extent possible, a volunteer from the Multicultural Center will attend the monthly shared activities to facilitate and interpret for non English speaking parents. All seasonal celebrations will continue, but must contain a craft or activity directly related to an academic or content area described in the Utah Early Childhood Standards. Information and registration packets for Grand Preschool, containing contact information for the Preschool Director and teacher, are available at the Moab Valley Multicultural Center, Department of Workforce Services, Moab Public Library, Moab Food Bank, Moab Recreation Center, Health Department and HMK Elementary School.

H. Identification and Service of Students with Disabilities in an Inclusive Environment:

Grand Preschool students who are suspected of having a disability are referred for evaluation after a conference is held with the parent to inform them of the concerns. Grand Preschool is adjacent to Sundwall Preschool, the District's Special Education Preschool. Teachers from both schools communicate weekly regarding Sundwall students who might be ready for integration into Grand Preschool. With parent consent, students may be integrated as they are ready. This spring teachers from both preschools met as a team and identified students from Sundwall Preschool's three year old class who are ready to enter the Grand Preschool four year old program in the coming year. Students with disabilities who are integrated into the Grand Preschool Program receive Special Education services from the Sundwall SpEd teacher on a consult and case management basis, with direct services provided as needed and appropriate. Related services from the Grand District Speech and Language Department are provided as consultation and direct service.

Gap Analysis/Improvement Plan: This year no child find activities took place prior to school starting due to delays caused by building renovation. Prior to school start-up this year, Grand Preschool will participate in child find activities with Sundwall Preschool in August, in addition to the ongoing weekly team meetings with Sundwall teachers. Grand Preschool staff will also outreach staff from the Headstart Program for the purpose of identifying students suspected of having disabilities.

I. Description of Program Staff: Grand Preschool program functions under the authority of the GCSD School Board and under the direct administration of Dr. Scott L. Crane, Superintendent of Schools. Ms. Sherrie Buckingham will be the program director; Ms. Breann Russell will be the teacher of record who will be assisted by Brooklyn Kay a paraprofessional. Annie Henderson will serve as the secretary for this program. Dr. Crane has a PHD in Educational Administration and has served as an administrator in Idaho and Utah for the last 28 years. Dr. Crane has extensive successful experience in working with Intergenerational Poverty children as evidenced by this work with the Fort Hall Elementary School on the Fort Hall Indian Reservation in Idaho. Ms. Sherrie Buckingham is currently serving as GCSD Special Education Director, Special Education Pre-School Director and Director of the new Intergenerational Poverty Pre-School. Ms. Buckingham has a Master's Degree in Administration, a Bachelor of Arts Degree in Elementary Education and Special Education. Ms. Buckingham is licensed in

Administrative/Supervisory K-12, Elementary Education 1-8, and a Special Education K-12. Ms. Buckingham has 17 years administrative experience. Ms. Russell has a Bachelor of Science Degree in Elementary Education K-6 and a Bachelor of Science Degree in Early Childhood Special Education Birth-5. Ms. Russell is licensed and is qualified as an Early Interventionist by Baywatch Utah. Ms. Kay has worked in the GCSD as a paraprofessional since 2007 and is currently working on a degree in Elementary Education. Ms. Henderson has 15 years Special Education experience. The role of Ms. Buckingham, Director, includes, but is not limited to; research and development of potential funding sources, identification and recruitment of eligible families to the program, parent education, fiscal and physical plant oversight, and supervision and evaluation of preschool staff. Lead Teacher, Ms. Russell, is responsible for preparation of instructional materials, instructional planning, whole and small group instruction, classroom management, assessment and parent communication of. Assistant Teacher Ms. Kay's role includes small group instruction, preparation of instructional materials and student supervision. The role of the Secretary, Ms. Henderson, is to assist in the identification of eligible families, registration of new students and support of the Director in meeting all State requirements and completing reports.

Gap Analysis/Improvement Plan: As the need for new staff arises, Grand District will assure recruitment and hiring of staff which are qualified at a level comparable to the current expectation of certified preschool Teaching license for the Lead Teacher and two years higher education and CDA for the Assistant Teacher. Administration from Grand District will attend recruitment fairs throughout the state of Utah and adjoining states, outreach Utah colleges and universities and the regional Moab campus of Utah State University in efforts to canvas for candidates who are qualified according to the current expectations. In addition, Grand School District will incorporate a 'grow our own' initiative in the future, in which information regarding the types of positions that are anticipated to be open in future years and/or have been historically difficult for the District to fill will be provided to teaching assistants throughout the District at the beginning of each school year. Scholarship information and information regarding student loan payback options and other available financial assistance will be included with the anticipated future positions list. Interested teaching assistants will be invited to meet with the Preschool Director for individual conversations concerning potential routes to the required level of licensure. The Preschool Director and Grand District Superintendent will continue to research

and cultivate connections with local donors and businesses, examine options for the use of Title I funds and seek out additional grant opportunities to maintain funding to retain highly qualified staff at Grand Preschool.

B. Process to Monitor, Analyze and Adjust Program: The Grand Preschool Director will observe instruction and review lesson plans on a regular basis in order to monitor program fidelity and implementation of professional development in classroom instruction. Data will be collected during observations and teachers will receive timely feedback regarding their performance. The Performance Improvement Measures will be used to assess needs in the area of professional development. Grand District's evaluation process, based on the Utah Effective Teaching Standards, will be used to evaluate the teacher. Grand Pre-school student academic growth will be measured using a growth model. Student learning success will be determined by the amount of growth in learning which occurs between the time that the student is assessed with the pretest and reassessed with the post test (pretests will be administered in the fall or upon the student's enrollment in preschool and posttests in the spring of each year or upon student disenrollment). In addition, ongoing, formative testing based on the Utah Kindergarten Readiness Standards and the Utah Preschool foundational Standards will occur at intervals throughout the year to determine if students are on track for meeting end-of-year learning expectations. The We Can! Curriculum research based pre and post tests will be used to measure student learning growth and the research validated DIBELS will be used to determine readiness for Kindergarten readiness. Ongoing learning of the students attending GCSD preschool will be tracked through third grade using the DIBELS assessment. The Director will meet with the Grand County School District Superintendent in January and May of each year to review assessment results, evaluate program effectiveness and examine and plan any needed changes that are indicated by the data. Achievement data will be collected in May of each year from the receiving school, HMK Elementary, to determine long term program impact and guide program adjustment. Any information collected from the independent evaluator will also be used to guide this process. The Director will present assessment data and any resulting program changes to the Grand County School District Board of Education in January and May of each year. Assessment results will be made public.

4. Sustainability: Grand District is committed to the allocation of District resources to sustain the preschool at the conclusion of the grant period (See the letter of support from Superintendent Dr. Scott Crane in attachments). In the 2015-2016 school year, the HMK Principal and Title I Coordinators will be informed of the intent to use a portion of Grand District's Title I funding for preschool beginning in the fall 2018. Planning for this shift will take place in years two and three

of the grant period. Grand Preschool Director will research additional state and federal grant resources during years two and three of the grant period and apply for funding from the Grand Education Foundation as needed by January of the 2017-18 school year. Grand District has many benefactors who have been willing to provide financial support to various programs during the past several years. It is the intent of the Preschool Director to solicit the interest of these benefactors by making the achievement results of Grand Preschool public and to outreach them as the program continues to develop. The outreach process will include the creation of information fliers or brochures that will contain information regarding the achievement data, curriculum and staff qualifications of the Grand Preschool Program and contact information for the program Director and Superintendent. These will be mailed to potential donors then followed up with personal contact by the Director. A plan for funding beyond the grant period, created by the Director and Title I Coordinators, will begin in September of year two and be completed by fall of year three.

Attachment A: Budget Summary Form

Double-click on the spreadsheet to enter data

Name of Local Education Agency:	Grand County School District
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Category	Year 1	Year 2 (optional)	Year 3 (optional)	Total
Salaries	77,312	79,013	80,751	237,076
Fringe Benefits	34,636	35,398	36,177	106,211
Travel/Transportation	7,718	7,888	8,061	23,667
Equipment	1280	1000	500	2780
Materials and Supplies	1050	1050	1050	3150
Other Costs	1129	179	179	1487
Conferences/Workshops	393	393	393	1179
Professional Fees/Contract Services	3588	3588	2982	10158
Administrative/Indirect (not allowed)				
TOTAL COSTS	127106	128509	130093	385708

III. Budget Narrative

Salaries

Year 1: Ms. Buckingham, Quarter time Pre-school Director (1/4th of contracted 216 day/yr = \$21,056.) Ms. Russell, Full time teacher (180 day contract = \$32,088.) Ms. Kay, Full time paraeducator (\$11.74/hr 8hr/day 180 days/yr = \$16,906) Ms. Henderson Quarter time secretary (\$16.81/hr, 8hr/day/216day/yr = \$7,262.) Year 2 and Year 3 will use the same salaries as year 1 increased each year by the Consumer Price Index/Western Region (CPI-W) of 2.2% each year.

Fringe Benefits

Year 1: Ms. Buckingham, Quarter time Pre-school Director (1/4th of contracted 216 day/yr = \$9,353.) Ms. Russell, Full time teacher (180 day contract = \$13,559.) Ms. Kay, Full time paraeducator (180 days/yr = \$9,281) Ms. Henderson Quarter time secretary (216day/yr = \$2,441.). Year 2 and Year 3 will use the same benefits as year 1 increased each year by the Consumer Price Index/Western Region (CPI-W) of 2.2% each year.

Travel/Transportation

Student Bussing Transportation: As per the Utah State Department of Education the average transportation cost per student/bus run is \$.80. GCSD anticipates an enrollment of 36 students in the am/pm sessions. Therefore 36 students/2 bus runs per day/134 school days/\$.80 per run = \$7,718. Year 2 and Year 3 will use the same costs as year 1 increased each year by the Consumer Price Index/ Western Region (CPI-W) of 2.2% each year.

Materials and Supplies

Year 1: IGDI Assessment-required toys \$257, We Can Informational Big Books English/Spanish \$299, We Can Beginning Early Literacy and Language \$76.95, Handwriting W/Out Tears First School Book-class set \$285, Handwriting W/Out Tears My Book-class set \$135= \$1,053
TOTAL Year 2 and 3: Material and supplies replacements=\$1,050

Other Costs

Year 1: Granite School District Documents \$950, We Can Digital Asset Renewal \$149, IGDI Data Management System \$30= \$2,129 Year 2 and 3: We Can Digital Asset Renewal \$149, IGDI Data Management System \$30=\$179. TOTAL 3 years: \$2,540

Conferences/Workshops

Years 1-3: \$393 per year - Utah Early Childhood Conference Odgen, Utah: \$41x2=\$ 82 two staff registration, lodging \$95 + 12.6% tax=\$107, two day per diem of \$78 for two people=\$156, 480 miles round trip \$0.10 per mile=\$48. TOTAL 3 years: \$1179

Professional Fees and Contract Services

Year 1: Two full day trainings provided by Granite School District Preschool Services on site at Grand Preschool at \$1000 per day + travel expenses of \$294 per person for two training providers= \$588. One half day training at \$500 per half day+ travel expenses of \$294 per person for up to two training providers= \$588. Total training expenses year one: \$3088. Grand Preschool Teacher, Assistant Teacher and Director will participate in the trainings. Trainings will focus on: a) Administration of the We Can Preschool Skills and IGDI Assessments; b) Use of EPS charts, Fidelity checklists and Granite Performance Improvement Measures; c) Explicit instruction.

Year 2: Two full day trainings provided by Granite School District Preschool Services on site at Grand Preschool at \$1000 per day + travel expenses of \$294 per person for two training providers= \$588. One half day training at \$500 per half day+ travel expenses of \$294 per person for up to two training providers= \$588. Total training expenses year two: \$3088. Grand Preschool Teacher, Assistant Teacher and Director will participate in the trainings. Trainings will focus on: a) Differentiation in whole & small group; b) Skill based lesson planning; c) Writing in the classroom.

Year 3: Three days of coaching and consultation provided by Granite School District Preschool Services on site at Grand Preschool at \$700 per day + travel expenses of \$294 per person for one coach= \$994. Total training expenses year three: \$2,982

Breakdown of travel expenses per person for trainers: \$150 lodging + 12.6% tax=\$168, two days' meals per diem per trainer=\$78 and mileage at \$0.10 per mile for 480 miles round trip=\$48

GRAND COUNTY SCHOOL DISTRICT
"CLIMBING TO NEW HEIGHTS"

Dr. Scott L. Crane, Superintendent
Robert Farnsworth, Business Administrator
Jim Webster, Board President
Beth Joseph, Board Vice President
Britnie Ellis, Board Member
Melissa Byrd, Board Member
Peggy Nissen, Board Member

April 15, 2015

Utah Office of Education
Public Schools Early Childhood Education Grant
250 E. 500 S.
Salt Lake City, UT 84111

Dear Sirs,

The purpose of this communication is to express the Grand County School District's total support of the Public Schools Early Childhood Education Grant. I understand and support the parameters of this grant as per personnel and providing district facilities for the program. The district is committed to allocating district resources to sustain this program at the conclusion of the grant. Our current Pre-K program is making a significant impact on our at risk students and this grant will help us grow and expand.

Thank you,

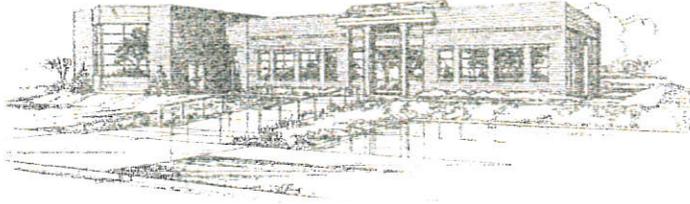


Dr. Scott L. Crane
Grand County School District Superintendent

SOUTHEASTERN UTAH ASSOCIATION OF LOCAL GOVERNMENTS

Jeff W. Horrocks
CHAIRMAN

Deborah L. Hatt
EXECUTIVE DIRECTOR



375 SOUTH CARBON AVE.
P.O. BOX 1106
PRICE, UTAH 84501
(435) 637-5444
FAX (435) 637-5448

Sisifo Taatiti
TANF Program Manager
Department of Workforce Service
140 East #00 South
Salt Lake City, Utah 84111

Ms. Taatiti,

The purpose of this communication is to certify that the Southeastern Association of Local Governments (SEUALG) will be collaborating with Grand County School District's 4 year old Pre-school. The SEUALG (Grand County Food Bank) has a long positive history of collaboration and cooperation with Grand County School District and is excited to be involved in helping the district identify children and families that would benefit from a pre-school whose purpose is to help multicultural children and children of families in multi-generational poverty be better prepared for kindergarten. Many of our parents work long hours and have difficulty providing pre-school experiences for their children due to preschool tuition costs, multiple job work schedules and/or the inability to transport their children to a pre-school. We envision many positive educational outcomes for our children and plan on working diligently to help the school district identify needy four year olds and help communicate to their families the benefits of attending.

Thank you for your support of Grand County Children.

Sincerely,

A handwritten signature in blue ink, appearing to read "Geri Gamber". The signature is fluid and cursive.

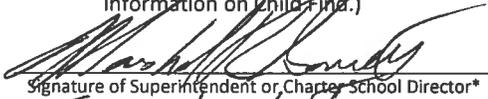
Geri Gamber
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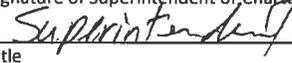
Part I: Applicant Information and Assurances

Name of Local Education Agency:		Logan City School District
Address:		
Street 1:	101 West Center St.	
Street 2:		
City:	Logan	
Zip:	84321	
Name and contact information of person to be contacted on matters involving this application:		
Name:	DeAnna Stallings	
Title:	Preschool Director	
Phone:	(435) 374-9579	
E-mail:	deanna.stallings@loganschools.org	
Name and contact information of person authorized to sign application on behalf of LEA:		
Name:	Marshal Garrett	
Title:	Superintendent	
Phone:	(435) 755-2300	
E-mail:	marshal.garrett@loganschools.org	
Information about current program		
Number of students enrolled:	131	
Number of students who are economically disadvantaged:	119	
Number of students who are identified under IDEA:	14	
Number of licensed personnel:	CDA ___ AA ___ AS 2 BA ___ BS 8 Other 2 Total 12	
Average class size ratio:	8:1	
Program cost per student:	\$1,330	

The applicant assures the following:

- It will comply with all applicable statutes and regulations in carrying out any project activities supported by these funds.
- It is under a continuing obligation to comply with terms and conditions of the legislation, governing statutes, and grant directions.
- All students will be given a unique student identifier to enable longitudinal data collection.
- Class sizes, ratios, and quality will be observed as per the requirements of the legislation (class size does not exceed 20 students, with one adult for every 10 students in the class).
- The applicant will provide information for reports to the School Readiness Board and the State Board of Education, including, but not limited to (1) the number of students served by the early childhood program, reported by economically disadvantaged status; (2) average daily attendance over the grant period; (3) the cost of the program per students; and (4) the pre-, mid-, and post-assessment results.
- Programs must agree to provide the independent evaluator access to students (with parent permission), classrooms, and other data as requested to determine the growth of the program.
- Programs will comply with all requirements of Child Find under the IDEA. (Please see the "Additional Information" section for information on Child Find.)



 Signature of Superintendent or Charter School Director*


 Title

 Date 4/14/15

*Please note that only charter schools that fund their own preschool should apply through USOE. Charter schools that have a private provider apply through the Department of Workforce Services.

Part II: Program Narrative

1. Applicant Information

a. Description of the program and its role within the LEA:

The goal of the Logan City School District Title I Preschool Program is to provide a high quality and developmentally appropriate preschool experience for children in our community. Our program emphasizes the whole development of children by promoting **physical, cognitive, and social-emotional** development. We are currently in our first year of implementation.

This is a Title I program funded by the Logan City School District. Program funds are taken off the top of Title I and then distributed to all of the elementary schools in the district. Enrollment is limited and free, based on financial need, using the state free or reduced lunch income eligibility guidelines.

The preschool program's role in our LEA is to close the achievement gap between our economically disadvantaged students and our more advantaged students. Research shows that the earliest years in a child's cognitive development are the most important and lay the foundation for future academic success. For this reason, students attend preschool in the building they will attend for kindergarten. Our preschoolers enter kindergarten, not only academically prepared, but they become instant role models in the kindergarten classrooms. Our prediction for this program is that longitudinal data will show that these at-risk children will perform comparably to all children in the state throughout their public school years. The Logan City School District preschool program is dedicated to continued improvement that will result in a high quality early childhood education program as outlined by legislation. We will address all 10 components of

HB96 53A-1b-105 Elements of a high quality school readiness program as we strengthen our current program through this school readiness initiative.

b. Demographic Information for the current program, including:

- i. We currently serve 119 students who are eligible to receive free or reduced lunch.
- ii. We serve 21 English Language Learners
- iii. We serve 14 students eligible for special education services.
- iv. The program plans to serve 130 four year-olds.
- v. We will have six high-quality preschool classrooms, operating in the program.

c. Current recruitment process:

The Logan City School District preschool program is committed to serving the students with the most need. Our recruitment process at the district level includes PTA newsletters, newspaper and radio advertisement, yard signs, brochures mailed to every household with a Logan city mailing address, posters, flyers, banners, district and school automated phone calls, and district web-site. Individual schools are expected to be proactive in identifying families within school boundaries with preschool-age children who would benefit from our program. This is done with the assistance of kindergarten teachers, school secretaries, and parent liaisons. We begin accepting applications the end of February. Enrollment is ongoing. If the number of eligible applicants exceeds the number of available spots, parents are asked to bring their student in for an academic screening. Students who are not placed in a school initially are put on a wait-list.

2. Program Description, Gap Analysis, and Strategy for Improvement.

a. Our preschool program uses the *We Can Early Learning Curriculum*. This is a research- and evidence-based comprehensive preschool curriculum with proven,

sustainable gains in children's achievement (*HB96 53A-1b-105 1a*).

i. Oral language and listening comprehension: Description: *We Can* develops listening comprehension and oral expression fluency through collaborative conversations. **Gap Analysis:** (23% growth pre- to mid-assessment) Current curriculum does not provide individualized practice and instruction in oral language and listening comprehension. **Plan for Improvement:** We will implement the use of *Headsprout*, a high-impact, on-line reading program that adapts so that every student receives the individualized practice and instruction they need. *Headsprout* is a research- and evidence-based program.

ii. Phonological awareness and prereading: Description: The *We Can* curriculum provides systematic and explicit instruction and guided practice to develop children's phonological awareness. We also use the Core Literacy Library, Teaching Reading Source book. **Gap Analysis:** (25% growth pre- to mid-assessment) Although our current curriculum sets the foundation, our classrooms lack the resources for activity learning centers that will provide a variety of activities to keep students engaged over longer periods of time, especially students who do not get concepts as quickly as others in the class. Most students need the repetition variety of activities for reteaching. **Plan for Improvement:** We will purchase and implement Instant Learning Centers, Phonemic Awareness Kits and other activities that will provide a variety of extended learning experiences.

iii. Alphabet and Word Knowledge: Description: The *We Can* curriculum provides systematic and explicit instruction and guided practice to develop children's alphabet and word knowledge. We also use the Core Literacy Library, Teaching Reading Source

book. **Gap Analysis:** (32% growth pre- to mid-assessment) Although our current curriculum sets the foundation, our classrooms lack the resources for activity learning centers that will provide a variety of activities to keep students engaged over longer periods of time, especially students who do not get concepts as quickly as others in the class. Most students need the repetition variety. **Plan for Improvement:** We will purchase and implement Alphabet Sound Tubs, Instant Learning Centers, and other activities that will provide a variety of extended learning experiences.

iii. **Prewriting: Description:** We Can's I Can Draw Pre-Writing Program includes age-appropriate instructional and practice activities. Children learn to use five pre-writing strokes. **Gap Analysis:** (37% growth pre- to mid-assessment) Our instructors have a limited knowledge of how fine motor skills are developed. They do not know how to strengthen hands and arms to improve control for writing strokes, as well as painting, cutting, and manipulation of small objects. We are also lacking physical materials that aid in developing these fine motor skills. Prewriting has been our lowest scores in our mid-assessment. **Plan for improvement:** Professional development by an occupational therapist for teaching and improving fine motor skills and control. We need a spectrum of tools and support for differentiating occupational therapy. This will include purchase and implementation of Theraputty, tweezer games, and other small manipulatives.

v. **Book Knowledge and Print Awareness: Description:** *We Can* supplies teachers with numerous tools and experiences that expose children to print and encourage interests in emergent reading and writing. No improvement needed (41% growth pre- to mid-assessment).

vi. Numeracy: Description: *We Can* helps children develop a basic understanding of math concepts by engaging in interactive small and whole group activities. The scope and sequence in *We Can* ensures that children develop a strong foundation in number sense. **Gap Analysis and Plan for Improvement:** We want our preschoolers to have really strong number sense as they enter Kindergarten. We made a 24% growth from pre- to mid-assessment this year. This is one of our lowest growth areas. Our district math specialist will provide lead teachers and instructional assistants professional development in the area of early math concepts using math centers. We will purchase Unifix cubes, theme counters and dice kits necessary to implement math centers.

vii. Creative Arts: Description: We currently are trying to meet the state standards; ie. colors and using body to move to music and express themselves. **Gap Analysis:** State standards require students to experiment with musical instruments, use a variety of media and materials to create drawings, pictures or other objects, and portray a variety of events, characters, or stories through drama, props, and language. Currently, we are unable to fully develop these skills because we lack appropriate materials and professional development on how to integrate creative arts into other content areas. **Plan for Improvement:** We will purchase and implement musical instruments for each classroom and a variety of media tools. We would also like to purchase puppets, dramatic play clothes, and props.

viii. Science and Technology: Description: Currently we address the state standards. **Gap Analysis:** We lack realia. Research shows that teaching science with realia is most beneficial for all students, particularly special education and ELL students. The next most effective way to teach science is with replicas of actual objects.

Currently, we are teaching science primarily with pictures, the least effective way to teach science. Although we are doing the best we can with our limited resources, in order to be high quality, we need more realia in our classrooms. **Plan for improvement:** Purchase science realia, listening centers, learning centers, and ipads.

ix. Social Studies, Health, and Safety: Description: All instruction in these areas are tied to Utah's Early Childhood Core Standards. Physical/Health and Safety standards state that students need to learn to eat from a variety of food groups. **Gap Analysis:** Traditionally, low-income students do not or have not had the opportunity to experience a variety of fresh healthy food. **Plan for Improvement:** Twice a month, we will provide food experiences for our students with a curriculum tied to the state standards. Note: This is not snack food.

b. Instructional methods: Description: Our entire curriculum and classroom structure is centered around intentional and differentiated instruction in whole group, small, and child-directed learning. Throughout each session, students move from whole group instruction to small group instruction to learning centers. Differentiation is achieved through homogenous small groups working with the lead teacher and instructional assistant. Interventions and enhancements take place in these small groups. Students also spend time in child-directed learning centers. Students are able to make individual choices in selecting the center they choose to participate in during center time. **Gap analysis:** A representative from Utah State University did observations and evaluations of our preschool classes using Classroom Observation Tool. One of our gaps was Concept Development (promoting higher-order thinking, *wh* questions, integration, connecting concepts, relating to students' lives), Quality Feedback (scaffolding, back-

and-forth exchanges, follow up questions, encouraging students' efforts), and Language Modeling (frequent conversation, open-ended questions, repetition and extension, variety of words). **Plan for Improvement:** Professional development for instructors in higher-level, open-ended questioning and encouraging more student dialogue and authentic conversations.

c. Programs' ongoing, focused, and intensive professional development.

Description: Our sessions run four days a week, leaving Fridays open for curriculum training and professional development. Professional development areas have included dialogic reading, phonemic awareness, and classroom and behavior management (*HB96 53A-1b-105 1b*). **Gap Analysis and plan for improvement:** Currently, our Friday meetings with our preschool instructors are spent mostly on curriculum training. We would like to change this so that we are spending more time on professional development. We would like to be able to pay early childhood professionals to come to these meetings to work on Thinking Maps, ESL strategies, questioning, engagement strategies, fine motor skill development, and other. We would also like to take our lead teachers and instructional assistants to the Early Childhood Symposium in Ogden, Utah. We also need to be able to pay our lead teachers and instructional aides to attend a 3-day boot-camp professional development the week before school starts. Currently, we cannot do any training before school starts.

d. Ongoing pre-, mid-, and post- assessments of student growth and progress.

Description: We are using the same pre-, mid-, and post-assessment used by Granite and Washington County school districts (*HB96 53A-1b-105 1c and d*). It is a curriculum-based assessment, which assesses the following skills: Oral Language, Articulation,

Phonological and Phonemic Awareness, Alphabet Knowledge, Pre-writing/Fine Motor Skills, Book Knowledge/Print Awareness, Math, Social-Emotional Skills, Gross Motor Skills, Adaptive. **Gap Analysis and plan for improvement:** We have looked at our data and know the areas that we need to improve and change instruction. We addressed these needs in the professional development section (c) and the program description section (a).

e. Process by which the program will partner with the independent evaluator.

Description: Through Aspire, each preschool student is assigned an SSID number, where their attendance is tracked. Each year we do a pre-, mid-, and post-assessment by appointment. Parents give consent to be tested. Currently, the data is kept in an Excel document for individual students and then data is compiled by school.

Comparisons are then made between schools in the different areas of the assessment.

f. Ongoing program evaluation and data collection: Description: In between the formal assessments (pre-, mid-, and post-), progress is being monitored through monthly formative learning assessments (*HB96 53A-1b-105 1f*). Teachers use this data to adjust small groups, inform instruction in small groups, and determine need for interventions. These assessments are vital to a high quality program. The success of a preschool program is determined through the rate of student achievement.

Mid year, we invited Lisa Boyce, Executive Director of DDE Center for Early Care and Education at Utah State University, to visit all of our preschool classrooms to observe and evaluate instructor and program effectiveness. The Classroom Assessment Scoring System (CLASS) is an observation instrument developed to assess classroom quality in preschool through third-grade classrooms. The major

domains of classroom experience assessed by the CLASS is Emotional Support (positive climate, negative climate, teacher sensitivity, regard for student perspectives), Classroom Organization (behavior management, productivity, instructional learning formats), and Instructional Support (concept development, quality of feedback, language modeling). **Gap analysis and Plan for Improvement:** A gap would be created if we could not fund continued use of the CLASS for the next few years. Because we are a new program, we are taking an “all eyes on deck” approach to program evaluation. If we are able to pay for USU professionals to conduct this observation while simultaneously training principals to eventually take over, this element of program evaluation could become self-sufficient within the district. CLASS will be administered three times a year by a certified USU observer to ensure objectivity. Project director will take a two-day course to become certified and will take over the responsibility of observations once grant funds are expended.

g. Methods by which the program encourages and supports family engagement.

Description: Currently we hold five parent trainings throughout the year. The topics of the trainings include 1) overview of our program, 2) reading with your child, 3) technology, 4) math, 5) kindergarten readiness. Trainings are geared to providing parents with multiple, developmentally appropriate strategies for working with their children at home in the topic addressed in the training.

Parent/teacher conferences are held twice a year at the same time as the rest of the elementary school. Appointments are set up to accommodate parent schedules.

Parents receive copies of the monthly formative assessments and the scores from the

pre- and mid-assessment. Parent trainings and conferences are held both in the evening and morning to accommodate parents' schedules.

Gap Analysis and Plan for Improvement: Parent trainings: While the developmentally appropriate strategies are discussed and modeled for parents, materials to allow parents to engage with their child in the home are not currently feasibly available. Because this is a title I program, we are working with families that are economically challenged and do not have the means or the time to acquire the materials necessary for home engagement. In order to bring our parent involvement to high quality status, we would like to purchase and put together packets of materials to be used in the home that will be returned at the end of the school year. For our last parent training, The Treehouse Museum in Ogden has donated reading and workbook backpacks to our program that preschoolers and parents can use throughout the summer to get ready for kindergarten. These packets are for the students to keep.

Language barriers: While we have two instructors who speak Spanish, most of our parent trainings and conferences are conducted in English without a translator present. The Logan City School District retains translators, paid on an hourly wage when their services are utilized. We currently do not have the funds to pay for translators.

Preschool Parent Board: In order to involve parents in the development and implementation of program activities we will be creating a Preschool Parent Board for next year. This board will consist of the preschool director, preschool curriculum specialist, district Title 1 director, and one or two parent representatives from each school. The board will provide feedback regarding what is working and what could be improved in the areas of parent involvement, community involvements, communication

between home and school, student achievement, as well as logistics such as drop-off and pick-up.

h. The plan of the program to identify and serve students with disabilities.

Description: In conjunction with our special education preschool, we have worked to increase our Child Find. Students who show signs of needing special services are given the opportunity to be referred and tested for qualification for an IEP. The multi-disciplinary team determines the best placement to offer the least restrictive environment. That least restrictive environment might be our preschool classroom, a special needs classroom, or our 50/50 LRE classroom that we will have next year in one of our schools. When parents register students for preschool, there is a section of the application where parents can identify concerns and services already being received by the student. Currently we are serving 14 students with an IEP for speech and language in the regular classroom. **No improvement needed.**

i. Description of program staff.

Each preschool classroom is staffed with an instructional paraprofessional (lead teacher), and an instructional assistant. Currently, in order to qualify for these positions, the lead teacher must have at least 48 credits or they must pass the Paraprofessional Praxis Exam.

Staff	BA/ BS	AA/ AS	CDA	Other	Responsibilities
Lead Teachers (6)	3	1		2	Teach all sessions of preschool a day. Attend professional development. Execute lesson plans provided by preschool curriculum specialist. Parent trainings and conferences Administer assessments.
Instructional Assistants	4	1		1	Assist in all sessions of preschool a day. Instruct during rotation and center time.

(6)					Provide support during whole group. Help with assessments.
Preschool Director				MS	Coordinate with site principals. Ensure adherence to professionalism. Supervise and evaluate certified staff. Develop marketing and advertising. Train and motivate certified personnel. Establish and maintain effective learning environment to build student success.
Curriculum Specialist	1				Organize and implement all program goals related to curriculum. Prepare and conduct curriculum training Prepare materials for parent involvement. Prepare curriculum materials and classroom equipment.

Plan for improvement: We will use grant money to have all of our lead teachers and instructional assistants become CDA certified. We will also hire a full-time Utah School Readiness Initiative Project Director, who will be responsible for implementing the elements of a high quality early childhood education program as outlined by legislation. Responsibilities will include: Conduct CDA certification training for all lead teachers and instructional assistants, serve as grant project manager, carrying out all of the responsibilities that go with this as outlined in the School Readiness Initiative grant description, conduct and arrange for all professional development as outlined in the grant proposal, conduct classroom observations to provide classroom staff with feedback that will increase student achievement, and design and conduct a community outreach program.

3. Progress Monitoring

a. Timeline of grant implementation activities.

Activity	Responsible	J	F	M	A	M	J	J	A	S	O	N	D
Year 1													
Purchase and implement Headsprout	Project Director								X				

Purchase Equipment	Project Director								X				
Boot Camp Professional Development	Preschool Director								X				
CLASS Observational Tool	Preschool Director	X			X						X		
CLASS Observer Certification	Project Director								X				
CDA Training	Project Director	X	X	X	X	X			X	X	X	X	X
Hire a project director	Preschool Director							X					
Increase Parent Involvement (Create preschool board)	Project Director								X				
Utilize translators at parent activities	Preschool Director	X	X	X	X					X	X	X	
Occupational Therapy training	Project Director										X		
Math professional development		X											
Year 2													
Attend Early Childhood Symposium	Preschool Director							X					
Purchase and implement Headsprout	Project Director								X				
CDA Training	Project Director	X	X	X	X	X			X	X	X	X	X
Boot Camp Professional Development	Project Director								X				
Utilize translators at parent activities	Preschool Director	X	X	X	X	X			X	X	X	X	
Continue funding project director	Project Director												
CLASS observational tool	Preschool Director	X			X						X		
Year 3													
Early Childhood Symposium	Preschool Director							X					
Boot Camp Professional Development	Project Director												
Purchase and implement Headsprout	Project Director								X				
Continue to fund project director	Project Director												
Utilize translators at parent activities	Preschool Director	X	X	X	X	X			X	X	X	X	
Complete CDA certification	Project Director								X	X	X	X	X
CLASS observational tool	Preschool Director	X			X						X		

b. Description of the process by which the program will monitor timeline. In conjunction with the independent evaluator provided by the state, the School Readiness Initiative Project Director will meet, at least, bi-monthly with the preschool director to go over the timeline and evaluate the implementation of activities to ensure that we are on track to complete activities as outlined in the grant. We will make adjustments as necessary. Using pre-, mid-, and post-assessments, we will determine the impact and effectiveness of the implementation of activities we have outlined in the grant.

4. Sustainability

a. Description: Acknowledging that this is most difficult aspect of any grant, the Logan City School District Title 1 Preschool program, including Title 1 Director, superintendent, and school board, is committed to becoming a high quality program as outlined in the legislation and maintaining that high quality status once grant funds are expended. If we create a high quality program over the next three years, fewer students will be in need of remediation in grades kindergarten through third grade. We will be able to put money currently being spent on aide time for this remediation back into the preschool program to sustain elements originally funded through the grant.

As a preschool team, we will continue to seek grant funds and business partnerships once the grant is completed. The new position created to manage the grant, project director, will include a community outreach component. It will be the project director's responsibility to network with businesses and corporations in our community to secure sponsorships for different aspects of the program. This will include a media campaign, highlighting the results and effectiveness of our program, showing how our program will positively impact the businesses in our community. This outreach will also lay the groundwork for our participation in the ***Results-Based School Readiness Contracts***.

Using grant funds, we will create a streamlined program using a training trainers model to build capacity for all of our preschool staff. The project director will facilitate and conduct professional development not just with the lead teachers, but with the instructional assistants as well. Not only does this provide more expertise in the classroom, but, as lead teachers leave our program, instructional assistants will be trained and ready to take over as lead teacher. They will also be prepared to train a new

instructional assistant in the areas outlined in the grant. We also hope that high quality professional development will decrease the turnover rate of lead teachers and instructional assistants. We are particularly dedicated to the retention of classroom staff because a lot of time, effort, and money will be put into CDA certification and other training. However, we do know that we will lose classroom staff a few at a time. We will be able to sustain CDA training because, in future years, we will only be training a few at a time, as opposed to training all twelve over the next few years using grant funds. Because of quality training using the training trainers model, the amount of time and money put into professional development will decrease year by year. Once the grant is completed, the project director will stay on as curriculum specialist and will continue to provide high quality professional development established during the grant years.

Most of the materials we are requesting are non-consumable and will easily be sustained after the grant. There are, however, consumables, such as crayons and glue sticks in the take-home backpacks and training materials, that will have to be replaced year to year. The cost of training materials will decrease as the need for such intense training decreases. The cost of replacing consumables in the backpacks is minimal. Most the items in the backpack can be reused year to year. Logan City School District will maintain all related technology after grant funds are expended.

Using the CLASS observational tool will be sustained through training. The project director will take a two-day training course through Utah State University to become certified to conduct the observations. While we have available grant funds, we would like to continue to use university professionals to get an unbiased evaluation.

Attachment A: Budget Summary Form

Double-click on the spreadsheet to enter data

Name of Local Education Agency:	Logan City School District
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Category	Year 1	Year 2 (optional)	Year 3 (optional)	Total
Salaries	45241	45241	45241	135723
Fringe Benefits	17980	17980	17980	53940
Travel/Transportation		215.04	215.04	430.08
Equipment	32288.32	1389.7	1389.7	35067.72
Materials and Supplies	1660	1280	1030	3970
Other Costs	1008	5100		6108
Conferences/Workshops	2428.47	5188.47	5188.47	12805.41
Professional Fees/Contract Services	3496.62	3292.62	3292.62	10081.86
Administrative/Indirect (not allowed)				
TOTAL COSTS	104102.41	79686.83	74336.83	258126.07

Budget Narrative

Salaries:

Utah School Readiness Initiative Project Director:

\$45,241/3 years @ 100% =\$135,723 215 day yearly contract

Responsibilities: The project manager will oversee the program and will spend 100 percent of her time conducting CDA certification training for all lead teachers and instructional assistants, serve as grant project manager, carrying out all of the responsibilities that go with this as outlined in the School Readiness Initiative grant description, conducting and arranging for all professional development as outlined in the grant proposal, conducting classroom observations to provide classroom staff with feedback that will increase student achievement, and designing and conducting a community outreach program. This individual's annual salary will be covered by grant funds for 100 percent of project.

Fringe benefits:

Project Director:

\$45,241 x 30.65% (FICA & Retirement) = \$13,866 for 100% of project = \$41,598

\$4,114 (Medical Benefits) for 100% of project = 12,342

Travel/Transportation:

Annual Emma Eccles Jones Early Childhood Symposium, Ogden, Utah

2 district cars @ \$0.56 miles for 2 days round trip = \$215.04 x 2 years = \$430.08

Equipment:

i. Oral Language: Headsprout is a computer-based program designed increase oral language skills and introduce reading skills. This also provides technology time.

Headsprout: $\$189.95/\text{classroom} \times 6 \text{ classrooms} = \$1,139.70 \times 3 \text{ years} = \$3,419.10$

ii. Phonological Awareness and Prereading: Instant Learning Centers and phonemic awareness kits will allow students to engage in a variety of phonemic awareness activities for longer periods of time.

Instant Learning Centers and kits: $\$244/\text{classroom} \times 6 \text{ classrooms} = \$1,464$ (one time purchase: otp)

iii. Alphabet and Word Knowledge: Students will use a variety of learning centers and activities that will support stamina and engagement over a longer period of time to increase achievement in this standard.

Alphabet Sound Tubs: $\$149/\text{classroom} \times 6 \text{ classrooms} = \894 (otp)

Instant Learning Centers: $\$89.98/\text{classroom} \times 6 \text{ classrooms} = \539.88 (otp)

iv. Prewriting: This is our lowest achievement area. Purchases in this standard will address fine motor skills. These occupational therapy materials will aid in developing the motor skills necessary for prewriting achievement.

Theraputty: $\$129.96/\text{classroom} \times 6 \text{ classrooms} = \779.76 (otp)

Tweezer Games: $\$76.24/\text{classroom} \times 6 \text{ classrooms} = \457.44 (otp)

Small Manipulatives: $\$142.92/\text{classroom} \times 6 \text{ classrooms} = \857.52 (otp)

vi. Numeracy: We want our preschoolers to have really strong number sense as they enter Kindergarten. We made a 24% growth from pre- to mid-assessment this year. This is one of our lowest growth areas. Our district math specialist will provide lead teachers and instructional assistants professional development in the area of early math concepts using math centers.

Unifix cubes: $\$60/\text{classroom} \times 6 \text{ classrooms} = \360 (otp)

Theme counters: $\$53/\text{classroom} \times 6 \text{ classrooms} = \318 (otp)

Number sense dice kits: $\$36/\text{classroom} \times 6 \text{ classrooms} = \216 (otp)

vii. Creative Arts: Purchases in this area will help students meet the state standards of experimenting with musical instruments, media and materials, events, characters, and stories. Giving students more activities and opportunities in creative arts is essential to whole-student education. Not all of these purchases are per classroom; some items will be rotated through the classrooms in the district.

Musical instruments and body movement:

Instrument kits: $\$235.34/\text{classroom} \times 6 \text{ classrooms} = \$1,412.04$ (otp)

Bean bags (movement): $\$22.99/\text{classroom} \times 6 \text{ classrooms} = \137.94 (otp)

Media tools: $\$93.08/\text{classroom} \times 6 \text{ classrooms} = \558.48 (otp)

Puppets: $\$383$ (otp)

Dramatic play clothes and props: $\$1,169.75$

viii. Science and Technology: Currently, we are teaching science primarily with pictures, the least effective way to teach science. Although we are doing the best we can with our limited resources, in order to be high quality in this standard, we need more learning centers, realia, and technology in our classrooms. Not all of these purchases are per classroom; some items will be rotated through the classrooms in the district.

Realia: $\$250 \times 3 \text{ years} = \750

Science Discovery Chest: $\$199/\text{classroom} \times 6 \text{ classrooms} = \$1,194$ (otp)

Lakeshore Science Theme boxes: $\$389 \text{ per set} \times 3 \text{ sets} = \$1,167$ (otp)

Science Learning Centers: $\$55.65/\text{classroom} \times 6 \text{ classrooms} = \333.90 (otp)

Listening Centers (CD player, junction box, headphones):

$\$121.98/\text{classroom} \times 6 \text{ classrooms} = \731.88 (otp)

ipads: $\$379 \times 5/\text{classroom} = \$1,895 \times 6 \text{ classrooms} = \$11,370 \text{ (otp)}$

Charging station: $\$149/\text{classroom} \times 6 \text{ classrooms} = \894 (otp)

itunes cards: $\$25/\text{classroom} \times 6 \text{ classrooms and 2 program} = \200

g. Parent Involvement: These purchases will give parents non-expendable materials that they can use in their homes to help their student be more successful. These backpacks will be checked out to each family and returned at the end of the school year or summer, respectively.

School year backpacks: $\$19.50/\text{student} \times 140 \text{ students} = \$2,730 \text{ (otp)}$

Transition to School backpacks: $\$19.50/\text{student} \times 140 \text{ students} = \$2,730 \text{ (otp)}$

Materials and Supplies:

ix. Social Studies, Health, and Safety: Traditionally, low-income students do not or have not had the opportunity to experience a variety of fresh healthy food.

Food Experience: Twice a month, we will provide food experiences for our students with a curriculum tied to the state standards. Note: This is not snack food. $\$500 \times 3 \text{ years} = \$1,500$

Professional development and parent board: These expendable materials and supplies will aid in more effective training and communication. Materials include but are not limited to binders, divider, paper, copying, post-it notes, markers, highlighters, etc.

$\$75/\text{month} \times 10 \text{ months} = \750 for year 1

$\$50/\text{month} \times 10 \text{ months} = \500 for year 2

$\$25/\text{month} \times 10 \text{ months} = \250 for year 3

CLASS training (Utah State University): The project director will attend a two-day training to become certified to administer the CLASS observation. Project director will take over this responsibility once grant funds are expended.

Course books and materials: \$130 (otp)

Parent Involvement: These expendable materials will be sent home with parents to enable them to assist and engage preschoolers during the school year and summer. These materials will not be returned like the backpacks mentioned in equipment. Materials include but are not limited to counters, dice, books, etc.

$\$2.00/\text{family} \times 140 \text{ families} = \280

Other Costs:

CDA Certification will be obtained by all of our lead teachers and instructional assistants. The project manager will conduct classes, oversee training, and arrange for verification visits. CDA certifications will directly impact student achievement by bringing high quality early childhood instructional practices into the classroom.

$12 \text{ participants} \times \$500 \text{ (application fee, text books, professional portfolio)} = \$6,000$

Shipping and handling: \$108

Conferences/Workshops:

Annual Emma Eccles Jones Early Childhood Symposium, Ogden, Utah

$8 \text{ people} \times \$180 \text{ registration fee} = \$1,440 \times 2 \text{ years} = \$2,880$

$6 \text{ people} \times \$220 \text{ stipend} = \$1,320 \times 2 \text{ years} = 2,640$

Annual Preschool Boot Camp: Lead teachers and instructional assistants will participate in a 3-day boot camp training prior to the start of school. Training will include

professional ethics, *We Can*, behavior management, classroom setup, assessment, curriculum, etc.

6 Lead Teachers, 5.5 hours for 3 days @ \$13.75/hour = \$1,361.25 for 100% of project (3 years) = \$4,083.75

6 Instructional Assistants, 5.5 hours for 3 days @ \$10.78/hour = \$1,067.22 for 100% of project (3 years) = \$3,201.66

Professional Fees/Contract Services:

The occupational therapist will provide two 2-hour trainings with our lead teachers and instructional assistants. Classroom staff will take this training back to the classroom and work with students individual students with fine motor skills in order to improve prewriting skills.

Occupational therapist: \$51/hour x 4 hours = \$204

Classroom Assessment Scoring System (CLASS) observations will be conducted by a certified observer from Utah State University three times a year in each classroom each year the grant is funded. Information from the observations will improve teacher instruction in the areas of emotional support, classroom organization, and instructional support.

CLASS: \$150/class x 6 classes x 3 times/year = \$2,700 x 3 years = \$8,100

Translators: Translators will be utilized at parent trainings and parent/teacher conferences.

\$14.11/hour x 7 hours = \$98.77 x 6 classrooms = \$592.62 x 3 years = \$1,777.86



ADAMS ELEMENTARY

April 7, 2015

To Whom It May Concern:

As the preschool team at Adams Elementary, we are pleased to write a letter to show our support for the Logan City School District Title 1 preschools. We appreciate the legislature's support of preschool programs and are thrilled at the opportunity to further our pursuit to become a "high quality" program through the improvements this grant will make possible, if we are funded. We are sure these improvements will greatly benefit are students who are most at risk.

Adams Elementary school has had one session of preschool during the 2014-2015 school year. The pre/post data suggests these children will be well prepared to start their formal education next year. We believe our Title I preschool will benefit our current cohort and future students greatly throughout their public school careers. Our school has and will continue to provide space for preschool with a lead teacher and instructional assistant in each session not to exceed 20 students.

Thank you for your consideration of the Logan City School District's HB96 High Quality grant application. We want to ensure that our students receive the best start possible to their education.

Sincerely,

Handwritten signature of John Taggart.

John Taggart

Principal

Handwritten signature of Carla Randall.

Carla Randall

Instructional Coach

Handwritten signature of Chris Lamborn.

Chris Lamborn

Preschool Instructor

John Taggart, Principal

415 E 500 N Logan UT 84321

Phone: 435-755-2320 Fax: 435-755-2322





BRIDGER ELEMENTARY

Bear Country
1261 North 400 West, Logan, Utah 84341
Phone: 435-755-2345 Fax: 435-755-2348
www.bridgerelementary.weebly.com
Principal Jed Grunig

April 10, 2015

To Whom It May Concern:

As the preschool team at Bridger Elementary, we are pleased to write a letter to show our support for the Logan City School District Title 1 preschools. We are thrilled at the efforts being made to become a "high quality" program through the improvements listed in the grant application. We are sure these improvements will greatly benefit are students who are most at risk.

Bridger Elementary school has had two sessions of preschool during the 2014-2015 school year, and we are encouraged by the progress that our preschoolers have made and anticipate that this opportunity will benefit them greatly throughout their public school careers. Our school has and will continue to provide space for preschool with a lead teacher and instructional assistant in each session not to exceed 20 students.

Thank you for your consideration of the Logan City School District's HB96 High Quality grant application. We want to ensure that our students receive the best start possible to their education.

Sincerely,

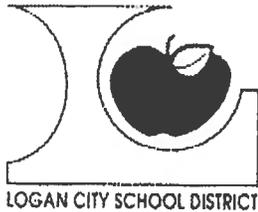
Jed Grunig
Principal

Nancy Griffin
Administrative Assistant

Tiffany NewMyer
Preschool Instructor

Home of the Bears





ELLIS SCHOOL

348 WEST 300 NORTH • LOGAN, UTAH • 84321-3899

PHONE 435-755-2330

SUE SORENSON, Principal

April 10, 2015

To Whom It May Concern;

Ellis Elementary would like to add our support of the Logan City School District's HB96 High Quality grant application. Our school serves students with 75% poverty. Our demographics also show that over a third of our population is Hispanic and we also have a high percentage of students learning English as a second language. We are pleased with the results we have seen in the progress our young students have made in our preschool.

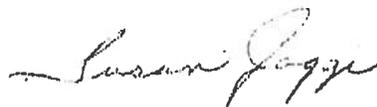
We will continue to provide a classroom, a lead teacher and instructional assistant in the future. Our hope will be to continue to serve 20 students in each session.

We have been delighted with the preschool program and know that with the HB96 High Quality grant we can improve it even more.

Thank you,



Sue Sorenson
Principal



Susan Jaggi
Administrative Assistant



HILLCREST ELEMENTARY



960 NORTH 1400 EAST LOGAN, UT 84321
PHONE: (435) 755-2360 FAX: (435) 755-2362
PRINCIPAL: MR. ERIC MARKWORTH
SECRETARY: MRS. DENISE ALTHOUSE

April 13, 2015

To Whom It May Concern:

As the preschool team at Hillcrest Elementary, we are pleased to write a letter to show our support for the Logan City School District Title 1 preschools. We have been so impressed with the dedication, rigor, and progress of the students at our school during the 2014-15 school year. The students and staff have become part of our school. We could not imagine our school without them.

Hillcrest Elementary school has had one session of preschool during the 2014-2015 school year, and we are encouraged by the progress that our preschoolers have made and anticipate that this opportunity will benefit them greatly throughout their public school careers. Our school has and will continue to provide space for preschool with a lead teacher and instructional assistant in each session not to exceed 20 students.

Thank you for your consideration of the Logan City School District's HB96 High Quality grant application. We want to ensure that our students receive the best start possible to their education.

We hope to continue this quality program as a permanent addition to our school.

Sincerely,

Eric Markworth
Principal

Denise Althouse
Administrative Assistant

Chelsey Petersen
Preschool Instructor



WILSON ELEMENTARY

475 East 100 South, Logan, Utah 84321
Phone: 435-755-2340 Fax: 435-755-2342
www.wilson.loganschools.org
Principal Sundee Ware
sundee.ware@loganschools.org

April 14, 2015

To Whom It May Concern:

We at Wilson are encouraged to see the academic and leadership skills increase with Wilson Elementary pre-school students as we approach the end of the 2014-2015 school year.

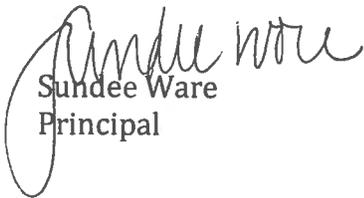
A very successful component of our pre-school program includes our parent trainings. Because of the nature of Wilson's demographics, this pre-school program provides training for parents. They receive instruction and modeling on ways to successfully help their family become life long learners. To quote one of our parents, "This training has changed my life." Our parents are trained how to navigate and succeed in the formal education setting.

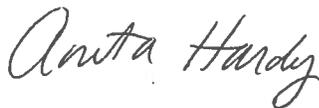
Wilson Elementary has allocated and will continue to give resources toward our preschool program. Not only will we provide personnel, (a head teacher and an assistant) but a room and supplies.

Thank you for your consideration of the Logan City School District's HB96 High Quality grant application. We want to ensure that our students receive the best start possible to their education.

We hope to continue this quality program as a permanent addition to our school.

Sincerely,


Sundee Ware
Principal


Anita Hardy
Administrative Assistant


Koley Rollins
Preschool Instructor

Home of the Wildcats





WOODRUFF ELEMENTARY

475 East 100 South, Logan, Utah 84321
Phone: 435-755-2350 Fax: 435-755-2352
www.woodruff.loganschools.org
Principal Spencer Holmgren

April 7, 2015

To Whom It May Concern:

As the preschool team at Woodruff Elementary, we are pleased to write a letter to show our support for the Logan City School District Title 1 preschools. We are thrilled at the efforts being made to become a "high quality" program through the improvements listed in the grant application. We are sure these improvements will greatly benefit our students who are most at risk.

Woodruff Elementary school has had one session of preschool during the 2014-2015 school year, and we are encouraged by the progress that our preschoolers have made and anticipate that this opportunity will benefit them greatly throughout their public school careers. Our school has and will continue to provide space for preschool with a lead teacher and instructional assistant in each session not to exceed 20 students.

The Woodruff Elementary community has also loved having the opportunity to bring their children to our preschool program because they know of the high expectations and levels of achievement that their child will experience at our school.

Thank you for your consideration of the Logan City School District's HB96 High Quality grant application. We want to ensure that our students receive the best start possible to their education.

Sincerely,

Spencer Holmgren
Principal

Liz Smith
Administrative Assistant

Heidi Tuddenham
Preschool Instructor

Home of the Wildcats

