**ReImagine Early Years Grant**

**Guidelines and Application Process**
**March 2010**

### I. Background

The purpose of the ReImagine Early Years grant is to support local efforts to build or strengthen the bridge between the Great Start (Early Childhood) and K-12 systems, a critical part of creating a successful educational pathway from birth to college for all Michigan children. The ReImagine Early Years grant is not intended to be an ongoing source of funding for a project/activity, but viewed as a source of seed funding to help projects get started or to support one-time projects for building connections across early childhood and early elementary systems[1]. The fund cannot be used to support ongoing, early childhood or early elementary direct services, but is a source to reimagine, reinvent and improve the quality and integration of existing services.

### II. Priorities

ReImagine Early Years focuses on supporting innovative educational reform across the prenatal to age eight continuum, with specific emphasis on efforts that effectively address one or more of the following:

- *Gaps and inconsistencies in community efforts that support the comprehensive development and learning of all children in preparation for, as well as after, kindergarten entrance.*

- *The lack of consistent connections between the Great Start (early childhood) and K-12 systems across Michigan.*

- *Persistent disparities in school readiness and subsequent student achievement among student populations.*

- *Inequity in educational experiences and opportunities, especially in connection to race, social class, language, and gender.*

### III. Goals

Projects funded through this ReImagine Early Years grant must demonstrate success toward the achievement of one or more of the following goals:

- Preschool or other early childhood programs implemented by 2011-2012 to prepare all young children for school and all schools for young children.

- Dramatically improved proficiency in core content areas by all students.

- Alignment and continuity between early learning settings and elementary schools.

- Increased school readiness and supported transitions to kindergarten for all students.

- High quality learning environments in the early grades, supportive of children and families.

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[1]    Prenatal through through age eight

## IV. **Project and Applicant Requirements**

- Only applicants recognized as Project ReImagine sites by the Michigan Department of Education are eligible for this one-time grant funding opportunity.

- Applicants and projects proposed for funding must demonstrate collaboration with the local Great Start Collaborative in their county or counties -and- the Great Start Regional Child Care Resource Center in their region.

- Funded projects must address identified community need/s, per either the local needs assessment process conducted by the Great Start Collaborative or the regional needs assessment process conducted by the Regional Resource Center.

- The project(s)/activity(ies) must be able to be replicated in other areas of the state.  A proposed project cannot be so site specific that it would have no relevance to other sites in MI.

- Funded sites must be willing to share lessons learned on their project(s) with other ReImagine sites, Great Start Collaboratives and the ECIC.

- Funded sites must support the participation of key project team members in ECIC/MDE cohort learning opportunities over the course of the funding cycle.

- Funded sites must participate in ECIC/MDE evaluation processes for ReImagine and ReImagine Early Years Projects.


## V. **Award Details**

**ReImagine sites are eligible to apply for a single award of up to $100,000 for projects/activities which must be completed no later than September 30, 2011.  Planning for and reporting of grant-funded activities must commence immediately upon execution of contract.**


## VI. **Guidelines for Use of ReImagine Early Years Funds**

- Proposed project(s)/activity(ies) **must** be identified in the applicants Project ReImagine proposal submitted to the Michigan Department of Education prior to April 1, 2010.

- ReImagine Early Years grants cannot be used to support ongoing, early childhood or early elementary direct services (i.e. preschool slots) or to supplant funds utilized for existing efforts.

- The priority for the use of ReImagine Early Years grant funds is for infrastructure[2] development, transformation or improvement.  While the funding of personnel is not forbidden under this grant, extensive documentation will be required to justify the use of the funds in this manner,

- The selected project(s) and accompanying budgets must be approved by ECIC, with executed contracts, in advance of funds being deployed.  Expenditures prior to execution of contract will not be reimbursed.

- Cash or in-kind match is not required.  However, applications with identified local cash match of 20% or more will be given priority (see *Criteria for Selection* below).

- Funded projects will be required to submit reports on progress made and funds expended as part of the regular progress report and Statement of Expenditures.

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[2]     The underlying framework or features of the system or partnerships being created by the project.

**VII. Criteria for Selection**

The following rubric will be utilized in the assessment and scoring of applications:

| | 0-2 points | 3-5 points | 6-8 points | 9-10 points |
|---|---|---|---|---|
| **Priorities** As outlined in Section II of the Application Guidelines | Application does not include efforts that address the outlined priorities. | Application includes efforts that reflect, but do not specifically address, the outlined priorities. | Application includes efforts that address at least one of the outlined priorities. | Application includes efforts that address more than one of the outlined priorities. |
| **Goals** As outlined in Section III of the Application Guidelines | Application does not demonstrate success toward the achievement of any desired goals. | Application includes efforts that reflect, but do not specifically demonstrate, success toward the achievement of desired goals. | Application demonstrates success toward the achievement of at least one of the desired goals. | Application demonstrates success toward the achievement of more than one of the desired goals. |
| **Narrative** As outlined in Section B of the Application for Funding | Application does not adhere to the narrative specifications and/or respond effectively to the questions. | Application only partially adheres to the narrative specifications and/or responds less than effectively to the questions. | Application adheres to the narrative specifications and responds effectively to most of the questions. | Application adheres to the narrative specifications and responds effectively to all of the questions. |
| **Work Plan** As outlined in Section C of the Application for Funding | Application does not include a completed work plan. | Application includes a completed work plan, but does not include 3-5 measurable outcomes for at least one goal. | Application includes a completed work plan that included 3-5 measurable outcomes for at least one goal. | Application includes a completed work plan that includes 3-5 measurable outcomes for more than one goal. |
| **Supporting Evidence** As outlined in Section D of the Application for Funding | Application includes neither of the required appendices. | N/A | N/A | Application includes both required appendices. |
| **Budget Detail** Section E - Application for Funding | Application does not include a budget detail. | Budget detail does not adhere to guidelines or is incomplete. | Budget detail adheres to guidelines and is complete, but more information is needed. | Budget detail adheres to guidelines and is complete and comprehensive. |

All complete applications will be given equal consideration in review process.  In the case of two applications of equal merit, the following considerations will be utilized in determining final awards:

1. Applications from service areas with higher numbers of young children living in poverty will be given priority.
2. Applications with identified local cash match of 20% or more will be given priority.
3. Applications with written, formal commitment to the continuation and/or expansion of their Great Start Readiness Program/s and/or their capacity to provide early education programming to more vulnerable children will be given priority.

**VIII. Application**

Your completed application should include the following components:

1. Narrative – 3 page maximum
2. Supporting Evidence
   a. Relevant excerpts from Project ReImagine Proposal
   b. Letters of support from local Great Start Collaborative -and- Great Start Child Care Regional Resource Center
3. Work Plan – complete with 3-5 measurable outcomes for each relevant goal
4. Budget Summary and Detail - using budget forms included in application materials

Completed applications should be returned to Jessica Gillard at ECIC via e-mail jgillard@ecic4kids.org  by 5:00 pm on April 19, 2010.  A technical assistance webinar for interested applicants will be held on Monday March 29, 2010 from 11:00 am-12:00pm.  To register for the webinar, please use the following link:
https://www2.gotomeeting.com/register/886273219

# ReImagine Early Years
# Application for Funding
# March 2010

## A) Contact Information

| APPLICANT | Name of Project ReImagine Site<br><br>Oxford Community Schools | | Federal ID Number<br>38-6003081 | Phone # (Area Code)<br><br>(248) 969-5037 |
|---|---|---|---|---|
| | Address<br>105 Pontiac St. | County<br>Oakland | City<br>Oxford | Zip Code<br>48371 |
| CONTACT PERSON | Name of Contact Person<br><br>James Schwarz | | Pbone # (Area Code)<br><br>(248) 969-5037 | Fax # (Area Code)<br><br>(248) 969-5013 |
| | E-Mail Address of Contact Person<br>James.Schwarz @oxfordschools.org | | | |

## B) Narrative

Please respond to the following questions in narrative form (using no more than 3 total pages). Please make sure that the ReImagine site's name is listed as a header on each page.

1.) **Describe the project or projects** that you are proposing to fund through ReImagine Early Years grant.
*Please highlight the ways in which the project/s reflect the priorities listed in the Application Guidelines. Projects must be identified in the applicants Project ReImagine proposal submitted to the Michigan Department of Education.*

2.) How does this project(s) address **needs** identified in your service area?
*Projects must demonstrate collaboration with the local Great Start Collaborative -and- Great Start Regional Child Care Resource Center and must assist in addressing an identified community need/s, per either the local needs assessment process conducted by the Great Start Collaborative or the regional needs assessment process conducted by the Regional Resource Center.*

3.) In relationship to one or more of the **goals** of ReImagine Early Years, what **outcomes/results** do you plan to achieve through this project/activity?
*Projects must provide measurable outcomes in relationship to their efforts to achieve of <u>one or more</u> of the goals identified in the Application Guidelines. Please discuss the 3-5 measurable outcomes/results that will be used to determine progress toward achieving <u>each goal</u> addressed by the project/s.*

## C) Supporting Evidence

Appendix A - Please include a document that summarizes the relevant sections of your Project ReImagine Proposal that reference the project/s for which you are seeking funds. Copying and pasting relevant sections from your Project ReImagine proposal into one document would meet this requirement.

Appendix B - Please include a letter of support from your Great Start Collaborative -and- Great Start Regional Child Care Resource Center as evidence of your plans to collectively address an identified community need/s, per local needs assessment process, Great Start Strategic Plan, or Regional Child Care Quality Improvement

Plan.  The letters should be signed by the Chair of the Great Start Collaborative/s and the Project Leader of the Regional Resource Center.  Contact information is available at greatstartconnect.org, click "Resources".

### D) <u>Work Plan</u>

Using the attached template, please complete a work plan for your project/s for which you are seeking funding. Please include strategies, activities, and measurable outcomes (3-5) for each ReImagine Early Years' goal that you are attempting to address.  Once approved, this work plan will become part of your executed contract if you are a funded ReImagine Early Years site.

### E) <u>Budget</u>

Please submit a proposed budget for the project/s using the ECIC Budget Summary and Detail templates provided.  Multiple projects may be listed on the same budget summary and detail forms.  Budget questions should be directed to jgillard@ecic4kids.org.

### F) <u>Assurances and Certifications</u>

Please complete and submit the *Assurances and Certification Signature* form with an <u>electronic signature</u> of the Superintendent of the school district or Intermediate School District.


## Competed applications should be returned to Jessica Gillard at ECIC via e-mail jgillard@ecic4kids.org   by 5:00 pm on April 19, 2010.

**Questions?**
A technical assistance webinar for interested applicants will be held on Monday March 29, 2010 from 11:00 am-12:00pm.  To register for the webinar, please use the following link:
https://www2.gotomeeting.com/register/886273219
In the meantime, please direct all questions to Jessica Gillard at jgillard@ecic4kids.org.  Thank you!

**Applicant Name:**   Oxford Schools

# Proposed Work Plan for ReImagine Early Years Grant
## Start Date:  May 1, 2010  End Date: September 30, 2011

| Goal:  Alignment and continuity between early learning settings and elementary schools. | | |
| --- | --- | --- |
| **Strategies** | **Activities** | **Indicators of Success (Measurable Outcomes)** |
| Preschool and Kindergarten teachers will collaborate on age-appropriateness of the preschool and early elementary environment and curriculum. | **Preschool and Kindergarten teachers will attend a professional development track specific to their early childhood needs.** | **Evaluations will be completed by teachers following each pds workshop/training. Entrance and exit surveys will be done, one in the fall, the second in the spring to measure teacher increased awareness on likenesses of two programs.** |
| | | |
| Continuity of curriculum will ease the transition of young students from Preschool to Kindergarten. | Blending of math programs. Language immersion program with Chinese, Spanish for Preschool students.  Suzuki Strings program offered to all early childhood programs. | Monthly report by classroom teachers on math activities, and by language teachers/music teachers, showing heightened awareness or advancement in the area or skill. |
| | | |
| | | |

**Applicant Name:**    Oxford Schools

# Proposed Work Plan for ReImagine Early Years Grant
## Start Date:  May 1, 2010  End Date: September 30, 2011

| Goal:  Increased school readiness and supported transitions to kindergarten for all students. | | |
| --- | --- | --- |
| **Strategies** | **Activities** | **Indicators of Success (Measurable Outcomes)** |
| District Preschool programs will ensure that | **Summer School—children scoring** | **An exit assessment will be made, with** |

| all students are ready to go on to Kindergarten | six months below their age equivalence on the Ages & Stages-SE, will be invited to attend an accelerated summer program to enhance self-esteem, confidence, and problem solving skills. | notable improvements in scores. |
|---|---|---|
| A stronger effort will be made to familiarize the children to their new Kindergarten teacher prior to September. | Kindergarten teachers will visit the preschool classrooms of children that they will receive in the fall.  They will act as guest readers, have lunch with the children, etc. | Kindergarten teachers prepare a report in the fall, indicating whether an ease in transition was observed; |
| | | |
| | | |
| | | |

| Goal:  High quality learning environments in the early grades, supportive of children and families. | | |
|---|---|---|
| **Strategies** | **Activities** | **Indicators of Success (Measurable Outcomes)** |
| Linking the school and the Kindergarten classroom with the home and families will be encouraged. | "On the Track to Kindergarten" weekly parent/child worksheets will be sent home with the parent. | Tracking will be done on families returning worksheets. |
| | | |
| Kindergarten families will be comfortable within the school, programs and will be able to transfer that comfort to their children. | Past Kindergarten parents will be trained to become mentors to new Kindergarten parents. | Past and present parents will complete entrance and exit questionnaires. |
| | | |
| Families will be strengthened in basic family skills and issues. | Parent development and enrichment workshops will be offered to all Kindergarten families from September through December. <br> A Family Services Worker will facilitate all family/parent activities from September through December. | Evaluations will be completed by participating parents. <br><br> The Family Services Worker will complete a monthly report. |

# ASSURANCES AND CERTIFICATIONS

## --ECIC PROGRAMS—

<u>ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT</u>

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Early Childhood Investment Corporation."

<u>CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS</u>

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the Michigan Early Childhood Investment Corporation.

<u>CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES (for Title II applicants only)</u>

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

<u>CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMODATIONS AND COMMERCIAL FACILITIES  (for Title III applicants only)</u>

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Early Childhood Investment Corporation, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title II of the ADA for the program or service for which they receive a grant.

<u>The following provisions are understood by the recipients of the grants should it be awarded:</u>

1. Grant award is approved and is not assignable to any other party.
2. Funds shall be expended in conformity with budget.  Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Michigan Early Childhood Investment Corporation.
3. The Michigan Early Childhood Investment Corporation is not liable for any costs incurred by the grantee prior to the issuance of the grant award.

**ASSURANCES AND CERTIFICATION:**  By signing this assurance and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications and will comply with all state and federal regulations and requirements pertaining to this program.  The applicant certifies further that the information submitted on this application is true and correct.

AUTHORIZED SIGNATORY: _____ DATE: __4-19-10__

TYPED NAME:  _____James Schwarz_____TELEPHONE:  ( 248) 969-5037_

# Oxford Area Schools Reimagine Early Years Grant

**NARRATIVE**

According to *A Governor's Guide to School Readiness: Building the Foundation for Bright Futures* (2005), "Life experiences directly impact a child's development beginning at birth and continuing through childhood." Drawing on these experiences help children learn to adjust to new life scenarios that they must adapt to. If a new Kindergarten environment is significantly different than the familiar preschool environment a child has just come from, the child may have a difficult time and lose precious opportunities while struggling to learn new rules and routines, as well as acclimating to new social expectations. Children at risk are especially vulnerable to the new demands of Kindergarten.

**PRIORITY: The lack of consistent connections between the Great Start (early childhood) and K-12 systems across Michigan.**

To embrace the needs of their students, all educators involved in the lives of young children, will work diligently to bring continuity to both settings, and consequently, student academic success. To ensure the smoothest transition for their young students, both Preschool and Kindergarten teachers will ignore the differences and embrace the similarities between the two programs.

**PRIORITY: Persistent disparities in school readiness and subsequent student achievement among student populations.**

To achieve the ultimate collaboration between Preschool and Kindergarten staff, families, and administrations, Oxford Schools will assess the district's local early childhood programs, as well as its elementary schools and Kindergarten programs that will be welcoming the young students. The *Ready Schools Assessment* (RSA) is a tool that was consciously designed by High/Scope to bring together the best of early childhood and elementary education. Oxford Schools is prepared to embrace and act on the ideals of Marijata Daniel-Echols, *High Scope* Director of Research, of which she states, "The concept of school readiness must align early childhood and elementary education in ways that build upon the strengths of each and focus equally on child outcomes, adult behaviors, and institutional characteristics. Children should come to school ready to learn and schools should open their doors able to serve all children.

# Oxford Area Schools Reimagine Early Years Grant

**Shared Needs**

In partnership with the Great Start Collaborative—Oakland, Oxford Schools will align its goals of the Reimagine Early Years Grant, with the goals and strategies of Great Start's 2010 Action Agenda. Sharing its commitment to **Parent Leadership**, local Childcare, Head Start, Early Head Start and GSRP Programs will collaborate by increasing "the awareness, utilization, and communication of existing parenting education and family support services in order to empower parents to assist their families in becoming self-sufficient". In supplementing parent education and awareness, Oxford families will be prepared with the "skills and knowledge needed to provide learning opportunities within their homes, leading to school readiness for their children." As with the Great Start Collaborative, Oxford will also concentrate on **Child Care & Early Education** through the collaboration of Preschool and Kindergarten teachers on joint Professional Development, and classroom and/or home visits, ensuring quality childcare and early childhood education, resulting in Kindergarten Readiness for all children.

**GOAL: Alignment and continuity between early learning settings and elementary schools.**

Oxford Schools currently has a scheduled offering of Professional Development workshops. Although effective for the audiences they serve, they have not traditionally served the needs of Preschool or Kindergarten teaching staff. Oxford will develop and provide a professional development track specifically for the early childhood staff working with Oxford's 0-5 population.

Oxford Schools will also provide for a continuity of curriculum, beginning with its early childhood/early elementary math curriculums. The district presently has a language immersion program for Kindergartners, successfully teaching the young minds Chinese and Spanish. Beginning in September, 2010, the language programs will be introduced to its preschool programs, as well. Finally, the district will also offer its Suzuki Strings program to all early childhood programs. The addition of the language and music programs will further smooth the transition between Preschool and Kindergarten.

**GOAL: Increased school readiness and supported transitions to kindergarten for all students.**

# Oxford Area Schools Reimagine Early Years Grant

In order to assure readiness for children to be found at risk during preschool, Oxford Schools will offer a "Summer School" preschool program, which will have a heavier concentration on school readiness.  The district will also make a stronger effort to familiarize, or "put a face to" the preschool child's receiving teacher, through classroom visits in the spring and the fall.  The Kindergarten teacher(s) will meet with the children that she will be receiving into her classroom in the fall in their preschool classroom; she will act as a guest reader, and possibly have lunch with the children.  Conversely, the Preschool teacher will visit her past students in the fall in their new Kindergarten classrooms.  Taking their "past" teacher on a tour of their "new" classroom will give the children the opportunity to own their new room, making for an easier transition.  Kindergarten teachers will also make a home visit to each of their students' homes, prior to school starting.  Preschool teachers may join them, as well.

**GOAL:  High quality learning environments in the early grades, supportive of children and families.**

While still at the preschool level, children and their families will participate in the "On the Track to Kindergarten" program, a weekly parent and child worksheet, concentrating on different and varied self-help and academic skills.  Families are encouraged to return the worksheets weekly, earning their child a "special" sticker.

To link the school and the Kindergarten classroom with the home, families will be encouraged to partner with the school in easing the transition for their children.  Past Kindergarten parents will be trained to become mentors to new Kindergarten parents.  Mentors will attend preschool classrooms and parent meetings to assist and counsel parents on what to expect when their child moves on.  Oxford will also develop a professional development program for parents, offering trainings in parenting skills, family mental health and wellness, children's health and nutrition, as well as parent enrichment workshops.  Oxford Schools will provide a Family Services Worker to help facilitate mentor training, parent professional development, and support services to families.
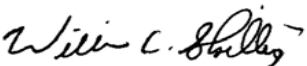
# Early Childhood Investment Corporation
## REIMAGINE EARLY YEARS
### Draft Budget Summary

| | | | | |
|---|---|---|---|---|
| **Applicant Name:** | Oxford Community Scho | **Contract Number:** | |
| **Budget Contact:** | James Schwarz | **Contract Amount:** | |
| **Budget Contact Phone:** | (248) 969-5037 | **Budget Period:** | 05/01/10 – 9/30/11 |
| **Address:** | 105 Pontiac St. Oxford 48 | **Federal ID Number:** | 38-6003081 |

| | | | | | | | | (Check Columns) | |
|---|---|---|---|---|---|---|---|---|---|
| **LISTED LINE ITEM BUDGET** | **Total Funds to be Expended** | **ECIC Funds** | **%age to Total** | **Local In-Kind** | **%age to ECIC Funds** | **Local Cash Match** | **%age to ECIC Funds** | **Total ECIC Grant with Match** | **%age to Total Funds** |
| Salaries | $ 11,160 | $ - | 0.00% | $ - | #DIV/0! | $ - | #DIV/0! | $ - | #DIV/0! |
| Fringe Benefits | 3,500 | - | 0.00% | - | #DIV/0! | - | #DIV/0! | - | #DIV/0! |
| Contract Services | 1,864 | - | 0.00% | - | #DIV/0! | - | #DIV/0! | - | #DIV/0! |
| Professional Fees | 2,000 | - | 0.00% | - | #DIV/0! | - | #DIV/0! | - | #DIV/0! |
| Parent Support | 1,200 | - | 0.00% | - | TRUE | 500 | 0.00% | 500 | 100.00% |
| Occupancy | - | - | #DIV/0! | 2,000 | #DIV/0! | - | #DIV/0! | 2,000 | #DIV/0! |
| Supplies/Meeting Costs | 1,600 | - | 0.00% | - | #DIV/0! | - | #DIV/0! | - | #DIV/0! |
| Equipment | 1,000 | - | 0.00% | 500 | #DIV/0! | - | #DIV/0! | 500 | #DIV/0! |
| Printing | - | - | #DIV/0! | - | #DIV/0! | - | #DIV/0! | - | #DIV/0! |
| Communications/Community Outreach | 1,200 | - | 0.00% | - | #DIV/0! | - | #DIV/0! | - | #DIV/0! |
| Travel | 500 | - | 0.00% | - | #DIV/0! | - | #DIV/0! | - | #DIV/0! |
| Miscellaneous | 3,000 | - | 0.00% | | #DIV/0! | 3,000 | #DIV/0! | 3,000 | #DIV/0! |
| **Totals** | $ 27,024 | $ - | #DIV/0! | $ 2,500 | #DIV/0! | $ 3,500 | #DIV/0! | $ 6,000 | #DIV/0! |

| **Percentage of Total Funds** | **From ECIC** | **From In-Kind (<=5%)** | **From Cash Match** | **Total In-Kind + Cash Match (=>10%)** |
|---|---|---|---|---|
| | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |

| | | | |
|---|---|---|---|
| _Timothy C Loock_ | | Timothy Loock | 4/19/2010 |
| **Signature** | | **Business Office Director (Print)** | **Date** |
| _William C. Skilling_ | | | |
| | | William C. Skilling | 4/19/2010 |
| **Signature** | | **Superintendent (Print)** | **Date** |

**Applicant Name: Oxford Community Schools**

| Budget Detail | Total Funds to be Expended | ECIC Funds | % of ECIC funds to Total Budget | Local In-Kind | % of In Kind to ECIC Funds | Local Cash Match | % of Cash Match to ECIC Funds | Total Grant and Matches |
|---|---|---|---|---|---|---|---|---|
| **Salaries** | | | | | | | | |
| Pre-School Summer Teachers | $ 6,480 | $ - | | $ - | | $ - | | $ - |
| $18/hr. x 4hrs/day x 5 days/week x 6 weeks x 3 staff | 4,680 | - | | - | | - | | - |
| $13/hr x 4 hrs/day x 5 days/week x 6 weeks x 3 staff | - | - | | - | | - | | - |
| | - | - | | - | | - | | - |
| **Total Salaries & Percentage Spent of Original Budget Line Item** | $ 11,160 | $ - | 0.00% | $ - | #DIV/0! | $ - | #DIV/0! | $ - |
| **Fringe Benefits** | 3,500.00 | | | | | | | |
| | $ - | $ - | | $ - | | $ - | | $ - |
| | - | - | | - | | - | | - |
| | - | - | | - | | - | | - |
| **Total Benefits & Percentage Spent of Original Budget Line Item** | $ 3,500 | $ - | 0.00% | $ - | #DIV/0! | $ - | #DIV/0! | $ - |
| **Contracted Services** | | | | | | | | |
| Release time for Pre-school and kindergarten teachers to co-plan relative to upcoming children based on $85/day x 15 kindergarten teachers and $9.83/hr for pre-school teachers | $ 1,864 | $ - | | $ - | | $ - | | $ - |
| **Total Contracted Services & Percentage Spent of Original Budget Line Item** | $ 1,864 | $ - | 0.00% | $ - | #DIV/0! | $ - | #DIV/0! | $ - |
| **Professional Fees** | | | | | | | | |
| Professional Development w/ consultant working w/ pre-school and kindergarten teachers on sound transition planning | $ 2,000 | $ - | | $ - | | $ - | | $ - |
| **Total Professional Fees & Percentage Spent of Original Budget Line Item** | $ 2,000 | $ - | 0.00% | $ - | #DIV/0! | $ - | #DIV/0! | $ - |
| **Parent Support** | | | | | | | | |
| Parent workshop sessions on readiness for kindergarten | $ 1,200 | $ - | | $ - | | $ - | | $ - |
| | - | - | | - | | - | | - |
| | - | | | | | | | |
| | - | - | | - | | - | | - |
| | - | - | | - | | - | | - |
| **Total Parent Support & Percentage Spent of Original Budget Line Item** | $ 1,200 | $ - | 0.00% | $ - | 0.00% | $ - | 0.00% | $ - |
| **Occupancy** | | | | | | | | |
| | $ - | $ - | | $ - | | $ - | | $ - |
| | - | - | | - | | - | | - |
| **Total Occupancy & Percentage Spent of Original Budget Line Item** | $ - | $ - | #DIV/0! | $ - | #DIV/0! | $ - | #DIV/0! | $ - |
| **Supplies/ Meeting Costs** | | | | | | | | |
| Mentoring costs (pre-school, kindergarten teachers) | $ 850 | $ - | | $ - | | $ - | | $ - |
| Ready School Assessment Costs | $ 250 | | | | | | | |
| Summer School Supplies | 500 | - | | - | | - | | - |
| **Total Supplies & Meeting Costs** | $ 1,600 | $ - | 0.00% | $ - | #DIV/0! | $ - | #DIV/0! | $ - |
| **Equipment** Numbers Plus Math materials w/ training | 1,000.00 | | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $ - | $ - | | $ - | | $ - | | $ - | | | | |
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| **Total Equipment & Percentage Spent of Original Budget Line Item** | $ 1,000 | $ - | 0.00% | $ - | #DIV/0! | $ - | #DIV/0! | $ - | | | | |
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| | $ - | $ - | | $ - | | $ - | | $ - | | | | |
| | $ - | $ - | #DIV/0! | $ - | #DIV/0! | $ - | #DIV/0! | $ - | | | | |

**Printing**

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $ - | $ - | | $ - | | $ - | | $ - | | | | |
| **Total Printing & Percentage Spent of Original Budget Line Item** | $ - | $ - | #DIV/0! | $ - | #DIV/0! | $ - | #DIV/0! | $ - | | | | |

**Communications/Community Outreach**

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Parent Development Workshops (Consultant Fees) | $ 1,200 | $ - | | $ - | | $ - | | $ - | | | | |
| | - | - | | - | | - | | - | | | | |
| | - | - | | - | | - | | - | | | | |
| | - | - | | - | | - | | - | | | | |
| | - | - | | - | | - | | - | | | | |
| **Total Communications/Community Outreach & Percentage Spent of Original Budget Line Item** | $ 1,200 | $ - | 0.00% | $ - | #DIV/0! | $ - | #DIV/0! | $ - | | | | |

**Travel**

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Expenses for travel to trainings, schools, for all teachers involved | $ 500 | $ - | | $ - | | $ - | | $ - | | | | |
| | - | - | | - | | - | | - | | | | |
| | - | - | | - | | - | | - | | | | |
| | - | - | | - | | - | | - | | | | |
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| | - | - | | - | | - | | - | | | | |
| | - | - | | - | | - | | - | | | | |
| **Total Travel & Percentage Spent of Original Budget Line Item** | $ 500 | $ - | 0.00% | $ - | #DIV/0! | $ - | #DIV/0! | $ - | | | | |

**Miscellaneous**

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Administrative salary for summer program | $ 3,000 | $ - | | $ - | | $ - | | $ - | | | | |
| **Total Miscellaneous & Percentage Spent of Original Budget Line Item** | $ 3,000 | $ - | 0.00% | $ - | #DIV/0! | $ - | #DIV/0! | $ - | | | | |
| | | | | | | | | | | | | |
| **Grand Total & Percentage of Grand Total** | $ 27,024 | #REF! | # #REF! | # #REF! | # #REF! | # #REF! | # #REF! | # #REF! | # | | | |

**Oakland**

A partner of the
Early Childhood Investment Corporation

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April 19, 2010

Denise Fouracre
Director, Oxford Early Childhood
105 Pontiac Street
Oxford, Michigan 48371

On behalf of Great Start Collaborative Oakland, we are pleased to write a letter of support for the Oxford Schools Reimagine Early Years grant application.

The proposed project plan will meet a critical need in Oakland County in the economic crisis our communities currently face as the automotive industry experiences bankruptcies, declines and imminent closing of local automotive plants.

Oxford Schools has a history of strong partnerships and innovative solutions in their programming approach. They are a strong leader in the area of early care and education and also parent engagement demonstrating high levels of commitment, innovations and documented results for their outstanding programs.

The four goal areas outlined in the narrative meet a crucial need in our system of services for young children as identified in our Great Start Community Report Card data, strategic plan and action agenda. Our collaborative supports this application, project approach and addition of the Early Years grant to our system of early childhood programming. We wholeheartedly support the documented need for this expansion and have extreme confidence in the implementation and program results.

We urge you to give strong consideration to the Oxford Reimagine Early Years application in bringing this important model to Oakland County and the crucial supports it will provide to our most vulnerable young children and their families. Should you have further questions, please contact Donna Lackie at (248) 209-2229.

Donna Lackie, Co-Coordinator
Great Start Collaborative - Oakland

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# Two Sides of the Coin: School Readiness Means a Ready Child *and* a Ready School

by Marijata Daniel-Echols
*High/Scope Director of Research*

Current trends in early childhood education include increases in state funding for new preschool programs and greater federal scrutiny of existing programs, with an emphasis on whether or not children leave preschool ready for kindergarten. New state initiatives focus on the benefits of investments in publicly funded early childhood education. Once in existence, these programs have to justify continued spending and/or lobby for increased spending. They do so by producing evidence that

*It's a school's responsibility to be committed to the success of every child who walks through its doors.*

children who participate in state-funded programs are more ready for school than children who do not.

While this nationwide attention to children's school readiness is important, it is not without its challenges. One such challenge is the difficulty of defining and measuring school readiness—a task that is

not as straightforward as many would like it to be. Some important aspects of school readiness (e.g., a child's level of curiosity, confidence, or independence) are not so easily measured. Complicating the measurement of these and other skills is a reliance on standardized tests rather than authentic assessments of young children engaged in meaningful tasks and contexts.

A second challenge to an evaluation of school readiness is that it tends to focus almost exclusively on characteristics of the child without equal consideration of the characteristics of the adults and institutions responsible for producing "ready" children. When program characteristics are examined, the emphasis is often on how to get early childhood programs to look more like elementary schools; for example, preschool curriculum content and pedagogy are designed using developmental standards appropriate for older children.
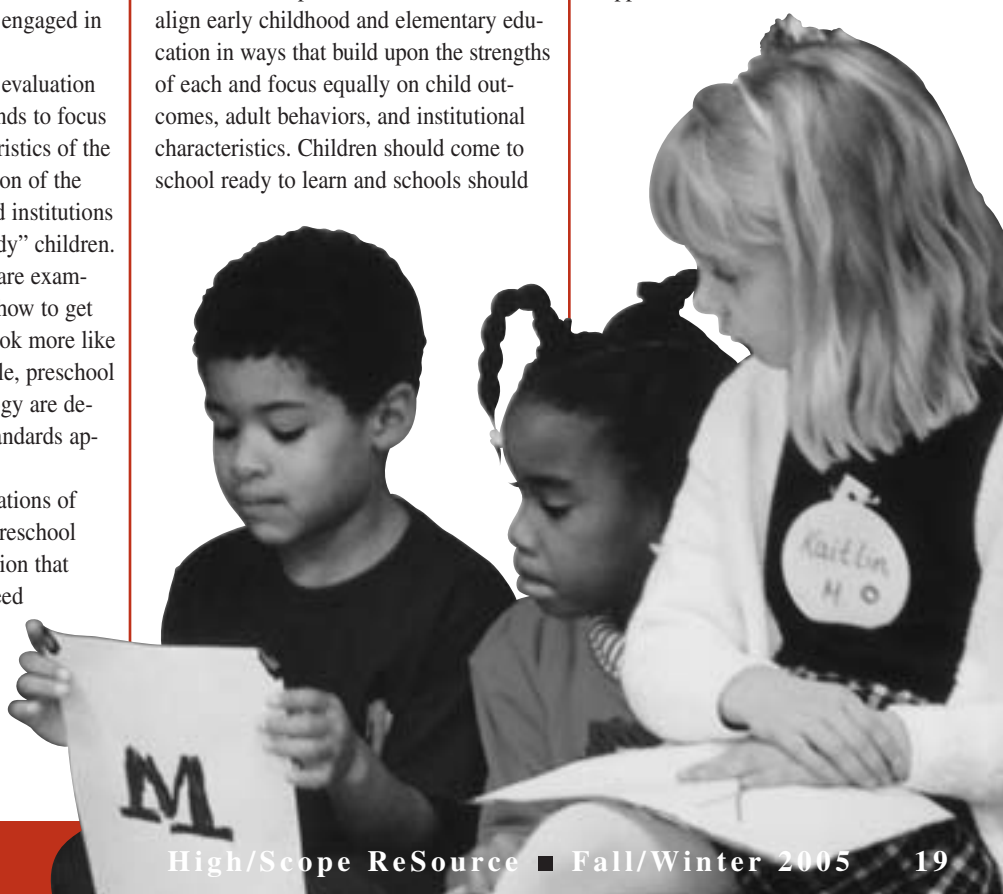
Implicit in these considerations of expected child outcomes and preschool program quality is the assumption that preschools and preschoolers need to adapt to the K–12 expectations. What is sometimes lacking in school readiness discussions—among early childhood and elementary

educators, public policymakers and parents—is strong communication from the field of early childhood about developmentally appropriate practice and how it can inform and improve teacher practice and child outcomes at the elementary level.

The concept of school readiness must align early childhood and elementary education in ways that build upon the strengths of each and focus equally on child outcomes, adult behaviors, and institutional characteristics. Children should come to school ready to learn and schools should

open their doors able to serve all children. These are the two sides to the readiness coin—the ready child and the ready school.

It is a school's responsibility to be committed to the success of every child who walks through its doors. A "ready school" supports that commitment with an invest-

ment of resources that insures it will be able to serve all of the children that come to it. This is a simple concept with profound ramifications.

## The Ready School Assessment (RSA)

Perhaps one of the earliest, specific indications of the importance of the ready school can be found in the work of the 1998 National Education Goals Panel's (NEGP) Ready School Resource Group. They defined a ready school as having ten traits. For example, "Ready schools smooth the transition between home and school"; "Ready schools help children learn and make sense of their complex and exciting world"; and "Ready schools serve children in communities."

The Ready School Assessment (RSA) is a tool that was consciously designed by High/Scope to bring together the best of early childhood and elementary education standards and practices—for example, balancing the need for participatory learning in classrooms with requirements for specific types of curricula and accountability testing. Developed from a broad research base, and reality-tested with researchers and practitioners, the tool covers 8 areas:

- Leaders and Leadership
- Transitions
- Teacher Supports
- Engaging Environments
- Effective Curricula
- Family, School, and Community Partnerships
- Respecting Diversity
- Assessing Progress

These eight domains of a ready school expand upon the NEGP work in an important way. They take the general concept of a ready school and translate it into specific, measurable traits and actions. In the tradition of all of the assessment tools developed by High/Scope, the RSA is first and foremost a teaching tool, designed to be completed by a team

of school stakeholders (e.g., the principal, teachers, parents, community representatives) working together to collect evidence and score items. Questions are answered using basic yes/no answers and frequency scales (i.e., never, seldom, sometimes, often, and always). After completing that group process, a school then has a readiness profile that can be used to identify strengths

*In the tradition of all the assessment tools developed by High/Scope, the RSA is first and foremost a teaching tool.*

and weaknesses and inform school improvement plans. The RSA is a self-assessment tool that can be used once but ideally should be used twice—once to take stock and set goals and again to measure progress.

Not surprisingly, the development of this tool arose out of a general concern about the level of children's readiness upon entering school. Specifically, in 2003 the W.K. Kellogg Foundation launched a national initiative, the Supporting Partnerships to Assure Ready Kids (SPARK). SPARK is designed to bring parents, community leaders, early childhood professionals, and elementary school representatives together in order to improve child outcomes. Soon into that work the foundation recognized the need to address the ability of schools to serve children who enter school with a wide range of readiness skills. The RSA was developed by High/Scope to meet the need with funds provided in a three-year grant by Kellogg.

During year one, High/Scope concentrated on reviewing available literature and resources on ready schools; convening an advisory panel of researchers and practitioners; creating the domains and items in the tool; and working with focus groups of teachers and principals to reality-test our ideas about the tool's form and content.

During year two, High/Scope worked in collaboration with several organizations and individuals (e.g., the Council of Chief State School Officers,

the American Association of School Administrators, and High/Scope board members) to assemble a sample of 73 schools from 15 states to field-test the tool. All but one of those schools was a public school. The average school enrollment was 480 children. Across the entire group of children served by these schools, 77% were eligible for

*Three areas stood out in the pilot sample as in need of improvement—Leaders and Leadership, Transitions, and Respecting Diversity.*

free- or reduced-price lunch and 17% were English-language learners. The average amount of K–2 staff teaching experience was 12 years.

Initial analysis of information collected from these schools during year two focused on the tool's validity and reliability. Data on the project collected by an outside evaluator from Western Michigan University show that ready school teams found the self-assessment process useful and productive and the tool and supporting materials clear and easy to use.

In addition to these statistical and logistical analyses, some limited analysis of the ready school profiles was conducted. Three areas stood out in the pilot sample as in need of improvement—Leaders and Leadership, Transitions, and Respecting Diversity. Interestingly, transitions from preschool to kindergarten were identified as a weakness even though fully 88% of the schools in the pilot test had preschool classrooms housed within the elementary school building or on the school campus. Despite proximity, communication and

collaboration between the early childhood and elementary school staff was lacking.

Now in its third year, work on the RSA includes providing training and technical assistance opportunities to pilot test

*The counterpoint to preparing children for school is requiring that schools be ready for children.*

schools, field-testing a revised version of the tool, and development of a companion Web site. The Ready School Assessment Web site *www.readyschoolassessment.org* will serve two functions. The first is an instant scoring system. Schools using the RSA can log on to the Web site, enter their answers to RSA questions and instantly receive a ready school profile. The second function of the Web site is to provide information on training and technical assistance opportunities and state and national ready school activities.

## Working Together

The counterpoint to preparing children for school is requiring that schools be ready for children. There is growing momentum for the concept of a ready school. It is an idea that requires adults to take responsibility for the goals and expectations they have for children's learning and the marshalling of resources to achieve those goals. By its very nature, a ready school depends on connections to early childhood educators, community resources, parents and families, and school staff. The RSA helps these groups work together to assess themselves, set improvement goals, and measure progress. ■