Developing Quality Grant Proposals

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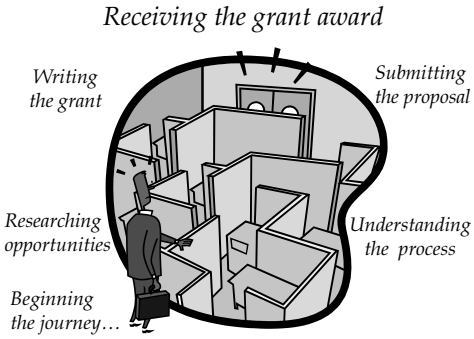
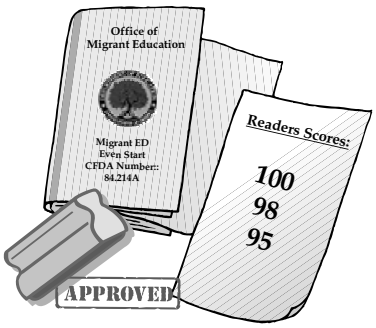
Navigating the Grants Process



Sample Model Proposal



Agenda

- Review the grant application notice
- Establish timetables
- Address the selection criteria
- Highlight model proposal strengths

Grant Application Notice

- Published in Federal Register
- Accessible via the web
- Contains all vital information
- Primary tool for writing the proposal
- Serves as outline for proposal

Using the Application Notice

- Don't be intimidated by the language
- Read notice thoroughly
- Note application workshops
- Print out all included forms
- When in doubt ask questions

Key Program Questions

1. Who is eligible?
2. When is the deadline(s)?
3. What is the CFDA number?
4. What is the award amount per grant?
5. How many projects will be funded?

Key Program Questions

6. Is there a matching requirement?
7. Where can I get the application?
8. Is there a page limit?
9. Where do I submit the application?
10. Who is the program contact?

Establishing Timelines

- Assess time available
- Research programs well in advance
- Recipe: 2/3 planning; 1/3 writing
- Outline necessary steps
- Build organizational bio
- Applying on-line

Monetary Road Map

- **Clear, concise, and detailed**
- **Consistent with institutional policy**
- **Meets federal requirements**
- **Aligned with purpose/statute**
- **Plots out the life of the grant**
- **Achieve project goals**

Visual Aids

Charts, tables, maps, and graphs can:

- Maximize space
- Emphasize main points
- Allow for quick comparisons

Ensure symbols are clear for black and white copying

Selection Criteria

Addressing the statute	(5)
Novice eligibility	(5)
Need for project	(15)
Quality of project design	(20)
Quality of project services	(15)
Quality of project personnel	(10)
Adequacy of resources	(15)
Quality of project evaluation	(20)

Goal: 105

Meeting the Authorizing Statute

- Not a "gimme"
- Proposal must address statute
- The opener of the narrative
- Tie your proposal's purpose to the statute
- Connects other criteria together

Need for Project

- Typically sets the tone for proposal
- Must be demonstrated through facts
- Avoid emotion and rhetoric
- Use most recent statistics and data
- Compare target area with region and nation
- Access Census website

Utilizing Census Data

- National and regional assistance
- Site is free and user-friendly
- American factfinder is primary tool for accessing statistics on:
  - Population
  - Income
  - Education

- Track patterns by decade

http://www.census.gov/

Quality of Project Design

- Should meet the stated need
- Reflects the life of the grant project
- Detail recruitment of target population
- Varied means of addressing need
- Community outreach
- Contingency plans

Quality of Project Services

- Curriculum proven via scientifically based research & practice
- Cite examples of annual activities
- Demonstrate how criteria meets need
- Address professional development
- Staff input & participant feedback

Quality of Project Personnel

- Detailed job descriptions
- Competitive job qualifications
- Time & effort and salaries
- Resumes if applicable
- Demonstrate staff's ability to relate to target population

Research average salaries regionally

Adequacy of Resources

- Allowable, allocable, reasonable
- Budget for life of the grant
- Address matching requirements
- Non-federal support from applicant and partners—community buy in
- Focus on sustainability

Quality of Project Evaluation

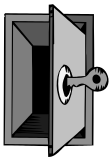
- Ambitious but attainable objectives
- Annual goals and objectives
- Time for input during project
- Achieved through services
- Meets the need
- A tool for replicating success

Writing Strong Objectives

- Examples:
- Participants will graduate on time.
- 70%of participants will complete the program and receive their GED
- 100% of our participants will be in good academic standing annually.
- 65% of participants will be in good academic standing each grading period.

Winning Reminders

- Update statistics & applicant data
- Budget wisely
- Read *What Should I Know About ED Grants?*
- Locate agency guidance
- Register to apply on-line
- Implement reader comments
- Apply, Apply, Apply!



Sample Quality Grant Proposal
Model Project Abstract

FBCO1, a longstanding, not-for-profit community organization in the state of XY, in collaboration with KSTAR, a nationally recognized program for parents and young children, and the Target School District – is requesting funds from the U.S. Department of Education through the Migrant Education Even Start (MEES) Program to operate the project from 10-1-02 through 9-30-06. Through the integration of adult literacy, early childhood education services, parenting education and supportive professional development, aims to address the compelling needs of highly mobile migrant families in both the Site 1 and Site 2 communities to improve and create continuity in their educational opportunities.

Utilizing scientifically evidence-based information, as well as effective strategies for facilitating the learning of migrant students via the experience of migrant educators and specialists in family learning, the project staff members will focus on the literacy/learning needs of migrant Even Start families with children from birth through age seven. A variety of options, that is, home-, center-, and community-based continuum of services, will be provided that involves education goal setting documented on yearly Family Service Plans (FEP).

Demonstrating that less than 4% of the eligible migrant children in the Target state from birth to age three currently are being served, the project will feature outcomes-based curricula and a KSTAR home visitor education program that accentuates building strong parenting skills while reinforcing adult literacy and early childhood education. The objectives of this project show how MEES integrates the components of Migrant Even Start and supports migrant families by emphasizing strong professional development guided by learner-centered Professional Development Plans (PDPs). The objectives are: 1) Adult Literacy/Education – With the annual completion of the project and each year thereafter, family members – particularly parents – will make one year's progress toward meeting the FSP literacy goals developed jointly by each family and project staff; 2) Early Childhood Services – learning/literacy goals as identified in the FSP based upon pre-post measures based upon such testing through the Ages and Stages Questionnaires; 3 & 4) Parent/Child Activities/Parenting Education – With the annual completion of the project and each year thereafter, families will achieve 90% of the parenting and parent/child interaction goals as listed on the *Family Service Plans*; 5) Professional Development – With the annual completion of the project and each year thereafter, project staff will be better prepared to facilitate instruction/activities that promote child/adult/family literacy; and, 6) Collaborative Partnerships for Resource Management – With the annual completion of the project and each year thereafter, collaborative partnerships will be established and updated as needed to expand and enhance the services to Migrant Education Even Start families.

The two migrant education sites, found in the rural and somewhat urban communities of XY, will be networked through traditional means and electronically through a laptop-based, e-mail communication system, an electronic bulletin board to post effective practices, and a web page to discuss migrant issues affecting young migrant children and their parents. Each site will offer a continuum of early childhood services, from home-based to center-based, that will be linked to other components found within this project. A variety of resources for families and teachers will be provided that supports outcome-based curriculum and instruction tied to the Federal initiatives of *No Child Left Behind* and quality performance standards from the state.

A yearly two-day summer institute will hallmark resource sharing on "lessons learned," effective practices and processes resulting from project implementation, and evaluation focus groups will collect implementation and outcome data from staff and migrant families. Local community education resource partners will support the project through networks to provide English as a second language classes, alternative education and adult basic education programs that leads to the completion and mastery of activities and endorsements in citizenship, vocational licenses, and postsecondary education.

The Project includes a strong dissemination component with documented implementation processes to serve as a consortium model for replication by other states. A dissemination toolkit with video clips on the project and other visuals for promotion and adoption will be developed for sharing with other states serving migrant children and their parents to raise their quality of life and successfully compete in the 21st century.

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General Education Provisions Act

(a) Meeting the Purposes of the Authorizing Statute (5 points)

The Assistant Secretary reviews each application to determine how well the project will: (1) Improve the educational opportunities of migratory families by integrating early childhood education, adult literacy or adult basic education (including English language training, as appropriate), and parenting education into a unified family literacy program.

All educational personnel must work in concert with families and communities to better prepare students for success in school and later in the workplace. Our nation's policy makers of No Child Left Behind recognized this important attribute and made family involvement in children's learning and achievement a critical priority for further program development.

Additionally, scientifically research-based data is irrefutable in its findings that when schools, community agencies and families collaborate to support learning, children tend to succeed – not just in school – but also throughout life. With this in mind, FBCO1 has designed its services to integrate early childhood education, adult literacy, and parenting education through professional development and the establishment of direct communication, collaboration, and dissemination partnerships. Three underlying principles form the foundation of this project and serve as the proposal's focus:

1) A comprehensive and unified family literacy program constructed on the needs and strengths of eligible migrant families with children from birth through age seven;

2) Families, educators, and community members viewed as valued collaborative partners in the learning process and will receive opportunities through project efforts to access high quality student, parent, and staff development; and 3) Each family's cultural and ethnic uniqueness will be recognized, honored and respected by providing

education through family-centered, flexible, outcomes-based, and content-rich support services.

Therefore, project staff will work diligently to include migrant parents, educators, business partners and community members in two MEES centers from the distinct empowerment zone of Site 1 and Site 2 in continued and ongoing planning, implementation, and evaluation of this project. Efforts will provide project participants, particularly parents, with information about the project and resources/materials designed to involve them in their child's education and to increase their parenting skills. Outreach home-based visits and center-based programs focusing on family literacy, learning advocacy, instructional assistance, and resource support to eligible Migrant Even Start children and their parents will occur. Other specific project efforts include: 1) providing opportunities for parents to participate/volunteer in classrooms, attend content-focused fieldtrips, and serve on the project's Technical Assistance Panel (TAP); 2) establishing a Family Literacy Steering Committee with parents in leadership positions; 3) linking parents with community and/or district resources in adult education classes including GED, ESL, adult basic education (ABE), Adult General Education (AGE) and vocational training; 4) maintaining consistent and ongoing communication with parents about their child's learning experiences, needs, and progress through the coordination with KSTAR, a not-for-profit community organization providing scientifically research-based parenting programming and home-based services; and, 5) providing activities, discussion, materials, and speakers on parenting skills and parent/child interaction.

FBCO1 will utilize activities and strategies, including those lessons learned from past Even Start and Migrant Even Start projects, to encourage participation that improves the

educational opportunities of migrant families. Parent meetings, parenting classes, parent-teacher conferences, volunteer room parents, foster grandparents, all-community summer picnics with topical themes, and open houses serve as examples of activities that will encourage parent involvement. Parenting classes will include reading to your child, preparing your child for kindergarten and developing home/school/community partnerships that promote student learning and achievement.

A powerful professional development and training component that encourages opportunities for migrant families and furthers the integration of early childhood education, adult literacy, and parenting education into a unified family literacy program is essential. Project staff will participate in training activities designed to improve skills for communicating with project parents and creating effective home/school/community/business partnerships. Examples of professional development topics include effective strategies for serving MEES families; involving parents in decision-making processes; establishing KSTAR-focused parenting training and direct services; promoting family literacy through parents and children teaming while utilizing high interest print materials; making home visits count; and, implementing strategies for accessing community resources.

Educational opportunities for migrant families will feature a coordinated multi-community system of family literacy services that includes: 1) an outcomes-based curriculum for MEES and parenting that is aligned with the National Association for the Education of Young Children (NAEYC) standards and ACCREDITING AGENCY 1 ; 2) bi-monthly home visits for all eligible migrant Even Start families that address all components of the project; 3) access to information on resources; and, 4) a network of

locally designed community/business resources for adult literacy, vocational education, early childhood education, positive parenting skills and family support services.

As a means of coordinating this multi-community system of family literacy learning services, the MEES Project Coordinator, project staff members, the State and Federal Programs Director from the XY, the State Director for Migrant Education, the state Department of Education's Even Start representative, the Director of KSTAR and the External Evaluator will be constantly and consistently connected electronically through a system of email, an Internet bulletin board system, and a web page developed with project funds. Connections will also be established in a summer institute held each year to share successful practices, hallmark effective models for services and receive professional development based on the results of professional development need assessments. Dissemination of effective practices will be an exemplary feature of FBCO1's project. [See Quality of the Project Design (c)(2)].

(2) Be implemented through cooperative projects that build on existing community resources to create a new range of services to migratory families.

How best to leverage existing resources that avoids duplication and provides a unified family literacy program with existing community/business resources from each of the participating states is an absolute priority. The project's challenge is to further identify individuals, services and programs to support the project and it's objectives, contact them to learn about their resources and requirements and work out an agreement as to how best to create a new range of services for migrant families with children from birth through age seven. A value-added component of FBCO1's project is that once this is completed in each of the two distinct communities, the communities will be linked to share

resources that strengthen services provided at individual sites that are aligned with the mobile family.

(3) Promote the achievement of family literacy goals (particularly the goals that address school readiness, student achievement, adult literacy, and parent involvement and participation in their child's early education) through research-based reading and English-language acquisition practices that meet the diverse needs of the migrant community of learners. (4) Assist children and adults from migratory families to achieve challenging State content standards and challenging State student academic achievement standards.

The Target School District currently implements a Local Consolidated Plan for Federal and state programs and community improvement grants that address both local improvement and community collaborative partnership issues. FBCO1 will build on these existing efforts to network educators around the common purpose of implementing President Bush's education initiatives of school readiness for young children, improved students achievement for all students, the development of prepared teachers in this new millennium to teach effectively and to expect outcomes and parental involvement that will improve the opportunities of migrant families through a unified family literacy program.

As the structure for promoting achievement toward meeting the Federal education initiatives and the state's content standards, FBCO1 a non-profit, faith and community-based educationally oriented organization in collaboration with the Target School District will serve as the lead agency for project efforts. FBCO1 will establish two sites: Site 1 and Site 2 in XY. Each site will implement home-based and center-based early childhood services that operate year-round. Tailored Family Serviced Plans (FSPs) will be developed that focus not only on young children but entire families in becoming literate and to increase their language and literacy proficiency, and educational achievement.

An interactive website will be developed that includes tutorials on how local schools and projects are meeting these national priorities and goals and teacher-developed standards-based units and assessments, and professional development. FBCO1 will build on this communication and resource network to promote others in the achievement of MEES standards and to achieve the U.S. Department of Education's goals through the following activities:

- Project staff will focus on fulfilling the requirements and initiatives set forth under No Child Left Behind and the state standards for young children to drive the design of the project. FBCO1 will move children toward high academic outcomes, involve parents and encourage their continued growth educationally and professionally. FBCO1 will provide support for educators to improve their teaching methods with the goal of increasing student academic achievement. Project staff will utilize scientifically research-based methods to assist students and family members in the acquisition of literacy skills. Such methods will include the use of the KSTAR's scientifically evidenced-based programming and the dual language approach for students in the center-based program sites and support native language and English language development during home-based programming;
- The initial efforts undertaken by migrant educators to identify and access resources to support the implementation of this project will result in new linkages with service providers with a common mission of providing family literacy programs. Project staff will form a Migrant Education Even Start Family Literacy Steering Team. One of the responsibilities of the Steering Team will be to ensure that progress is being achieved toward meeting the requirements set forth under the Governmental

Performance Results Act—GPRA—the principles set forth under the reauthorization of ESEA, the Federal education initiatives and the state's challenging content and student performance standards. In addition, project staff will ensure that the integration of early childhood services, adult education, professional development and collaborative partnerships will occur.

- The Target School District will provide a DVD version of goals and outcomes information to each of the two migrant Even Start sites as an in-kind contribution to the project. The training of FBCO1's project staff on how to use this information will be conducted before the second month of the grant award.

(b) Need for the Project (15 points)

The Assistant Secretary considers the need for the proposed project. In determining the need of the proposed project, the Assistant Secretary considers the following factors: (1) The magnitude of the need for the services to be provided or the activities to be cared out by the proposed project.

In the spring of 2002, historic planning meetings occurred in the state to address significant issue that exists for the Target migrant families. A planning meeting between the State Director for Migrant Education, the local migrant director from the existing migrant education staff and representatives from KSTAR and other community representatives was held to formulate a MEES program to deliver high quality, coordinated, integrated services to migrant families found in the high need areas of Site 1 and Site 2. This was an unprecedented move to collaborate local operating agencies to develop comprehensive, coordinated MEES services for families that travel from one community to the next. Because migrant families are mobile, it is not uncommon for families to traverse from one part of the city and community to another several times during each year. By joining hands in a common effort to develop a comprehensive

approach in servicing two distinct "stop-over sites," families can be mobile, and yet, access similar supports found in different parts of this broad community.

During this meeting, the planning committee members were provided with the Migrant Education Even Start (MEES) application package. Time was set aside for questions and answers, discussion of local needs and resources, and decision-making about designing the best possible MEES model. The planning committee identified needs and resources as well as designed a proposal that would improve both adult literacy and parenting skills as a means to increase student academic achievement.

Migrant education staff also provided a preliminary sketch of needs and worked closely with local service providers, schools, and migrant education program staff to conduct an in-depth planning profile. Preliminary findings were later corroborated with conclusive data methodically collected by MEP staff. The following trends emerged from the planning profile:

- **a need exists for early childhood education**—especially home-based and center-based services to children from birth to age three in areas of language development, physical, social and cognitive development, and education and support services to pre-kindergarten-aged children who do not qualify for or cannot access Head Start services.
- **a need exists to increase adult literacy** in the areas of alternative education services, English as a second language (ESL), General Equivalency Diploma (GED) preparation, adult basic education, citizenship and naturalization classes, technology skills and additional adult literacy materials in both English and Spanish implemented by both traditional and non-traditional means;

- **a need exists to increase parenting skills** that foster positive methods of discipline and parenting, assists parents to work closely with their neighborhood school to facilitate their child's learning, improves home/school/community partnerships, increases time for parents and children to read together, improves communication skills and English language proficiency and increases self esteem;
- **a need exists to create child/parent-centered activities** to include the use of alternative and appropriate student assessments that determine educational needs, provides time for parents and children to interact together, and supports the acquisition of developmentally appropriate educational materials in English and Spanish; and,
- **a need exists for professional development** to meet the needs of migrant Even Start families through training activities, workshops on adult literacy, parenting skills, parent/child interactions, early childhood education, and collaborative partnerships. Professional development needs identified included providing an evidenced-based child and parent center program that would increase literacy and language development (i.e. KSTAR), identifying technology-based resources, and utilizing effective methodologies and strategies. Staff indicated a need for the Migrant Education Program (MEP) staff to share their knowledge, experiences, expertise, and successful strategies for providing early childhood education and adult literacy services.

Furthermore, the planning team emphasized the need to form collaborative partnerships in order to: 1) strengthen coordination efforts with Head Start, other Title I Even Start and school projects, and other MEES projects operating within the state; 2)

utilize "lessons learned" from other migrant/general educators and apply these effective strategies to promote family literacy and learning; 3) access waiting lists and referrals from other preschool service providers to identify families with children from birth to age four since current Migrant Education identification and recruitment efforts in the state focus primarily on families with school-age children; 4) work collaboratively to avoid duplication and maximize resources to maintain the effective practices once federal supports are no longer available; and, 5) establish connections to help families meet immediate needs to include transportation, job placement/referrals and human resources.

The planning committee indicated that no comprehensive, coordinated services exist to meet the identified needs of families with children from birth to age three. **Exhibit 1** depicts the number of eligible migrant children from each site in the state from ages 0-7 years (identified between February and May 2002) as being educationally disadvantaged and in need of FBCO1's project services.

Exhibit 1: Students Ages 0-7 Identified As Being In Need Of MEES Services

	Migrant Students In Need of Services By Each Local Site By Age							
Migrant Program	0-1	2	3	4	5	6	7	**Total**
Site 1 Academy for Children	15	19	55	48	66	63	54	320
Site 2 Academy for Children	37	67	85	112	112	82	108	603

Exibit 1 indicates that over 920 migrant children are identified as being in need of services. In order to determine the extent to which the identified children are currently being served through other existing programs such as Head Start, Title I Even Start and community-based organizations, staff from the Migrant Education Program contacted

families and service providers, reviewed assessment and referral results, and conducted records reviews. **Exhibit 2** reveals that while 923 children are identified as being eligible to be served, only 4% of the children from birth to age three currently are actually receiving services.

Exhibit 2: Total Number of Students Ages 0-7 Receiving Services

Migrant Program	Migrant Children Being Served by State/Local Site							
	0-1	2	3	4	5	6	7	**Total**
Site 1 Academy for Children	0	0	7	11	8	0	0	26
Site 2 Academy For Children	0	0	9	8	9	0	0	10

While significant needs exist among very young children (ages 0-7 years), other needs related to poor housing, poverty, lack of English language proficiency, and illiteracy among adults were identified. Specifically the following prioritized concerns were cited:

- **needs due to poor housing –** The lack of affordable and adequate housing is especially acute among Hispanic migrant farm workers in this part of the state. This concern is further accounted for in a January 2002 publication entitled *A Report by the Council of Economic Advisers: Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement.* The report states, "The importance of improving educational outcomes for Hispanics is underscored by the increasing value of education in the labor [housing] market… a Hispanic college graduate earns 68%

more than a Hispanic male with no high school education, an earnings premium that has increased to 149% today";

- **needs due to poverty** – Target School District shows that nearly 73.7% low-income families (based on Free and Reduced Public Lunch counts) live below the poverty level. The percentage statewide is roughly 12% while among migrant farm worker families; the rate is over 82.5% (Source1, 2002).
- **needs due to lack of English proficiency** – More than 85% of the state's migrant students are also limited in English proficiency (Source 2, 2002). Furthermore, the state has been experiencing a sharp increase in the number of migrant students from multiple countries, each with their own unique cultures and histories.
- **needs due to illiteracy among adults** – While the Target School District completion rates are around 75% (Source 1 September 2002), the average completion rates for migrant students in the state is less than 64% (Source 3 Survey, 2002). The state's Department of Social and Rehabilitation Services indicates that over 87% of indigent recipients have less than a 10th grade education level and are deficient in reading and math skills where they perform at the 4th grade level. These figures are comparable to the graduation rates of the Targeted demographic group (TDG) nationally. That is, the high school completion rate among all young TDG adults is only 63 percent – compared with 88 percent for other American demographic groups. The proportion of the Targeted group who graduate from four year colleges is less than half that of this demographic group (A Report by the Council of Economic Advisers, June 2000).

(2) The extent to which the proposed project will focus on serving or otherwise addressing the need of disadvantaged individuals (i.e., eligible migratory agricultural or fishing families).

Statistics show that only about 2.5% of migrant children in the state from birth to age three receive services, demonstrating that a strategic gap exists between the "have and the have nots." This gap, coupled with the other needs identified across the state for coordinated services in adult literacy, support services, and parenting education, call for an effective integrated program that includes direct services, professional development and collaboration among local service providers.

After reviewing the data emerging from the Target population's needs assessment, the planning committee members unanimously agreed on the focus of the MEES FBCO1's mission statement:

> *"To develop a community of support and services that benefits young migrant children and family members resulting in increased literacy and learning through shared resources, face-to-face and technology-based communications, collaborations, and professional development and networking with community agencies."*

FBCO1's project is clearly designed to serve the needs of the most disadvantaged individuals in the empowerment zone; that is, impoverished, mobile migrant children and their families with significant literacy needs. As discussed in the previous section entitled **Need for the Project (b)(i)**, this project will serve eligible migrant children from birth through age seven and their parents in two sites who: 1) come from low income and disadvantaged families; 2) are eligible for free and reduced public lunches; 3) are limited in English proficiency; 4) are highly mobile; 5) have not completed high school

or its equivalent; 6) have low literacy skills; and 7) whose housing is inadequate and/or disproportionate to their incomes.

The needs of this population will be addressed through a family-centered continuum of services focusing on individual needs as articulated in a Family Service Plan (FSP) (see Appendix A for a FSP form). By working individually with each family member to develop services, FBCO1 acknowledges that "one –size-does-not-fit-all." However, in designing services unique to each migrant family, support structures must be in place to organize and coordinate supports that includes time spent on connecting families with new services and existing local and state resources. FBCO1 will serve as the connecting avenue between each of the two project sites, the Department of Education and local/state/regional resource agencies and personnel as described in the next section.

(3) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

The project is designed specifically – based on identified needs and the extensive planning that occurred in spring 2002 – to bridge gaps in: 1) **services** by offering integrated and coordinated year round home-based and center-based services to children from birth through age seven but with a primary emphasis on migrant parents and their children from birth to age three who have been identified as having the greatest educational, literacy and social needs. Highly effective and scientifically research-based curriculum and assessments, along with high quality support materials, will be a key feature of the service delivery; 2) **structures** to link migrant educators via technology, face-to-face contact/direct services and resource sharing; and, 3) **opportunities** for learner-centered and family-centered instruction, services, and resources that emphasize

goal setting and self-monitoring of individualized Family Service Plans (FSPs) in collaboration with peer and migrant education staff.

The gaps in services existing for early childhood development for the children and their parents will be bridged through a MEES project that leverages resources through:

- the establishment/implementation of KSTAR's home-based visitor education program for families with children from birth through age three;
- the development and implementation of two home-based and center-based early childhood education centers that utilize sound beliefs of learning that are grounded upon scientifically research-based principles;
- networking two migrant education local operating sites through a laptop-based e-mail bulletin board communication system and web page designed to foster discussion about migrant issues affecting young children and their parents; ensuring access to educational opportunities, evaluation of project implementation and outcomes, resources for families and teachers, curriculum and instruction; sharing effective strategies for identification and recruitment of families; and, promoting strong home/school/community partnerships;
- a network of support services for parents (including teenage parents and children) at both sites such as parent information nights, parent-child playgroups, developmental screens, toy lending libraries, book and media lending libraries, and "kindergarten transition bridges;"
- an annual two-day professional development and resource sharing institute where the two local MEES projects "showcase" effective practices and processes, participate in focus groups on gaps or weaknesses in services, infrastructure, and opportunities, and

discuss ways to overcome barriers to the effective delivery of services to Migrant Education Even Start families in the Target area;

- a system for contacting, contracting, and referring MEES parents in two distinct communities to local adult literacy service providers for adult basis education (ABE), adult general education (AGE), general equivalency diploma (GED), and English As A Second Language (ESL) based on individual Family Service Plans (FSPs) developed collaboratively by parents and project staff;
- a partnership with Dr. G, a nationally renowned earlier childhood educator and trainer. She will conduct professional development workshops for project staff and community members that will enhance the curriculum and provide strategies for children exposed to stress and violence at young ages; and,
- a system for the identification/recruitment and access of community resources to meet family needs. In preparation for implementation of this project, the two sites have developed a preliminary list of potential local Even Start collaborators at each site. This list will be further developed and contacts completed upon award of the grant. Examples of identified collaborators include mental health programs, universities and community colleges, libraries, immigrant/refugee agencies, social service agencies Head Start, Title I and migrant education programs, hospitals and health care centers, daycare centers and preschools, Child Net, and Workforce Investment Act programs.

(c) Quality of the Project Design (20 points)

(1) The extent of to which the design of the proposed project is appropriate to, and will successfully address, the needs of the Target population or other identified needs.

FBCO1 responds to the family support and educational literacy/learning needs assessed in **Section (b) Need for Project** stemming from poverty, lack of English proficiency, lack of instructional services, expensive but inadequate/inappropriate housing and illiteracy among migrant adults. The project's purpose is to respond to those needs and support parents as the first and foremost educators to their children. This will be accomplished through the provisions of parenting education programming, implementing developmentally appropriate outcomes-based NAEYE early childhood education services and curriculum, conducting resource identification, conducting professional development, and collaborating with others to support adult literacy/learning. These areas are featured prominently in the project's design and serve as the basis in developing the objectives and activities for this proposal.

The project planners designed this model using proven instructional practices, innovative technology, effective and appropriate curriculum Targeted to individual needs, and flexible scheduling to adhere to family schedules in both home and center-based settings. The project's objectives are responsive to the high mobility of migrant families and the alarming needs identified in the previous section.

The following objectives address the needs through seven MEES project priorities: 1) adult literacy/education; 2) early childhood education; 3) parenting education; 4) parent/child activities; 5) professional development opportunities that will promote effective literacy instruction; 6) collaborative partnership building; and 7) dissemination of effective practices, processes and products that will be described in Section (c)(3).

***OBJECTIVE 1**: Adult Literacy/Education – With the annual completion of the project and each year thereafter, family members – particularly parents – will make one year's progress toward meeting the FSP literacy goals developed jointly by each family and project staff. Significant progress will be assessed by pre-post measures on such measures as the Test of Adult Basic Education (TABE), average or above scores on axiom-based surveys, attitude questionnaires and performance samples.*

Activities: During an initial data gathering and identification and assessment (ID&R) home visit, parents and project staff home visitors will complete Certificates of Eligibility (COEs). For eligible families, home visitors and parents will jointly develop a tailored Family Service Plan (FSP). Parents will consider personal literacy goals, (i.e. attainment of a high school diploma/GED, completion of courses in ESL) and a draft plan will be generated and resources identified to assist with implementation.

Parents will receive support in literacy/learning that is provided by project staff and based on their individual needs. Therefore, local MEES staff will serve as the parent's adult literacy coach by: 1) providing instruction during bi-monthly home visits and during center-based MEES events; 2) sharing resources and literacy materials; 3) connecting parents with others who have similar literacy needs to serve as a study group/support system; 4) connecting parent with community-based classes and courses of study, identifying and monitoring progress by conducting informal assessments; and, 5) maintaining anecdotal records and conducting pre-post achievement tests. The tailored FSPs will be updated after each visit where expected products and outcomes include: 1) the acquisition of specific literacy skills; 2) the accomplishment of individual learning

goals; 3) improved quality of life through positive attitude changes about the value of education; 4) the acquisition of endorsements or certificates of mastery, diplomas, citizenship, drivers license, high school or GED, and vocational licenses; and, 5) increased employability and the attainment of employment and career goals.

OBJECTIVE 2: *Early Childhood Education – With the annual completion of the project and each year thereafter, MEES children will make one year's progress toward learning/literacy goals as identified in the FSP based on pre-post measures based upon such testing through the Ages and Stages Questionnaires: A Parent-Completed Child-Monitoring system, developmental checklists and satisfactory achievement on rubric-scored performance samples.*

Activities: During an initial data gathering, identification and assessment (ID&R) home visit, parents and consortium staff will complete Certificates of Eligibility (if not already completed). For eligible families, home visitors and parents will jointly develop a tailored Family Service Plan (FSP) containing an early childhood literacy component. Parents will be encouraged to consider goals for their child's literacy (i.e., English language development, motor, social, emotional and cognitive development, pre-reading skills, socialization, etc.). A plan will be drafted and resources and supports identified.

Children will be provided assistance based on individualized needs. Project staff will serve as the child's literacy coach providing instruction during home visits, identifying resources and sharing developmentally appropriate materials. In addition, staff will connect children to other early childhood services (including Title I, Head Start and Title I Even Start) and connect parents with other parents whose children have similar literacy

needs. Monitoring progress through developmental skill checklists and informal assessments, anecdotal records, and pre/post tests will be done. Tailored FSPs will be updated immediately after each visit. The products and outcomes include: 1) increased developmental progress in cognitive, social, emotional, and physical skills development; 2) increased developmental progress in problem solving and critical-thinking, working cooperatively with peers and adults, and social skills to better prepare children to be lifelong learners; 3) increased developmental progress in oral language to improve reading readiness skills; and, 4) increased child knowledge about themselves, their families, communities, cultures, and the differing regions around them.

OBJECTIVES 3 & 4: *Parenting, Education and Parent/Child Activities – With the annual completion of the project and each year thereafter, families will achieve 90% of the parenting and parent/child interaction goals as listed on Family Service Plans. Literacy logs, literacy behavior implementation checklists, observation matrices, surveys and anecdotal records on parenting skills and parent/child activities, will measure goal attainment.*

Activities: During an initial data gathering and identification and assessment (ID&R) home visit, parents and home visitors will complete Certificates of Eligibility (if not already completed). For eligible families, home visitors, and parents will jointly develop a tailored FSP to include information and goals for parenting education and parent/child interaction time resulting in a draft plan with identified resources. Parents will record parenting and parent/child interaction goals for literacy (i.e., spending a minimum of 30

minutes daily reading with their child, developing learning strategies for observing their child's learning needs).

Project staff will model literacy during bi-monthly home visits and during center-based services. In addition, they will identify materials, share effective research-based practices in literacy that parents can do with their child, conduct observations, complete anecdotal records after visits, and conduct pre/post surveys on family literacy engagement. Tailored FSPs will be updated after each visit. The specific products and outcomes include: 1) increased educational expectations for both parents and their children; 2) increased interactions between the child and parents in structured, meaningful activities; 3) improved parental skills to engage children; 4) better decisions made by parents about discipline, behavior management, family problem solving, and supporting learning and literacy; and, 5) increased home/school/community communications that are initiated by parents with school personnel and a clear understanding of their children's instructional program and goals;

OBJECTIVE 5: *Professional Development – With the annual completion of the project and each year thereafter, project staff will be better prepared to facilitate instruction/activities that promote child/adult/family literacy/ Success will be measured by achievement of 90% of Professional Development Plan (PDP) goals, an overall rating of at least 3.5 (out of 5.0) on a Likert-type questionnaire on staff and professional development preparation and documentation of positive staff development effectiveness trends.*

Activities: During the fourth week of the project, staff will develop/update a Professional Development Plan (PDP that contains personalized goals for professional growth (i.e., visiting projects with documented effective techniques, mastering online communication techniques) and identify resources to support the PDP objectives. A MEES Project Coordinator will obtain resources to address professional development needs (i.e., arranging site visits, observing staff during home visits and making suggestions on how to improve interaction with parents or children, modeling effective family literacy skills, and providing technical assistance on identified topics. The project coordinator and other project staff will meet collectively each quarter to review PDPs, reflect on progress toward meeting the professional development goals and discuss ways to enhance staff abilities to meet individual family literacy and learning needs. The products and outcomes include: 1) increased facilitation skills on teaching and learning that will improve the educational opportunities of migrant families through a comprehensive, unified family literacy program (one that integrates early childhood education, adult literacy or adult basic education, and parenting education); 2) identified new career paths and/or skills; 3) increased identified resources to benefit migrant families; 4) changes to educators' expectations about parents' abilities to work with their children, and, 5) a different approach to the nature of questions staff ask of parents/children and the means for parents and educators to collaborate that overcomes barriers to literacy and learning.

OBJECTIVE 6: *Collaborative Partnerships for Resource Management – With completion of year one of the project and each year thereafter, collaborative partnerships will be established and updated as needed to expand and enhance the services to Migrant Education Even Start families. Attainment will be measured through contact logs, implementation checklists, anecdotal records, staff surveys, focus groups, and an end-of-year data reporting form. See appendix for sample checklist, logs, etc.*

Activities: Project staff will contact collaborative partners, share the project abstract, objectives, and strategies for accomplishing the objectives and convene a meeting of the Family Literacy Steering Team (FLST). This steering team, where parents will assist in the leadership, will support and guide the project to obtain and maximize resources, identify support systems for families to meet Family Service Plan (FSPs) objectives and disseminate effective practices. Following this activity, the FLST will review progress in meeting objectives, update project staff and resource partners on developments/resources, and share information on ways to support family literacy/learning. Project staff will collaborate with the partners indicated on the forms and initiate new collaborative arrangements based on the needs identified by project families. The products and outcomes include: 1) increased resource networking that improves educational opportunities and support services for migrant families; 2) improved quality of services to migrant families as a result of guidance/technical assistance provided by FLST members; 3) improved communication and collaboration systems among project participants; and 4) improved professional development opportunities resulting from dynamic interactions with university, business, community, education and agribusiness partners.

FBCO1's project design denotes the identification and recruitment, screening, and preparation of parents and children, the provision of direct services to those most in need, the provision of high quality instructional programming, a service delivery design that accommodates participants' schedules, special training for project staff, integrated instructional services, operation of the project on a year-round basis, coordination with other programs and the securing of an external independent evaluation. Each component reflects the belief that literacy is a highly personable and interactive process involving families, educators, and other community resources through: 1) the development of early childhood education programming that provides a continuum of services for children and families; 2) meaningful professional staff development and parental involvement including home/school/community partnerships critical to the development of instructional literacy and promoting a lifelong desire to read and write in their native languages as well as in English; 3) broad-based community collaborations essential to developing literacy and life-long learning; 4) an accentuation on accountability, systemic capacity building, that are replicable to other sites interested in promoting family literacy; and, 5) the inclusion of all families including "difficult to reach" highly mobile migrant families who are most at risk of not meeting state/local standards for literacy and language development.

Identification and Recruitment (ID&R): Families will be recruited following the federal and state of XY requirements for identification and enrollment on Certificates of Eligibility (COEs). Additional emphasis will be placed on identifying eligible families, most in need of services, who have children under the age of five because current identification and recruitment efforts across the state have traditionally focused on

families with school-aged children. Eligible migrant families will be served on a "greatest-need basis" with each home-based instructor/visitor serving **20** families and a Targeted number of **40 students** for center-based instruction. The retention of families may not be possible due to migrant lifestyles and the need to pursue employment. However, through weekly home contact, monthly monitoring/follow-up, and the exchange of records through participation in a statewide migrant education student database, every effort will be made for retention. FBCO1 presently has a database for follow-up of families to exchange health and education records and prepare receiving sites with information about student and family educational goals and accomplishments. FBCO1 staff are well aware that ID&R is crucial for ensuring that migrant families have access to needed MEES services. FBCO1 will utilize each Migrant Education Recruiter at the center as an in-kind staff person who has specific responsibilities for ID&R, annual professional development on ID&R, and discussion groups at the annual statewide conference that focus on ways to enhance the ID&R processes. In addition, identification and recruitment will be facilitated through: 1) consulting with officials administering federal and state programs within the Target school system (i.e., Title I Even Start, and Head Start); 2) disseminating information that includes brochures and flyers in both English and Spanish; 3) primary language usage (Spanish) at locations migrant workers frequent; 4) locating and maintaining current lists of migrant housing areas throughout the state; 5) making media and public service announcements in English and Spanish.

Screening/Preparation of Parents and Children and MEES Services to Those Most in Need: Screening parents (including young teenage parents and children) will occur during the initial home visit upon determination of eligibility based on migrancy

status and having a child (or expecting a child) from birth through age seven. These screenings will occur using: 1) informal oral interviews to assess English language proficiency; and, 2) the Test of Adult Basic Education (TABE) or another educational measures to assess the educational level of each participating parent. Screening of children will also occur through existing anecdotal information, development checklists, documented home visitor and teacher observation, and the assessment of development skills using the *Ages and Stages Questionnaire: A Parent Completed Child Monitoring System* and the use of recommended strategies as outlined with NAEYC.

Once information about family educational needs and strengths is collected from parents and assessments are made to determine parent and child learning strengths and areas for improvement, a tailored FSP will be generated. Families will then be assigned a rank based on greatest need –high need or low need. Individuals will be selected based on having the greatest need for educational services and being at greatest risk of not meeting the state's content and student performance outcomes. To prepare families to fully participate in the project, referrals will be made to local and county agencies for health services, counseling, assessment, and other support services.

High Quality Instructional Program: FBCO1's project design features parenting education and developmentally appropriate standards-based curriculum for children utilizing KSTAR's program –a model utilizing principles meeting the standards set by the Federal government regarding scientifically researched-based principles.

KSTAR, Inc. is a private, non-profit organization that has achieved national recognition for its family support and education programs for most-in-need and hard-to-reach families. A foundation funded evaluation found that mothers who completed the 9

month KSTAR Parent and Child Education program had more nurturing attitudes towards their children, an enhanced view of self as their child's teacher, increased parental knowledge and skills, and increased knowledge and use of community resources. A 17-year follow-up study found that 94% of children who attended KSTAR program completed high school, received their GED, or were still attending high school, and 43% were attending college. Although 91% of mothers had dropped out of school when they began the program, 57% returned to complete their GED and 64% of them attended a college or technical program after completing the KSTAR program.

KSTAR is relatively inexpensive and its curriculum is appropriate for any expecting family or family with a child from birth to age three. KSTAR's programming sets the trusses for later scaffolded learning and academic success by providing: 1) parent/child play groups to interact with other parents and children; 2) annual developmental screens for early detection of learning problems; 3) materials/information on parenting, early childhood development, and educational activities; 4) home visits where an age-appropriate activity is conducted with parents and children; and, 5) group meetings on topics of interest to parents.

The benefits of this featured instructional program include: 1) parents encouraged and respected in their role as the primary influence in their children's growth and development; 2) children engaged in age-appropriate activities to foster development; 3) parents receiving information on child development and suggestions for ways to stimulate and foster children's learning; and, 4) children's potential learning problems are detected early for a quick resolution.

To supplement KSTAR, parents will receive or may access a wide range of educational support services including English as a second language (ESL) and General Equivalency Diploma (GED) preparation materials, alternative schooling through distance learning, and monthly informal parenting classes provided by the project that deal with topics such as increasing self esteem, positive discipline, reading to your child, and nutrition. In addition, project participants have ongoing access to other MEP staff including health clerks, social workers, tutors, and certified teaching staff to work with them as needed. All these services will be offered through the project's efforts.

Service Delivery Design that Accommodates Participants' Schedules: The experience of the project staff in working with migrant populations has shown that the service delivery design must be flexible to accommodate participants' work schedules and other responsibilities or else they are unable to access educational opportunities – regardless of how well designed they may be.

FBCO1's project design speaks to scheduling and locating services in the home and in the community where families live and work. Flexible scheduling will occur throughout the day, and on the weekends (as needed) to allow for ongoing participation by parents and children. Transportation and childcare will serve as two important support components to facilitate participation in project activities. Transportation will be provided, as needed, by LEASECO that may include mileage reimbursement and/or bus passes. Childcare will be provided at all times by local site staff as an inkind contribution.

Special Training of Staff: Professional development may prove to be our greatest investment of resources with the project's implementation. A well-prepared staff needs a

strong understanding of the underlying principles of MEES, the issues in migrant education for children and adults and knowledge of content and pedagogy. Therefore, specialized training of project staff will utilize "best practices" that combine technology and more traditional practices to ensure that staff are true facilitators of learning who help guide MEES families toward the accomplishments of their tailored FSP goals. Professional development has been tagged as one of the five objectives of the project. Furthermore, the methods and materials that will be used for professional development are discussed later in this proposal.

Integrated Instructional Services: This integrated instructional service project includes attributes as: adult literacy (through parent participation in GED, ESL, ABE, AGE and computer literacy); parent education; parent/child together time; and early childhood education.

The adult literacy/education component goals will focus on improving skills in reading, writing, technology, or English proficiency through individual and focus group activities in home-based settings in bi-weekly meetings provided by project staff. Referrals to community agencies will augment adult literacy service and support parents by follow-up, monitoring, and resource contact/collaboration. When several parents have similar needs, classes will be formed and offered in a community setting. The adult literacy curriculum (as identified in the tailored FSP) will include traditional- and computer-supported GED preparation materials (i.e., FBCO1's Assessment of Academic Skills and GED preparatory coursework to meet graduation requirements, the GED prep materials); ESL coursework and computer-assisted instruction (i.e., keyboarding and Internet access materials).

Parent And Child Together Time (PACTT): PACTT is an important aspect to engage families in literacy activities. This component of the project will include home- and center-based groups and individual activities that address: 1) family issues; 2) child growth/development; 3) life skills and resources for parents; 4) language development; 5) pre-literacy activities; and, 6) field trips and excursions to promote language and literacy. PACTT will assist families to focus on the relationship/interaction between parents and children. Goals for this aspect of the project, like all others, are identified in the tailored FSP.

Early Childhood Education (EDE): The EDE component is home-based with visits designed to be made three days a week and center-based for five days a week year round. ECE will occur in a natural setting in which project model literacy activities with the child for the parent to practice later with the child. The KSTAR curriculum will utilize instructional materials, appropriate child development oriented manipulatives, computer software (delivered via project laptops) and educational literacy "kits" assembled by staff. Language development will encourage adult-to-child and child-to-child interaction; children and their parents reading books together; and children reciting nursery rhymes, performing finger plays and singing songs. Two center-based programs will be established using the standards set forth by NAEYC, the National Association for the Education of Young Children. Children are assured likely success because the standards are high quality, meet rigorous research-based standards and are developmentally appropriate.

Operation on a Year-round Basis: All project instruction will begin October 2002 and run on a year-round basis for the four-year duration of the project with a completion

date of August 2006. A total of 500 instructional hours per home, visitor will be provided by staff, which includes adult literacy, reading and parent/child together time, and early childhood education. Services will be provided through KSTAR home liaisons/visitors and sessions with parents and children in MEES centers. Center-based programs will operate each day for a total of 250 days with no less than 2.5 hours per day. Referrals to community-based organizations, institutions of higher education, and other agencies providing services to improve educational opportunities for migrant families will more than double the number of contact hours.

Coordination With Others Programs: The greatest hope the project's success lies in its ability to coordinate with other programs to maximize resources to meet the needs of Target population. These coordinating efforts include human resources, agency/advocate resources and material resources that others will bring to the table. The means to lever resources requires a clear understanding of the mission of each agency, identification of the strengths/resources that others will brings, open and regular communication and the exploration of ways to work together to improve the educational opportunities of migrant families.

In order to be successful, collaboration and coordination with other programs cannot be left to chance. It must be systemically planned and maintained. FBCO1 will have systems in place to initiate and document coordination efforts. **(See section (f) Quality of the evaluation.).** A Family Literacy Steering Team (consisting of FBCO1's Director which is provided as an inkind contribution), the Project Coordinator, parents, Dr. G (consultant), the External Evaluator Dr. Z , the state Director of Migrant Education and a representative from each of the two sites will meet (bi-weekly as a whole and quarterly at

each site) to review project implementation; discuss successes and barriers to success; determine ways to overcome that barriers; and, focus coordination efforts to achieve optimal project outcomes.

Each project will continue to coordinate on behalf of MEES families with other program areas such as Title I Even Start, Title III English Language Acquisition, Title I Migrant; Individuals with Disabilities Act, Adult Education Act, the WIC, and volunteer literacy programs.

External Independent Evaluation: An external independent evaluation of FBCO1's project will be lead by Dr. Z and associations of CONSULTANTSCO whose staff have extensive experience in conducting external evaluations of federal projects such as Migrant Even Start projects. The evaluation is further described in detail in **Section (f) Quality of the Project Evaluation.**

(2) The extent to which the project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

FBCO1 project staff are committed to capacity building that results in the improvement of the educational opportunities for migrant families. This commitment will be realized through the integration of early childhood education, adult literacy/adult basic education, and parenting education. We intend to extend the influence of this project by building the capacity of educators within and outside of the Target area through extensive dissemination efforts.

To build capacity and yield results that extend beyond the funding period of the grant, three essential components exist; 1) an effective professional development model that requires educators to be responsible for setting goals and objectives for their own learning **(See section (d)(ii) Quality of Project Design for a complete description);** 2)

strategies for MEES program planning, implementation, and evaluation; and 3) finally, a dissemination network of information/processes for replication.

The dissemination of project findings will be both through traditional print means and innovative technology-based means involving the use of telecommunications. FBCO1's project is the perfect MEES model demonstration project candidate because we have routinely planned for the effective dissemination of information between the two designated sites. Furthermore, strategic planning will occur on how to best communicate information to multiple constituencies and create effective ways to document continuous planning and improvement efforts. Project participants will disseminate information through multiple technology-based and face-to-face communication channels such as the bi-annual MEES site coordinators' meeting with other state MEES projects and weekly email updates. Dissemination information will include:

- developing and posting information at least monthly on the project website and installing web-links to the websites and other significant sites that contain resources for accomplishing the objectives of the project;
- establishing electronic journal and collaboration documentation;
- preparing a dissemination toolkit with DVD/CD-ROM video clips of project activities, transparencies, for promotional presentations, fliers, sample press releases, promotional postcards, signs for meetings and workshops and a public service announcement (PSA) title card;
- developing print and DVD versions of the projects implementation handbook to serve as a dissemination vehicle for effective and promising MEES practices;

- connecting with other statewide and national dissemination networks such as the Excellence in Education Conference, NATIONAL Consortium meetings, ERIC, and technology-based online user's groups;
- preparing a power-point presentation suitable for delivery to audiences at state, regional, and national meetings;
- preparing orientation information and briefing packets that include a project brochure containing contact information; and,
- implementing, and replicating information for distribution to other interested sites; and,
- sharing information at required U.S. Department of Education meetings.

(3) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the Target population.

The project's design is configured upon a solid foundation of identified needs with six project objectives and their accompanying activities designed to meet those needs. Accountability through systems for data and reporting and evaluation were developed to support this design cycle, as were systems for linkages with appropriate agencies and organizations providing services to migrant families with children from birth through age seven.

FBCO1's project builds on existing projects and activities, particularly federally funded Even Start and Migrant Education Even Start projects, Head Start projects, the state's school reform initiatives, partnerships with agricultural employers and meat processing plants and community-based organizations by:

- sharing lists with other local operating agencies of families who are eligible to participate to avoid duplication and ensure that needs are met;
- involving collaborators that work with two project sites on the Family Literacy Steering Team (FLST) and involving project staff, in turn, on steering committees for other community-based organizations and projects serving migrant farm workers and their families; and,
- creating a joint plan within one month of the grant award for identifying families, collaborating for program success, and disseminating information about the existing literacy/learning programs. Therefore, this plan will help families know how to access resources, who to contact, and where to go for assistance.

(d) Quality of Project Services (15 points)

The Assistant Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Assistant Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Assistant Secretary considers the following factors: (1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from scientifically based research and effective practice.

Traditionally, underrepresented populations include highly mobile migrant families that demonstrate literacy, educational, housing, medical/dental, and social services needs. These debilitating aspects clearly present barriers for migrant families from participating in meaningful and progressive family literacy programs. The added difficulties imposed by their work schedules and the unpredictability of obtaining agriculture-related jobs exacerbate these concerns.

To combat the inequities caused by traditional under representation, FBCO1 and its collaborating partners have thoughtfully designed strategies to enable eligible migrant families to fully participate in the project. Specific strategies are to:

- conduct identification and recruitment efforts that focus on services to migrant families from birth through age seven. Only about 4% of the eligible migrant infants and children from birth to age three have been served as ID&R efforts have not traditionally focused on this population);
- conduct ID&R outreach awareness campaigns through the distribution of printed materials and work completed from officials in the center, schools, community-based organizations, local/state government agencies, community colleges, and agri-businesses where parents typically work;
- include migrant parent representatives in all phases of the planning, implementation, and evaluation of the project. Parent representatives will participate fully on Family Literacy Steering Team (FLST) and the Technical Assistance Panel (TAP). These mechanisms will serve to monitor and ensure that project's goals/objectives are being implemented and create equal access in project implementation decision making;
- record parent comments/feedback on the effectiveness of the project through the use of parent surveys, questionnaires, interviews, and focus groups that elicit feedback comments on project successes, areas needing improvement, and the impact on the literacy and learning of project participants; and,

- form collaborating networks with agri-businesses, meat processing plants, and local communities to coordinate and integrate resources that support English literacy for migrant families.

Each of the two sites will have equal access procedures on file. In addition, the Target School District Board of Education has written policies stating that no individual shall be denied access to any program, be denied benefits of any activity or program, or subjected to discrimination on the basis of race, color, gender, national origin, age, or disabling condition. Participants will be identified for the project using systematic family selection procedures, approved by the project planners. These strategies for participation will be viewed by the FLST annually and revised, as appropriate.

(2) The extent to which the training or professional development services to be provided by the proposed project are sufficient quality, intensity and duration to lead to improvements in practice among the recipients of those services.

The professional development aspects utilized by the project are of sufficient quality, intensity and duration and will be accomplished efficiently and in a cost-effective manner through: 1) relying on technology to promote equity in access; 2) increasing communication through a technology network that connects staff-to-staff, administrators-to-administrators, parents-to-parents and learners-to-learning resource materials; 3) promoting Professional Development Plans (PDPs) for project staff that are reflective and aligned with the goals/objectives of the project, as well as addressing individual staff priorities and needs and allowing for staff to practice the new learned skills; 4) developing collaborative networks of learners including MEES and other Even Start staff, community members, and the Project Coordinator; and, 5) systematically documenting and critically evaluating processes, products, events and activities.

Staff will be linked via an e-mail bulletin board communication system and a website in order to: 1) facilitate informal communication about student and family issues and concerns; 2) share effective instructional practices and discuss curriculum and materials; 3) communicate formally through a weekly exchange of information and files; 4) seek professional education partners in other projects throughout the U.S.; and, 5) participate in electronic professional development video and live interactive television. In addition, project staff will access curriculum and state/national content standards, explore the Internet as a source of information to support learning and conduct research related to project components including early childhood education, adult literacy and education, parenting education, parent/child interaction, and collaborative partnerships.

The website will also provide a means for informing communities about opportunities for involvement through advocacy, financial support, and serving as role models and learning guides. Printed materials will contain information about accessing the website.

(3) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

FBCO1, a not-for-profit community center, in collaboration with the Target School District, has assembled a cadre of experience and expert professionals in managing migrant education programs and Migrant Education Even Start projects. The Target School District has contracted for years to have ORGANIZATION Q conduct ID and R activities and provide direct services to school-aged migrant youth and their families. They are experienced in working with interstate and intrastate migrant families, have spent much time concerned about the achievement of students in relation to each state's rigorous content standards and know many national, state and local resources.

Key personnel include Dr. B Department of Education); Ms. EXPERT 2, Director of the ORGANIZATION R; Ms. EXPERT 1, the ID& R Coordinator for ORGANIZATION Q, the state Migrant Center director for the state XY and the Community Articulation Area director Dr. EXPERT 3; Dr. Expert 4, Program Director for KSTAR; and Dr. Z both will be responsible for: 1) professional development activities; 2) the implementation of the KSTAR home visitor model; 3) the implementation of project goals and objectives; 4) overseeing the collaboration to allocate resources to meet family learning and literacy needs; and, 5) develop coordinating efforts with the state department representatives and MEES sites); and, Dr. Z (External Evaluator) will also assist with implementing different project components –specifically in the area of project evaluations and reporting accountability results.

This team will ensure that all project personnel participate meaningfully in professional development that is centered on the assessed needs as documented on their individualized Professional Development Plans (PDPs). Project staff will receive professional development Targeted to their own local site's documented needs.

Under the general oversight of the FBCO1 project director and the Target School District and with other staff experienced in operating Migrant Education Even Start Projects, Title I Basic Even Start Projects, and Migrant Education Programs, FBCO1 will provide program and fiscal management of the grant project.

The resumes for key project personnel are found in Appendix B.

(e) Quality of Project Personnel (10 points)

The Assistant Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Assistant Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Assistant Secretary considers the qualifications, including relevant training and experience of key project personnel.

FBCO1 and its collaborating partners are committed to employment practices that are equitable. As such, we employ a number of safeguards including a statement that is included on all job announcements and application forms that says: "As an equal opportunity employer, we comply fully with state federal equal employment opportunity employer, we comply fully with state and federal equal employment opportunity laws. Qualified applicants are considered for all positions without regard to race, color, religion, sex, age, national origin, marital status, or presence of a handicapping condition." FBCO1 and other key players will adhere to the fullest extent to the Equal Opportunity Provisions of the Federal Civil Rights Law and Regulations. FBCO1 acknowledges the dignity of all people and their labors, and recognize that it is both culturally and educationally sound to have persons of diverse backgrounds and abilities as members of our staff.

This project will assemble an impressive staff that possesses a unique blend of professional training, expertise, and experience directly related to research and innovations to improve services and results for MEES children and their families. One part-time, inkind Project Director will be secured to oversee project activities. The Project Director is responsible for: overseeing project implementation; securing and evaluating staff, monitoring project activities on a daily basis; reporting to the project's Board of Directors; monitoring project timelines, goals, objectives, and activities; serving as a member of the Technical Assistance Panel; and completing required projects reports.

The Project Director will serve in this capacity and will oversee general operations of the entire center as well. Having an extensive background in serving diverse families by establishing programs and services while also managing comprehensive center activities allows her to bring a wealth of skills and proficiencies aligned with guiding this project. Being bilingual the project director will be able to communicate directly with and relate well with the Target population. Her experience in the field will enable her to ensure that project goals and objectives will be successfully completed. She has considerable experience and training in the administration of federal and state projects; program and fiscal management; implementation of inclusive practices, systemic education reform in both rural and urban schools, and the implementation of standards-based education emphasizing intervention services for students at-risk. See resume in the Appendices.

One full time Project Coordinator will be secured for the project. The individual to fill this position is yet to be hired. The Project Coordinator will assist sites in conducting needs assessments and activities, which lead to the full implementation of the goals, objectives and activities of this proposal; assist in interpreting policy concerning MEES curriculum and standards; provide guidance and leadership regarding agency collaborations, securing staff and monitoring the daily operation of the project; conduct and assist professional development activities; collect analyze, and interpret student performance data for federal, state and local program data collection and assist with the dissemination of project findings. The qualifications for the Project Coordinator are that they must possess a minimum of a bachelor's degree in education or related field with an emphasis in early childhood education. In addition, they must be bilingual and have managed federal and or state programs and have experience in operation large projects.

Further details of their qualifications are listed in the Appendices where a specific job description exists for this person.

Two full-time home-based instructors will be secured to implement the KSTAR program. One instructor will be assigned to SITE 1 and the other to SITE 2. Each will be responsible for working with 20 families. Both will hold a minimum of a bachelor's degree or its equivalency in early childhood education or work towards the completion of a degree leading to their full endorsement in childhood education. Preference will be given to individuals who are bilingual and who have had previous experience in working with diverse families in a family literary program. Further details of their qualifications and job descriptions are also found in the Appendices.

Two fulltime paraprofessionals will be secured, one for each of the two sites. While individuals have not been selected for their positions, comprehensive qualifications for the positions are listed in the Appendices. Nevertheless, preference will be given to individuals who are traditionally under represented and who are capable of speaking, reading, and writing in multiple languages.

The Technology Specialist will train staff in the integration of technology into the curriculum; research up to date software for use in the curriculum; and develop electronic teacher and student portfolios and web-based FSP's. The Technology Specialist will hold at least a bachelor's degree and have experience in technology education. An extensive recruiting effort will be made to hire a professional with the required qualifications and skills that match the position. Mr. EXPERT 4, Computer Technician for the Dual Language Department at XY University will be secured to assist

with these activities. With a specialist degree from XY in Computer Science, Mr. EXPERT 4 brings valuable experience/expertise to the establishment and technical assistance of this project. Having over 7 years advanced training in computer software and internet he brings to this project strong qualifications.

The project is pleased to propose Dr. Z as External Evaluator. With 29 years in education, Dr. Z has considerable experience and training in the administration of federal and special education projects; program and fiscal management; implementation of inclusive schooling practices, systemic education reform in both rural and urban schools, and the implementation of standards-based education emphasizing intervention services for students at-risk of not meeting high standards. Moreover, he has served as an administrator for migrant education programs in 2 states for over 21 years. He has lead previous efforts in the development and implementation of MEES projects for the last 5 years. Dr. Z holds a doctorate in regular and special education administration; and 10 years experience as a district administrator, building administrator, director, special education, and supervisor in LD/BD/MR. He also has managed numerous federal and state grants, serves as an evaluator for seven Title III grants and is the only special education director in the state of XY with full endorsement in English as a Second Language.

FBCO1 is also pleased to secure Dr. EXPERT 5 as a program consultant. Dr. EXPERT 5 is presently the Director of the ESL/Dual Language Program. She received her doctorate in C&I/Educational Psychology with an emphasis in Bilingual/ESL Education from XYZ Tech and her masters in Multicultural Counseling (with and

emphasis in Bilingual Education) from ZXY State University. Dr EXPERT 5 is a nationally renowned speaker and author in bilingual education, ESL education, multicultural education and CLD student recruitment & retention. Her major teaching and research areas include: early childhood education, second language learning methods, English language learning assessments, linguistics, bilingual literacy development, and school/family partnerships in education. Dr. EXPERT 5's time will be spent with project staff by providing professional development related to the development and implementation of curriculum and how to effectively work with parents.

(f) Adequacy of Resources (15 points)

The Assistant Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Assistant Secretary considers the following factors: (1) the relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; (2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project; (3) The potential for continues support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support; (4) The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.

The commitment of each partner is demonstrated by the substantial in-kind support for the project. **Appendix A** contains letters of support by collaborating members pledging staff time and material resources. Primary resources committed by partners include facilities, equipment and supplies, human resources and dissemination materials mechanisms as described in Section (e)(3) Adequacy of Resources.

The two sites are well equipped and poised to implement the objectives of the project. They contain meeting room space suitable for professional development activities, parent and community member meetings, staff team meetings, and materials development activities. In addition to these facilities, the sites contain an administration office,

classrooms in which space will support parent and child learning, educator and parent development, dissemination of information, and materials development.

Each consortium member has a mainframe, MS DOS and Apple Macintosh laptops, microcomputers, and Laser-Jet printers that may be used for word processing, desktop publishing, data management, statistical data analysis, and telecommunications. Many telephone lines and an electronic mail system and ERIC on-line systems are located in each building along with numerous fax machines. Using communications software and modems, most of the technology is in place to link all migrant projects, the Department of Education, consortium members, and other collaborating business and agri-business agencies. Available to assist in implementing project components are copy machines, laser disc interactive equipment, DVD equipment, and overhead projectors/screens.

Equipment is already secured for the production of family education and professional development materials that include: 1) copy machines for volume reproduction; 2) binding equipment; 3) lettering and laminating machines; 4) transparency makers; 5) photographic equipment; 6) video cameras and editors; and, 7) video playback equipment. These miscellaneous office supplies will be provided as an in-kind contribution to the FBC1 project.

Human resources committed through the project or in-kind by each partner include a site coordinator, a PAT home visitor, ID&R specialist, administrative staff, and resource specialists (i.e., counselors).

(2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the project proposed.

The costs to operate the project are extremely reasonable. The budget is based on the extensive objectives, design, and potential significance of the project due to: 1) the project is being built upon the successful aspects of other MEES projects to improve opportunities for migrant families; 2) the use of technology-based systems for communication, professional development, dissemination; 3) the high degree of planning that has occurred to build the capacity of MEES personnel; 4) the detailed attention given to planned disseminating efforts; 5) the reasonable costs of the KSTAR program and early childhood programs; and, 6) the generous in-kind contributions made by the Target School District.

Exhibit 1 illustrates the extent to which the budget items are adequate to implement the project objectives. More than 50% of the federal grant budget goes toward personnel needed to provide direct services to MEES families. The remaining budget will go toward contractual services (34%), equipment and supplies combined (12%), and travel including meetings required by the U.S. Department Education for the purpose of coordination and evaluation (4%).

Exhibit 1: Budget Adequacy Related to the Project Objectives

Objectives	Per.	Fr.	Tr.	Eq.	Su.	Con.
Objective 1: Adult Literacy/Education:	10%	10%	30%	0%	5%	10%
Objective 2: Parenting Education and Parent/Child: Interaction	20%	20%	20%	0%	10%	10%
Objective 3: Early Childhood Education:	50%	50%	30%	0%	70%	19%
Objective 4: Collaborative Partnerships:	10%	10%	5%	0%	5%	12%
Objective 5: Professional Development:	5%	5%	5%	0%	5%	48%
Objective 6: Collaborative Partnerships for Resource Management:	5%	5%	10%	0%	5%	1%
Total Percent of Each Objective	100%	100%	100%	0%	100%	100%
Percent of Total budget Expenditures	42%	8%	4%	0%	12%	34%

Per. = Personnel; Fr. = Fringe Benefits; Tr. = Travel; Eq. = Equipment; Su. = Supplies; Con. = Contractual

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support and (4) The extent to which costs are reasonable in relation to the number of persons to be served and the anticipated results benefits.

Literally hundreds of contributors are committed to support the project, if funded. **Appendix C** contains a detailed listing from each MEES partner and their contribution. The federal funds requested for the project are considered "seed money" that will enable project planners to continue the project using the infrastructure established for the grant.

The state Department of Education, the Target School District, the FBCO1 project and its two local MEP sites have agreed to pursue other potential sources of funding such as other U.S. Department of Education initiatives, foundation funds and corporate support

(g) Quality of Project Evaluation (20 points)

The Assistant Secretary considers the quality of the evaluation to be conducted if the proposed project. In determining the quality of the evaluation, the Assistant Secretary considers the following factors: (1) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies; (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes; (3) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project; (4) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible; (5) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

FBCO1's project evaluation plan is process and product oriented, practical and accountable. Overriding its evaluation process is the systemic and periodic assessment of progress toward achieving the outcomes through the collection of both implementation and performance data. The data collection is important for use in documenting the features of the project and for providing information to fine-tune it –even as it is being implemented. Therefore, implementation data will answer questions such as:

- *"How did community partnerships strengthen the project design?"*
- *"What attributes of the project contributed most to improving educational opportunities and services to support/accommodate the literacy and learning needs of children and their families?"*
- *"What collaborative strategies were most successful for community partners?"*
- *"What were the implementation barriers and how were they overcome?"*
- *"Which innovative supports and methods were key to the success of the project?"*

In concert with the implementation data, the collection of performance data is of equal importance. Examples of performance data includes: 1) parent/child test and assessment results; 2) increases in the percentages of parents who receive their GED or who are successfully employed; 3) successes of young children in acquiring developmental skills; and, 4) changes in how staff perceive the benefit and quality of services. Performance data questions are:

- *"Did children meet local/state outcomes at the expected rate through home-based and center-based programming?"*
- *"Did parents increase knowledge to support literacy and instruction in the home"*
- *"Were teachers able to apply student-centered principles correlated with MEES objectives?"*
- *"What percentages of parents and other family members met FEP goals?"*

While the above-stated questions serve as the basis for evaluating process and products, other questions provide summative performance information; that is: *1) How well did the three sites implement integrated early childhood education, adult literacy*

and adult basic education, and parent education through a unified family literacy program? A self-assessment inventory (Special Strategies for Educating Disadvantaged Children (1997), U.S. Department of Education) will be adapted and administered to determine preparedness to implement the project); *2) How successful has the project been for promoting child and parent literacy, learning and achievement?* Assessment and test scores will be generated and compiled along with statistics regarding the completion of units and courses of study (i.e., alternative education, GED, ESL goals) to determine success. Focus groups will be conducted and data summarizing a trend analysis process. Furthermore, interaction logs will be tallied and the results analyzed to determine trends in communication and support for project implementation; *3) How successful has the project been in providing support to migrant educators and families through the sharing of successful practices related to identification, recruitment and services to MEES families, instruction, and locating and sharing community resources to improve educational opportunities of migrant families?* Anecdotal information will be collected through focus groups that are summarized using a trend analysis process to determine success. In addition, interaction logs, tailored Family Service Plans (FSPs) and Professional Development Plans (PDPs) will reviewed and the results analyzed; *4) How successful has the professional development component of the project been in increasing the ability to support the success of migrant families?* To ascertain success, information baseline and post-professional development effectiveness rubrics anchored to the National Standards for Staff Development will be used (National Staff Development Council, 2002) and Professional Development Plans (PDPs) will reviewed and the results analyzed to determine trends and successes; *5) How successful has the project been as a*

model of support for promoting and disseminating family literacy services that may be replicable for other project sites? Surveys and questionnaires will be developed and administered that explore the impact of the project to determine success. A review of documentation of dissemination practices and procedures will be completed (i.e., visits to the MEES website, distribution of information to ERIC and other dissemination sources, presentations at state and national meetings, and distribution of print and online materials).

The evaluation's design provides a comprehensive look at the effectiveness of this MEES project by taking a team approach to the evaluation planning process. To further the objectivity of the proposal, and Technical Assistance Panel (TAP) will be formed consisting of key stakeholders who will meet twice each year to discuss the evaluation design, the results of project implementation, and ways to improve the project. This use of evaluation information for continuous improvement is one of the tenets of the project.

The External Evaluator, Dr. Z will produce and publish an annual report of progress toward meeting the project goals. Dr. Z and associates are experienced in program evaluation having evaluated over 25 federal projects in seven states. Dr. Z has worked as an evaluation consultant with the Program Evaluation and Assessment Unit of the state Department of Education as an advisor and evaluator for two systemic reform and demonstration model grants in the state of XA, served as a research advisor for two Even Start grants in XR, and facilitated a multi-state ID&R (Identification and Recruitment) grant for three years with another program (See Appendix B). With over 28 years in Migrant Education, Early Childhood Services, Special Education and English Language

Acquisition programming and directing and operating numerous federal and state programs, he brings a breath of knowledge about services to diverse families.

Members of the TAP will include: the project's External Evaluator, the MEES Project Director and Coordinator, and KSTAR representative, parent's or community members, Dr. Z and representatives from the Department of Education and the Target School system. Each member of the TAP will be kept informed by the External Evaluator regarding the project evaluation activities, person(s) responsible for carrying out the evaluation activities, and the timelines for completion. An evaluation planning calendar and timeline will be generated and distributed to each member of the team within one week after the first TAP meeting. Because the TAP is broad-based and geographically dispersed, it is an appropriate, objective vehicle for conducting the evaluation of the project.

The evaluation plan meets the requirements of ESEA 34 CFR 74.51, 75.118, 75.253 and 80.40, as well as the annual performance report, to determine whether project objectives are being met and, if not, includes the changes in program activities that will be adopted. The annual evaluation report for FBCO1 will summarize all project information by objective. In addition, project members will cooperate fully with the efforts of the U.S. Department of Education in its national evaluation of the Even Start Family Literacy Program and will participate in all scheduled evaluation meetings. The proposed External Evaluator has received training from the Department on evaluation processes and is well informed as to its data requirements and procedures.

General Education Provisions Act (GEPA) Requirement

Applicants should used this section to address the GEPA provision

FBCO1 is committed to ensuring equal access and treatment for eligible project participants who may be members of groups traditionally underrepresented based on color, race, national origin, gender, age, disability, or are limited English proficient. FBCO1 will delineate through the following steps how we plan to ensure equitable access to, and participation in, its program for students, teachers and other program beneficiaries.

FBCO1 will determine the most visible means of getting information to parents and educators. These may include formal and informal presentations, publications and postings written in English and Spanish and news bulletins on radio and TV stations. Articles and published documents about the project written in English and in Spanish. Central office staff, principals, community partners and the Project Director will conduct meeting in the sites and community to inform parents, teachers and the Target community about the project. The Project Coordination Council will include individuals of diversity, parents, students, and educators and community representatives form the various participating agencies so they may assist in communicating with others about the project and its activities.

An integral part of the delivery component in the project staff's professional development, family outreach and leadership programs is provided through individualized means or through small group interaction. Every effort will be made to accommodate learning styles, adapt presentations and modify settings to match participants.

As materials and assessment processes are being created, sensitivity will be given to providing information to beneficiaries that is not culturally biased, protects their identity and uses a proficient interpreter, when necessary.