U.S. Department of Education

Washington, D.C. 20202-5335

ECEPD GRANT PERFORMANCE REPORT
CFDA # 84.349A
PR/Award # S349A050126
Budget Period # 1
Report Type: Annual Performance

Table of Contents

Forms

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U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instructions.

[X] Annual Performance Report   [ ] Final Performance Report

General Information

1. PR/Award #: **S349A050126**
 (Block 5 of the Grant Award Notification.)

2. NCES ID #:
 (See Instructions.)

3. Project Title: Florida PERKS: Partners in Education and Research for Kindergarten Success
 (Enter the same title as on the approved application.)

4. Grantee Name*(Block 1 of the Grant Award Notification.)*: Children's Forum, Inc.

5. Grantee Address *(See Instructions.):*   2807 Remington Green Circle

 City: Tallahassee   State: FL Zip:32208 Zip+4:3752

6. Project Director:

First Name	Last Name	Title
Beverly	Esposito	VP for Professional Development

Phone #:   Fax #:   Email Address:
(850)681-7002 (850)681-7048 BESPOSITO@THECHILDRENSFORUM.COM

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 9/1/2006   To: 10/31/2007   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	**Non-Federal Funds (Match/Cost Share)**
a. Previous Budget Period	523,121.00	624,412.00
b. Current Reporting Period	1,197,105.00	923,427.00
c. Entire Project Period *(For Final Performance Reports only)*	0.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant? [X] Yes [ ] No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? [ ] Yes [X] No

c. If yes, provide the following information:
  Period Covered by the Indirect Cost Rate Agreement: From: To:
  (mm/dd/yyyy)
  Approving Federal agency: [ ] ED   [ ] Other   *(Please Specify)*
  Type of Rate (For Final Performance Reports Only): [ ] Provisional   [ ] Final   [ ] Other
  (Please Specify)

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

  [ ]   Is included in your approved Indirect Cost Rate Agreement?
  [X]   Complies with 34 CFR 76.564(c)(2)?

Human Subjects (*(See instructions.)*

10. Annual Certification of Institutional Review Board (IRB) Approval? [ ] Yes [X] No
  [ ] N/A

Performance Measures Status and Certification **(** *(See instructions.)*

11. Performance Measures Status
  a. Are complete data on performance measures for the current budget period included in the Project Status Chart? [X] Yes   [ ] No
  b. If no, when will the data be available and submitted to the Department?   (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Phyllis K Kalifeh	Title: President/CEO
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : ED524BExecSummary
File : F:\Personal (My Documents)\Florida PERKS\Management\Annual Reports\Year Two\ED524BExecSummary.doc

	U.S. Department of Education Grant Performance Report (ED 524B) Executive Summary	OMB No. 1890 - 0004 Expiration: 10-31-2007 PR/Award #: (Please Enter) S349A050126

(See Instructions.)

HIGHLIGHTS OF PROJECT GOALS

- *Describe the goals and objectives of the professional development intervention.*

The ultimate goal of professional development for teachers is improved outcomes for children through improved classroom quality and instructional practices. Toward this end, the three objectives of the Florida PERKS professional development intervention model are:

Objective one – *To increase Voluntary Pre-Kindergarten (VPK) teacher knowledge, skills and practices through comprehensive early childhood development coursework with specific course topics on curriculum and assessment.*

The first step in the intervention process, as construed in the PERKS model, is to increase teacher knowledge through systematic delivery of two community college courses toward the Associate's degree.

Objective two – T*o test the effectiveness of varying intensity levels of technical assistance on key indicators of classroom quality in participating VPK classrooms.*

Because we know that knowledge in and of itself may not be sufficient to change behavior, we paired one-to-one technical assistance concomitantly with college coursework and delivered this assistance to teachers according to three intensities: Weekly visit, Monthly visit, and Phone call. Our underlying premise was that adequate delivery of this combined intervention of knowledge and support to teachers would result in positive changes in classroom and instructional quality.

Objective three – T*o enhance child outcomes through professional development and technical assistance provided to teachers.*

Finally, we surmised that improvements in classroom and instructional quality would result in improved outcomes for children.

- *Describe the demographic characteristics of the population being served (e.g., preschool programs, teachers, children, parents, and administrators).*

Preschool Programs. Participating PERKS classrooms were Voluntary Pre-Kindergarten (VPK) classrooms in 18 Florida counties. Florida VPK is a state-funded prekindergarten program serving all 4-year-old children on a voluntary basis. Private industry child care centers, public

schools, and family child care homes are eligible to offer VPK classes upon approval by their local Early Learning Coalition (ELC).

We partnered with ELCs to identify interested VPK teachers working in zip code areas that were documented to be in "high-need" communities on the basis of USDA Free- and Reduced-Price Meal Program data.

Teachers. In this reporting period, 181 VPK teachers participated in the project, defined as teachers/classrooms participating in pretesting, all intervention requirements, and posttesting. Of the 181 teachers, 179 worked in private child care centers and 2 operated family child care homes.

Florida statutes require VPK teachers to hold a minimum of a Child Development Associate (CDA) credential in order to teach in a VPK classroom. Therefore, all PERKS teachers held this credential but, according to our own criteria, they could not hold any higher credential or degree than the CDA.

Children. Maximum class size for VPK classrooms is 10 children with one teacher or 18 children with two teachers. Minimum class size to qualify for VPK is 4 children. PERKS classrooms ranged in size from 4 through 18 children. To be eligible for VPK, children must be 4 years of age by September 1; therefore, all PERKS children were either 4 or 5 during their intervention year. Of all eligible children, 1148 children participated in the project, defined as children who were present in the classroom for the full school year from pretesting through posttesting.

- ***Describe the type of study design (e.g., experimental, quasi-experimental, comparison groups) and how teachers or students or programs were assigned to groups (e.g., criteria used, groupings).***

An experimental design using random assignment was used to test the efficacy of formal college coursework paired with technical assistance programs. After all teachers were identified, they were randomly assigned to one of the three levels of technical assistance intensity. Participating children were nested within classrooms.

- ***Describe the control and treatment conditions.***

Intervention groups for this reporting period (Year 2):

Groups	Intervention
Year 2, Group 1	College Coursework + TA phone calls
Year 2, Group 2	College Coursework + TA monthly visits
Year 2, Group 3	College Coursework + TA weekly visits
No Control Group	Year 1 Control teachers used as comparison group

- *Describe factors related to attrition (e.g., rate of attrition? was there differential attrition among and within the treatment and control groups? what steps were taken to accommodate for attrition?)*

Based on a 19% rate of attrition in Year 1, we took steps to minimize attrition in Year 2 and were successful to the extent that attrition dropped to 15%. No differential dropout rate was found across the three interventions ($p = .23$). To compensate for the loss of teachers in Year 1, we included more teachers in Year 2 than initially planned.

OUTCOME ACHIEVEMENT

- *Describe the data collected to measure project effect and outcomes.*

TEACHER KNOWLEDGE

Teacher Final Exam Scores:
      Curriculum Course – 98% of teachers met expectation of score of 70% or higher.
      Assessment Course – 91% of teachers met expectation of score of 70% or higher.

Teacher Final Course Grades:
      Curriculum Course – 97% of teachers met expectation of grade of C or higher.
      Assessment Course – 95% of teachers met expectation of grade of C or higher.

TEACHER PRACTICE (GPRA).

Early Language and Literacy Classroom Observation (ELLCO):

Actual Performance Data: ELLCO *Literacy Environment Checklist.*
Raw Number (total no. of eligible teachers) = 181
Total no. of eligible teachers rated = 178
Average score on the Literacy Environment Checklist = 28.17

Actual Performance Data: ELLCO *Classroom Observation.*
Raw Number (total no. of eligible teachers) = 181
Total no. of eligible teachers rated = 178
Average score on the Classroom Observation = 3.20

Actual Performance Data: ELLCO *Literacy Activities Rating Scale.*
Raw Number (total no. of eligible teachers) = 181
Total no. of eligible teachers rated = 178
Average score on the Literacy Environment Checklist = 8.80

The literacy environment in PERKS classrooms as measured by the ELLCO improved significantly during Year 2. ELLCO assessments indicated a 19% increase in literacy resources (Literacy Environment Checklist, p<.001), an 8% increase in the extent of literacy activities (Literacy Activities Rating Scale, p=.013), and a 12% increase in overall quality of language and literacy practices (Classroom Observation, p<.001).

CHILD OUTCOMES (GPRA).

PPVT-III: *Significant Learning Gains*.
Actual Performance Data:
Total no. of eligible children participating in ECEPD for at least 6 months = 1445.
No. of eligible children having both a pre- and post-test and making a gain of 4 or more standard score points = 601
No. of eligible children having both a pre- and post-test = 1148.
Percent of children meeting criterion: 52.4%.

PPVT-III: *Age-Appropriate Oral Language Skills*.
Actual Performance Data:
Total no. of eligible children participating in ECEPD for at least 6 months = 1445.
No. of eligible children having a post-test and a standard score of 85 or higher. = 853
No. of eligible children having a post-test = 1148.
Percent of children meeting criterion: 74.3%.

Children's receptive language skills as measured by the Peabody Picture Vocabulary Test-Third Edition increased significantly across Year 2 with a 5% increase (p<.001). By the end of the year, 36% of PERKS children were scoring in the average or better range. A large number of children were, however, still having difficulty with receptive language, with 38% scoring in the lowest quartile at posttest.

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Phonological Awareness and Literacy Screening-PreK (Pals-PreK): Upper Case Alphabet Knowledge Subtest.
Actual Performance Data:
Total no. of eligible children participating in ECEPD for at least 6 months = 1445.
Total no. of eligible children assessed using the PALS PreK Upper Case Alphabet Knowledge subtest = 1159.
Average no. of letters recognized by tested children = 19.08.

Children's early literacy skills in the area of alphabet knowledge as measured by the PALS Pre-K increased significantly across Year 2. By the end of Year 2, children correctly named an average of seven more upper case letters than they had at pretest. This increase (56%) in alphabet knowledge was statistically significant (p< .001). Naming 16 or more letters correctly was achieved by 71% of children, and only 19% named fewer than 10 letters correctly at posttest.

Data not required in response to GPRA indicators.

Teacher practice (project measures).

Supports for Early Literacy Assessment (SELA).
Overall, classroom supports for early literacy increased 14% (p<.001). All eight subscales on this measure showed increases, and these increases were statistically significant for all but one of the SELA subscales. Although PERKS teachers increased 6% in the support they provided for English language learners in the 66 classes with children who spoke a language other than English, this increase was not statistically significant (p=.228).

Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) and Family Day Care Rating Scale (FDCRS).
The overall quality of PERKS classrooms increased significantly over Year 2. Of the 181 participating classrooms, 179 were child care center classrooms (ECERS-R) and only 2 were family child care homes (FDCRS). Although overall environmental quality improved by 7% and 35% respectively, the majority of classrooms remained in the *Mediocre* range of quality (63% of classrooms in centers and 50% of classrooms in homes).

Arnett Caregiver Interaction Scale.
Interactions in PERKS classrooms were typically positive. Changes observed across the year were statistically significant for 3 of the 5 Arnett subscales. From pretest to posttest, there was a 3% increase in positive interactions (p=.050), a 6% decrease in detached interactions (p=.041), and a 4% increase in cognitive stimulation (p=.015).

Child outcomes (project measures).

Expressive One-Word Picture Vocabulary Test (EOWPVT).
Children's expressive language increased 6% (p < .001). By the end of the year, however, only 26% of Florida PERKS children were scoring in the average or better range, and 52% scored in the lowest quartile at posttest.

Developing Skills Checklist (DSC), Auditory Subtest.
Children's phonological awareness increased 14% (p < .001) across Year 2, but children nevertheless remained relatively weak in this aspect of early literacy development. Only 25% scored average or above at the end of Year 2, and 42% scored in the lowest quartile at posttest.

Devereux Early Childhood Assessment (DECA): Protective Factors and Behavior Concerns.
Significant improvements in children's social development were evident in Year 2 in that the percent of children who were low in Protective Factors and/or high in Behavior Concerns decreased across the year.

Total Protective Factors increased 5% (p < .001), and each protective factor subscale increased significantly (p < .001): initiative 6%, self-control 3%, and attachment 4%. Children's Behavior Concerns decreased 2% across Year 2 (p < .001).

- *Describe any study findings (either preliminary or final).*

In general terms, we have preliminary findings suggesting that:

- We made significant changes in the knowledge of the teachers.
- We made significant changes in the classroom practices of the teachers.
- We made significant changes in outcomes for children.
- These increases in child outcomes appear to be maintained into the kindergarten year.

Data analysis is still in progress.

CONTRIBUTIONS TO RESEARCH, KNOWLEDGE/PRACTICE OR POLICY

- *What analyses were conducted?*
- *How did the project account for factors like nesting of children in classrooms or teachers in preschool programs?*

Repeated measures analysis of variance (ANOVA) was used to test significance of overall pretest-posttest differences. Analysis of covariance (ANCOVA) with pretest score as the covariate was used to assess differences between the three randomly assigned technical assistance interventions. Combined analysis of Year 1 and Year 2 results will use HLM to account for child outcomes nested within classrooms.

- *What were the effect size units?*

The effect size for each of the child outcome measures and teacher/classroom outcome measures is listed below:

Child Outcomes

	Effect Size
Language Measures:	
PPVT	.28
EOWPVT	.28
Early Literacy Measures:	
PALS-Alphabet	.68
DSC-Phonological	.31
Social Devmt. / Behavior:	
DECA	
Total Protective Factors	.25
Initiative	.31
Self-Control	.14
Attachment	.19
Behavioral Concerns	.10

Teacher/Classroom Outcomes

	Effect Size
ECERS overall	.25
SELA overall	.55
ELLCO	
Literacy Environment	
Overall	.64
Books	.59
Writing	.54
Quality of Practices	
Overall	.49
Classroom	.42
Lang, lit, curric	.48
Literacy Activities	
Overall	.24
Books	.07
Writing	.30
ARNETT	
Positive	.14
Punitive	.09
Permissive	.02
Detached	.19
Cognitive Stimulation	.16

- *How were effective sizes calculated for results reported in effect size units?*

Cohen's *d* was used to determine standardized difference between pretest and posttest means.

- *What study findings will advance the field's knowledge of effective early childhood education and professional development?*

Data analysis is still in progress. In addition to general findings noted above, PERKS data tentatively suggest that:

Teacher Knowledge. "Even" teachers who might appear to be at highest risk for college failure can benefit from the experience and should be encouraged to pursue a career pathway. Community colleges, at least in Florida, should be recognized as valuable "starting points" for child care practitioners. They are often more friendly to students with full-time employment (more evening classes, smaller classes) and entry-level skills.

Teacher Practice. College coursework and technical assistance are both necessary pieces of a professional development model for teachers. The transfer of knowledge into practice is a step that many teachers (at all levels) struggle with in that it is easier to stay with the status quo, with what's comfortable, than to embrace change. An advisor or mentor can offer support and

innovation. In addition, the predictability of a regular contact with an advisor or mentor makes the teacher more accountable in his/her daily practices.

Child Outcomes. If increases in teacher knowledge and improvements in teacher practices are achieved, changes in child outcomes should be forthcoming. Our results indicate that the combined effect of college coursework and technical assistance, by causing changes in teachers and classrooms, is sufficient to obtain positive changes in outcomes for prekindergarten children.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **S349A050126**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

1 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To increase Voluntary Pre-Kindergarten (VPK) teacher knowledge, skills and practices through comprehensive early childhood development coursework with specific course topics on curriculum and assessment.

1.a.. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
TEACHER FINAL EXAM SCORES: CURRICULUM COURSE. Expectation-Score of 70% or higher. Curriculum Course (Fall 2006)-Mean score=92.34%; SD=8.34.	PROJ	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			181 / 181	100		178 / 181	98

1.b.. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
TEACHER FINAL EXAM SCORES: ASSESSMENT COURSE. Expectation-Score of 70% or higher. Assessment Course (Spring 2007)-Mean score=87.38%; SD=13.29.	PROJ	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			181 / 181	100		163 / 180	91

1.c.. Performance Measure	Measure Type	Quantitative Data					
TEACHER FINAL GRADES: CURRICULUM COURSE. Expectation-Grade of C or higher. Curriculum Course (Fall 2006)-Average grade=B (3.62); SD=0.85.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			181 / 181	100		175 / 181	97

1.d.. Performance Measure	Measure Type	Quantitative Data					
TEACHER FINAL GRADES: ASSESSMENT COURSE. Expectation-Grade of C or higher. Assessment Course (Spring 2007)-Average grade=B (3.60); SD=0.90.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			181 / 181	100		168 / 176	95

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Florida PERKS teachers enrolled in two community college courses designed to increase knowledge about instruction of 4-year-olds: a Curriculum course and an Assessment course (Achievement Indicators 1 and 2). A pretest and a posttest (final exam) were administered in each course. The pretest was administered to teachers under the supervision of their Technical Assistance (TA) Specialists prior to the first class meeting. The posttest was administered during the last class meeting by the college instructor or, in the case of teachers taking the on-line courses, under the supervision of their TA Specialists. All pretests and final exams were scored by project staff at the Children's Forum and analyzed by Dr. Rebecca Marcon (project evaluator) at the University of North Florida. Teachers' grades were determined by their respective college instructors based on their performance in each class.

Teacher knowledge in both courses increased significantly ($p < .001$) from pretest to final exam: Curriculum 15% and Assessment 40% (Achievement Indicator 3). Teacher grades for both courses were relatively high (average grade of B). In addition, final exam scores and course grades in both courses were significantly correlated ($p < .001$): Curriculum r(181)

=.593 and Assessment r (176)=.546.

Both courses were written by the project director in conjunction with Early Childhood faculty members at the participating community colleges. The courses were delivered uniformly by each participating instructor according to a course manual developed for each course. The framework for each course was based on the Florida VPK Performance Standards (2005)as well as current, scientific research. The Curriculum course, taken in the Fall semester, was based on current knowledge of early childhood cognitive and social development, including the age-appropriate development of oral language, phonological awareness, print awareness, alphabet knowledge, numeracy skills, and effective strategies for teaching young children. The Assessment course, taken in the Spring, included instruction on the effective administration of age-appropriate assessment of young children and the value of using assessment results to inform ongoing classroom instruction.

The PERKS teachers received financial assistance and guidance counseling services through the Teacher Education and Compensation Helps (T.E.A.C.H.) Scholarship Program to facilitate their enrollment in the PERKS courses in the 12 participating colleges. In addition, the directors of each participating PERKS center was offered a complimentary T.E.A.C.H. scholarship to enable them to take the PERKS courses alongside their teachers for additional support and encouragement.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **S349A050126**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

2 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To test the effectiveness of various intensity levels of technical assistance on key indicators of classroom quality in participating VPK classrooms.

2.a.. Performance Measure	Measure Type	Quantitative Data					
ECEPD 2.1 PERFORMANCE MEASURE (GPRA). EARLY LANGUAGE AND LITERACY CLASSROOM OBSERVATION (ELLCO): Literacy Environment Checklist. The teachers' average score on the ELLCO subpart Literacy Environment Checklist measured after the teacher has implemented the intervention in the classroom. *See explanation below under Explanation of Progress.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		181	/	

2.b.. Performance Measure	Measure Type	Quantitative Data					
SUPPORTS FOR EARLY LITERACY ASSESSMENT (SELA).	PROJ	Target			Actual Performance Data		
		Raw			Raw		

Expectation - Score of 3 or higher. Results: Pretest scores = Mean 3.39(SD 0.84), Posttest scores = Mean 3.85 (SD 0.71), 14% increase in mean score (p<.001).		Number	Ratio	%	Number	Ratio	%
			181 / 181	100		158 / 178	89

2.c.. Performance Measure	Measure Type	Quantitative Data					
EARLY CHILDHOOD ENVIRONMENT RATING SCALE-REVISED EDITION (ECERS-R). Expectation - Score of 3 or higher. Results: Pretest scores = Mean 4.13(SD 0.84), Posttest scores = Mean 4.41 (SD 0.71), 7% increase in mean score (p<.001).	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			179 / 179	100		161 / 176	91

2.d.. Performance Measure	Measure Type	Quantitative Data					
FAMILY DAY CARE RATING SCALE (FDCRS). Expectation - Score of 3 or higher. Results: Pretest scores = Mean 3.55 (SD0.41), Posttest scores = Mean 4.80 (SD0.73),	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2 / 2	100		2 / 2	100

35% increase in mean score (p=.113).
Scores are based on only two family child care homes.

2.e.. Performance Measure	Measure Type	Quantitative Data					
ARNETT CAREGIVER INTERACTION SCALE (Arnett): POSITIVE. Expectation - Score of 3 or higher on Positive subscale. Pretest scores = Mean 3.13, Posttest scores = Mean 3.22, 3% increase in mean score (p=.050).	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			181 / 181	100		124 / 177	70

2.f.. Performance Measure	Measure Type	Quantitative Data					
ARNETT CAREGIVER INTERACTION SCALE (Arnett): COGNITIVE STIMULATION. Expectation - Score of 3 or higher on Cognitive Stimulation subscale. Pretest scores = Mean 2.73, Posttest scores = Mean 2.84, 4% increase in mean score (p=.015).	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			181 / 181	100		72 / 176	41

2.g.. Performance Measure	Measure Type	Quantitative Data					
ARNETT CAREGIVER INTERACTION SCALE	PROJ	**Target**			**Actual Performance Data**		

(Arnett): PUNITIVE. Expectation - Score of less than 3 on Punitive subscale. Pretest scores = Mean 1.34, Posttest scores = Mean 1.30, 3% decrease in mean score (p=.334).		Raw Number	Ratio	%	Raw Number	Ratio	%
			181 / 181	100		176 / 177	99

2.h.. Performance Measure	Measure Type	Quantitative Data					
ARNETT CAREGIVER INTERACTION SCALE (Arnett): PERMISSIVE. Expectation - Score of less than 3 on Permissive subscale. Pretest scores = Mean 1.85, Posttest scores = Mean 1.86, 0.5% decrease in mean score (p=.334).	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			181 / 181	100		169 / 175	97

2.i.. Performance Measure	Measure Type	Quantitative Data					
Arnett Caregiver Interaction Scale (Arnett): DETACHED. Expectation - Score of less than 3 on Detached subscale. Pretest scores = Mean 1.25, Posttest scores = Mean 1.18, 6% decrease in mean score (p=.041).	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			181 / 181	100		176 / 176	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
*Please Note: FOR ALL GPRA INDICATORS ~
The e-Reports system cannot accept the "Actual Performance Data" as requested in GPRA Guidance Sheet; therefore, the data are listed below for each of the three subtests of the ELLCO.

ELLCO
ACTUAL PERFORMANCE DATA: Literacy Environment Checklist.
Raw Number (total no. of eligible teachers) = 181
Total no. of eligible teachers rated = 178
Average score on the Literacy Environment Checklist = 28.17

ACTUAL PERFORMANCE DATA: Classroom Observation.
Raw Number (total no. of eligible teachers) = 181
Total no. of eligible teachers rated = 178
Average score on the Classroom Observation = 3.20

ACTUAL PERFORMANCE DATA: Literacy Activities Rating Scale.
Raw Number (total no. of eligible teachers) = 181
Total no. of eligible teachers rated = 178
Average score on the Literacy Environment Checklist = 8.80

The literacy environment in PERKS classrooms as measured by the ELLCO improved significantly during Year 2 (Achievement Indicator 4). ELLCO assessments indicated a 19% increase in literacy resources (Literacy Environment Checklist, $p<.001$), an 8% increase in the extent of literacy activities (Literacy Activities Rating Scale, $p=.013$), and a 12% increase in overall quality of language and literacy practices (Classroom Observation, $p<.001$).

COMPARATIVE DATA: Compared to ELLCO averages for New England classrooms (NEQRC/LEEP averages), the literacy environment in PERKS classrooms was above average in all areas except one. Although PERKS classrooms increased 13% over the school year in quality of language, literacy and curriculum (subscale of the Classroom Observation, $p<.001$), their posttest score of 2.93 was slightly below the NEQRC/LEEP average of 3.02 for this subscale.

The Early Language and Literacy Classroom Observation, Research Edition (ELLCO), derives an indication of classroom quality based upon a 1-1/2 hour observation of literacy and language practices and materials in early childhood classrooms. Items are organized into the following three tools: (1) literacy environment checklist, combining scores in the subscales of books and writing (maximum total score on this tool is 41), (2) classroom observation and teacher interview, averaging scores in the areas of general classroom environment and language, literacy, and curriculum (maximum average score on this tool is 5), and (3) literacy activities rating scale, combining scores of book reading and writing (maximum total score on this tool is 13). The results of the Head-Start funded New England Quality Research Center (NEQRC; 1995-2000) and the Literacy Environment Enrichment Project (LEEP; 1998-2001) were found in the User's Guide to the Early Language & Literacy Classroom Observation Toolkit (2004) and were used as a comparison because of the similar sample size and population as the PERKS project. The results of this study which are used for comparison are as follows:

DESCRIPTIVE STATISTICS FROM THE NEQRC AND LEEP STUDIES USED AS EXPECTATIONS FOR THE ELLCO IN THE PERKS PROJECT ~

Literacy Environment Checklist Total Score 21.57
Books Subscale 11.13
Writing Subscale 10.44

Classroom Observation Total Score 3.15
General Classroom Environment Subtotal 3.44
Language, Literacy & Curriculum Subtotal 3.02

Literacy Activities Rating Scale Total Score 5.80
Book Reading Subtotal 2.86
Writing Subtotal 2.10

SUPPORTS FOR EARLY LITERACY ASSESSMENT (SELA).
SELA assessments add further information about improvements in the quality of the literacy environment in PERKS classrooms. Overall the supports for early literacy increased 14% (p<.001). All eight subscales on this measure showed increases, and these increases were statistically significant for all but one of the SELA subscales. Although PERKS teachers increased 6% in the support they provided for English language learners in the 66 classes with children who spoke a language other than English, this increase was not statistically significant (p=.228).

The Supports for Early Literacy Assessment (SELA), developed by New York University's Child and Family Policy Center, assesses developmental appropriateness and quality of the early literacy environment based upon a 2-1/2 hour observation and teacher interview. Items are organized into the following eight subscales: (1) the literate environment, (2) language development, (3) knowledge of print/book concepts, (4) phonological awareness, (5) letters and words, (6) parent involvement, (7) developmentally appropriate practices, and (8) non-English support. All items have a maximum value of 5 which is averaged to find subscale scores, as well as the overall score. The categorization of the scores is as follows: 1-very low quality; 2-poor quality; 3-fair or mediocre quality; 4-good quality; and 5-ideal or best practice.

EARLY CHILDHOOD ENVIRONMENT RATING SCALE-REVISED EDITION (ECERS-R) AND FAMILY DAY CARE RATING SCALE (FDCRS).
The overall quality of PERKS classrooms increased significantly over Year 2. Of the 181 participating classrooms, 179 were child care center classrooms (ECERS-R) and only 2 were family child care homes (FDCRS). Although overall

environmental quality improved by 7% and 35% respectively, the majority of classrooms remained in the Mediocre range of quality (63% of classrooms in centers and 50% of classrooms in homes).

The Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) and the Family Day Care Rating Scale (FDCRS), 43- and 40- item scales based upon a 3-hour class-room observation, were used to measure quality of the classroom environment. Items are organized into the following seven subscales: (1) space and furnishings, (2) personal care routines, (3) language-reasoning, (4) activities, (5) interaction, (6) program structure, and (7) parents and staff. All items have a maximum value of 7, which are averaged to find subscale scores, as well as the overall score. The categorization of the scores is as follows: 1 to less than 3-poor; 3 to less than 5-mediocre; and 5 to 7-good.

ARNETT CAREGIVER INTERACTION SCALE.

Interactions in PERKS classrooms were typically positive. Changes observed across the year were statistically significant for 3 of the 5 Arnett subscales. From pretest to posttest, there was a 3% increase in positive interactions (p=.050), a 6% decrease in detached interactions (p=.041), and a 4% increase in cognitive stimulation (p=.015).

The Arnett Caregiver Interaction Scale, a research tool developed by Jeffrey Arnett and modified by the Frank Porter Graham Child Development Center at UNC-Chapel Hill, a 35-item scale based upon a 2- hour classroom observation, was used to assess quality of teacher interactions with young children. Items are organized into the following five sub-scales: (1) positive interaction (warm, enthusiastic, and developmentally appropriate behavior), (2) punitiveness (hostility, harshness, and use of threat), (3) detachment (uninvolvement and disinterest), (4) permissiveness, and (5) cognitive stimulation. All items have a maximum value of 4, which are averaged to find subscale scores, as well as the overall score. Higher scores are desirable in positive interaction and cognitive stimulation and lower scores are desirable in the remaining three categories. The categorization of the scores is as follows: 1-not at all; 2-somewhat; 3-quite a bit; and 4-very much.

INTENSITY LEVELS OF TECHNICAL ASSISTANCE: WERE THERE DIFFERENCES BETWEEN INTENSITY LEVELS OF TA ON TEACHER/CLASSROOM MEASURES?

Few differences between the three interventions (Phone Calls, Monthly Visits, and Weekly Visits) were found on teacher measures, and only one of the differences was statistically significant. There was a significant interaction between group and time (change across year) for ELLCO literacy resources (p=.014), due primarily to the Book subscale (p=.001). Teachers in the weekly intervention made more gains (28%) in this component of the ELLCO than did teachers in the phone (+13%) or monthly (+14%) interventions.

None of the ECERS covariate analyses of adjusted means showed significant differences between interventions at the end of Year 2: Overall ECERS (p=.182), Space and Furnishings (p=.409), Personal Care (p=.735), Language-Reasoning (p=.316),

Activities (p=.314), and Interaction (p=.237). There was a marginally significant difference between interventions in Program Structure (p=.091), with significantly higher end-of-year scores found in monthly TAS visit classrooms compared to classrooms that received weekly TAS visits (p=.030). Although the covariate analysis of group differences was not significant for the Overall ECERS posttest score, monthly TAS visit classrooms were marginally higher than weekly TAS visit classrooms in overall quality (p=.065).

Covariate analyses of differences between the three interventions on Arnett posttest scores (controlling for pretest scores) were not statistically significant: Positive (p=.240), Punitive (p=.699), Permissive (p=.114), Detached (p=.554), and Cognitive Stimulation (p=.334). At posttest, however, monthly visit teachers tended to be less permissive than weekly (p=.056) or phone (p=.083) intervention teachers.

Covariate analyses of differences between the three interventions on ELLCO posttest scores (controlling for pretest scores) were not statistically significant for Quality (p=.810) or Quantity (p=.550) of literacy activities. A marginally significant difference between groups was found for Resources (p=.085), with significant differences between interventions noted for Book Resources in particular (p=.006). At posttest, weekly visit classes were higher than both monthly (p=.006) and phone (p=.006) interventions in observable book resources (i.e., book area, book topics/selection, availability).

No significant interactions between group and time were found between the three interventions on the SELA. Teachers in each intervention condition made similar gains across Year 2 on the SELA. Covariate analyses of differences between the three interventions on SELA posttest scores (controlling for pretest) were not statistically significant.

DISCREPANCY between number of eligible teachers and number rated: Some eligible teachers were not rated due to unavoidable obstacles (e.g., unexpected surgery; left employment during final month of project) that were encountered during the posttest period.

ASSESSMENT TIMELINES: Pretest assessments were conducted in September/October 2006 before intervention began. Posttest assessments were conducted in April/May 2007 at the end of intervention. All assessments were administered by trained consultants hired by the Children's Forum and were subsequently scored by research assistants at the University of North Florida. Data were then analyzed by Dr. Rebecca Marcon of the University of North Florida.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **S349A050126**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

3 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To enhance VPK child outcomes through professional development and technical assistance provided to teachers.

3.a.. Performance Measure	Measure Type	Quantitative Data					
ECEPD 1.1 PERFORMANCE MEASURE (GPRA). PEABODY PICTURE VOCABULARY TEST-III (PPVT-III; Measure of receptive language skills). The percent of preschool-aged children participating in ECEPD projects who achieve significant learning gains on the PPVT-III. Expectation - A standard score increase of 4 or more points between pre- and post-test. *See explanation below under Explanation of Progress.	GPRA	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			601 / 1148	52

3.b.. Performance Measure	Measure Type	Quantitative Data					
ECEPD 1.2 PERFORMANCE MEASURE (GPRA). PEABODY PICTURE	GPRA	**Target**			**Actual Performance Data**		
		Raw			**Raw**		

VOCABULARY TEST-III (PPVT-III; Measure of receptive language skills). The percent of preschool-aged children participating in ECEPD projects who demonstrate age-appropriate oral language skills as measured by the PPVT-III. Expectation - A standard score of 85 and above. *See explanation below under Explanation of Progress.		Number	Ratio	%	Number	Ratio	%
			/		1445	/	

3.c.. Performance Measure	Measure Type	Quantitative Data					
ECEPD 1.3 PERFORMANCE MEASURE (GPRA). PHONOLOGICAL AWARENESS AND LITERACY SCREENING-PREK (PALS-PREK; Measure of early literacy skills): UPPER CASE ALPHABET KNOWLEDGE SUBTEST. The number of letters ECEPD children can identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtest. *See explanation below under Explanation of Progress.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		1445	/	

3.d.. Performance Measure	Measure Type	Quantitative Data
EXPRESSIVE ONE-WORD	PROJ	

PICTURE VOCABULARY TEST (EOWPVT) Expectation - Overall mean standard score of 100 or greater. Results: 63% had standard score of 85 or higher. Pretest Scores = Mean 85.27 (SD 16.87). Posttest Scores = Mean 90.01 (SD 15.42). 6% increase in mean score (p<.001). *See explanation below under Explanation of Progress.		**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			1148 / 1148	100		/	

3.e.. Performance Measure	**Measure Type**	**Quantitative Data**					
DEVELOPING SKILLS CHECKLIST (DSC), AUDITORY SUBTEST. Expectation - Overall mean standard score of 50 or greater. Results: 76% had standard score equivalent of 85 or higher. Pretest Scores = Mean 35.11 (SD 16.23). Posttest Scores = Mean 40.19 (SD 15.40). 14% increase in mean score (p<.001). *See explanation below under Explanation of Progress.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			1148 / 1148	100		/	

3.f.. Performance Measure	Measure Type	Quantitative Data					
DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA): PROTECTIVE FACTORS. Expectation - T-score of 40 or higher in Protective Factors. Results: Pretest scores = Mean 53.50 (SD 10.02). Posttest scores = Mean 56.00 (SD 10.70). 5% increase in mean score (p<.001).	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1148 / 1148	100		1053 / 1136	93

3.g.. Performance Measure	Measure Type	Quantitative Data					
DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA): BEHAVIOR CONCERNS. Expectation - T-score of 60 or less in Behavior Concerns. Results: Pretest scores = Mean 49.03 (SD 10.41). Posttest scores = Mean 47.95 (SD 10.58) 2% decrease in mean score (p<.001).	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1148 / 1148	100		991 / 1132	88

Explanation of Progress (Include Qualitative Data and Data Collection Information)
*Please Note: FOR THESE GPRA INDICATORS ~
The e-Reports system cannot accept the "Actual Performance Data" as requested in GPRA Guidance Sheet; therefore, the

data are listed below for the PPVT-III AND PALS Pre-K.

PPVT-III: SIGNIFICANT LEARNING GAINS.
ACTUAL PERFORMANCE DATA:
Total no. of eligible children participating in ECEPD for at least 6 months) = 1445.
No. of eligible children having both a pre- and post-test and making a gain of 4 or more standard score points = 601
No. of eligible children having both a pre- and post-test = 1148.
Percent of children meeting criterion: 52.4%.

PPVT-III: AGE-APPROPRIATE ORAL LANGUAGE SKILLS.
ACTUAL PERFORMANCE DATA:
Total no. of eligible children participating in ECEPD for at least 6 months) = 1445.
No. of eligible children having a post-test and a standard score of 85 or higher. = 853
No. of eligible children having a post-test = 1148.
Percent of children meeting criterion: 74.3%.

Children's receptive language skills as measured by the Peabody Picture Vocabulary Test-Third Edition increased significantly across Year 2 with a 5% increase (p<.001). By the end of the year, 36% of PERKS children were scoring in the average or better range. A large number of children were, however, still having difficulty with receptive language, with 38% scoring in the lowest quartile at posttest.

The PPVT-III, published by the Psychological Corporation, is a measure of receptive vocabulary for standard English and a screening test of verbal ability. The PPVT is an individually-administered, normed-referenced test.

PHONOLOGICAL AWARENESS AND LITERACY SCREENING-PREK (PALS-PREK): UPPER CASE ALPHABET KNOWLEDGE SUBTEST.
ACTUAL PERFORMANCE DATA:
Total no. of eligible children participating in ECEPD for at least 6 months) = 1445.
Total no. of eligible children assessed using the PALS PreK Upper Case Alphabet Knowledge subtest = 1159.
Average no. of letters recognized by tested children = 19.08.

Children's early literacy skills in the area of alphabet knowledge as measured by the PALS Pre-K increased significantly across Year 2. By the end of Year 2, children correctly named an average of seven more upper case letters than they had at pretest. This increase (56%) in alphabet knowledge was statistically significant (p< .001). Naming 16 or more letters correctly was achieved by 71% of children, and only 19% named fewer than 10 letters correctly at posttest.

EXPRESSIVE ONE-WORD PICTURE VOCABULARY TEST (EOWPVT).
Children's expressive language increased 6% (p < .001). By the end of the year, however, only 26% of Florida PERKS children were scoring in the average or better range, and 52% scored in the lowest quartile at posttest.

The Expressive One Word Picture Vocabulary Test, 2000 Edition (EOWPT), published by Academic Therapy Publications, is an individually administered, norm-referenced test that provides an assessment of a child's English-speaking vocabulary.

DEVELOPING SKILLS CHECKLIST (DSC), AUDITORY SUBTEST.
Children's phonological awareness increased 14% (p < .001) across Year 2, but children nevertheless remained relatively weak in this aspect of early literacy development. Only 25% scored average or above at the end of Year 2, and 42% scored in the lowest quartile at posttest.

The Auditory subtest of the Developing Skills Checklist (DSC), published by CTB-Macmillan-McGraw-Hill, evaluates skills that children develop from Pre-kindergarten through the end of Kindergarten. It is an individually administered, norm-referenced test that measures phonological awareness.

DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA): PROTECTIVE FACTORS AND BEHAVIOR CONCERNS.
Significant improvements in children's social development were evident in Year 2 in that the percent of children who were low in Protective Factors and/or high in Behavior Concerns decreased across the year.

Total Protective Factors increased 5% (p < .001), and each protective factor subscale increased significantly (p < .001): initiative 6%, self-control 3%, and attachment 4%. Children's Behavior Concerns decreased 2% across Year 2 (p < .001).

The Devereux Early Childhood Assessment (DECA), published by Kaplan Early Learning Co., is a four subscale, 37 -item observation-based behavior rating instrument intended to assess within-child protective factors in preschool children aged 2 to 5 years. The teacher form of this measure was used to assess change in (1) three protective factors: initiative, self-control, and attachment and (2) behavioral concerns. Standardized T-scores can range from a low of 28 to a high of 72 on this measure. T-scores between 41 and 59 are considered Average.

IN SUMMARY, the language development, early literacy skills, and social development of PERKS children increased significantly during the year of their participation in PERKS, thereby improving their readiness for formal school (Achievement Indicator 5).

INTENSITY LEVELS OF TECHNICAL ASSISTANCE: WERE THERE DIFFERENCES BETWEEN INTENSITY LEVELS OF TA ON CHILD OUTCOME MEASURES?

An underlying premise of the Florida PERKS Project was that intervention with VPK teachers would lead to positive change in classroom and instructional quality. This change would then lead to increases in children's language, literacy, and social development. Because there were few differences in observed teacher outcomes for the three different interventions, differences in child outcomes associated with different PERKS interventions would not be expected. It was, therefore, interesting to find significant differences between interventions in the areas of children's language development, early literacy skills, and social development.

REMINDER: In Year 2 of the PERKS project, randomization resulted in equivalent performance among children at the beginning of the study in all areas except expressive language. Using children's pretest scores as a covariate in the analysis of their posttest scores is a statistical procedure that corrects for initial group differences. A covariate analysis compares children at the end of the school year after equating their starting points. When comparing intervention groups, covariates were used to analyze child outcomes.

DIFFERENCES IN LANGUAGE DEVELOPMENT FOUND FOR DIFFERENT INTERVENTIONS.
RECEPTIVE LANGUAGE: At the end of Year 2, significant group differences in children's receptive language were found (p=.028). The monthly visit group had significantly higher posttest scores (after controlling for pretest scores) compared to phone (p=.012) or weekly visit (p=.033) groups. There was no significant difference between adjusted posttest scores of children in the phone and weekly groups (p=.671). More monthly and fewer phone or weekly children than expected were found to be average or above in receptive language at the end of Year 2 (p=.050). A look at children whose scores placed them in the lowest quartile indicated more phone and weekly children (but fewer monthly children) than expected were in this lowest performing quartile (p=.014).

EXPRESSIVE LANGUAGE: At the end of Year 2, no significant group differences (p=.202) in children's expressive language posttest scores were found after controlling for pretest scores. There was a tendency for more monthly and fewer phone or weekly children than expected to be average or above in expressive language at the end of Year 2 (p=.102). No significant group differences were found for children whose scores placed them in the lowest quartile for expressive language at posttest (p= .447).

DIFFERENCES IN EARLY LITERACY SKILLS FOUND FOR DIFFERENT IINTERVENTIONS.
ALPHABET KNOWLEDGE: At the end of Year 2, significant group differences in children's alphabet knowledge were found after controlling for pretest scores (p=.029). Children in the phone (p=.015) and monthly visit (p=.036) groups could name approximately
one more upper-case letter than could children in the weekly visit group. There was no significant difference between

posttest scores of phone and monthly visit children (p=.825). More phone and monthly children (but fewer weekly children) than expected were found to be average or above in alphabet knowledge at the end of Year 2 (p=.033). No significant group differences were found for children whose scores placed them below average in alphabet knowledge at posttest (p=.224).

PHONOLOGICAL AWARENESS: At the end of Year 2, significant group differences in children's phonological awareness were found (p=.045). The weekly visit group had significantly higher posttest scores (after controlling for pretest scores) compared to children in the phone group (p=.013). No significant differences were found between adjusted posttest scores of monthly visit children and either the phone (p=.275) or weekly (p=.202) groups. At posttest, however, more weekly and fewer monthly children than expected were found to be average or above in phonological awareness (p=.010). No significant group differences were found for children whose scores placed them below average in phonological awareness at the end of Year 2 (p=.540).

DIFFERENCES IN SOCIAL DEVELOPMENT FOUND FOR DIFFERENT INTERVENTIONS.
At the end of Year 2, significant group differences in children's social development were found in both protective factors (p=.040) and behavior concerns (p=.038). Protective Factors: The monthly visit group had significantly higher protective factors at posttest (after controlling for pretest scores) compared to children in the phone group (p = .011). No significant differences in total protective factors were found between weekly visit children and either the phone (p=.246) or monthly (p=.136) groups. After controlling for pretest scores, 2 of the 3 subscales showed significant group differences in children's end-of-year scores: Initiative (p=.039) and Attachment (p=.002). Monthly visit children were rated higher in initiative than were children in the phone intervention (p=.011). Children in the phone intervention were rated lower in attachment than were children in either the monthly (p<.001) or weekly (p=.051) interventions. Weekly visit children were rated somewhat lower in attachment compared to children in the monthly visit group (p=.084). A look at children whose end-of-year ratings placed them in the low protective factors category indicated more phone children (but fewer monthly children) than expected were at-increased-risk (p=.037).

BEHAVIOR CONCERNS: Compared to children in the monthly visit group, children in both the phone (p=.016) and weekly visit groups (p=.044) had significantly more behavior concerns at the end of Year 2 (after controlling for pretest scores). No significant differences were found between adjusted posttest scores of phone or weekly visit children (p=.625). A look at children whose end-of-year ratings placed them in the high behavior concerns category indicated more phone children (but fewer monthly children) than expected were at-increased-risk (p=.062).

DISCREPANCY between number of eligible children and number tested: Some eligible children were not rated due to unavoidable obstacles (e.g., transferred out of school zone; prolonged absence) that were encountered during the posttest period.

ASSESSMENT TIMELINES: Pretest assessments were conducted in September/October 2006 before intervention began.

Posttest assessments were conducted in April/May 2007 at the end of intervention. All assessments were administered by trained consultants hired by the Children's Forum and were subsequently scored by research assistants at the University of North Florida. Data were then analyzed by Dr. Rebecca Marcon of the University of North Florida.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **S349A050126**

SECTION B - Budget Information   (See Instructions. Use as many pages as necessary.)

Title : Budget524BSectionB
File : F:\Personal (My Documents)\Florida PERKS\Management\Annual Reports\Year
Two\Budget524BSectionB.doc

SECTION C - Additional Information   (See Instructions. Use as many pages as necessary.)

Title : Other524BSectionC + SF269
File : S:\Bev Esposito\Other524BSectionC+SF269.pdf

SECTION B - Budget Information *(See Instructions. Use as many pages as necessary.)*

- Funds have been drawn down from GAPS for expenditures through September 31, 2007. Funds will be drawn down in November for expenditures through October 31, 2007.
- There were no budget changes that affected our ability to achieve project activities or objectives during the reporting period.
- Unexpended funds: Any unexpended funds will be rolled forward to accommodate program services in Year 3.
- Anticipated budget changes for the next budget period: Additional funds may be moved to travel to accommodate presentations at national conferences on the PERKS data as evaluation results are tabulated and analyzed. A budget revision will be prepared and submitted as part of a no-cost extension request in order to reallocate funds to accommodate additional research.
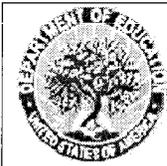
SECTION C - Additional Information *(See Instructions. Use as many pages as necessary.)*

Status of personnel with significant roles in the project as of October 31, 2007:

Phyllis K. Kalifeh, M.S., Co-Principal Investigator (*no change*)
Rebecca A. Marcon, Ph.D., Co-Principal Investigator and Evaluator (*no change*)
Beverly G. Esposito, Ph.D., Project Director (*no change*)
Saralyn R. Grass, M.S., Research Coordinator (*no change*)
Lynn Hartle, Ph.D., Technical Assistance (TA) Coordinator (*no change*)
Prisha Malone, B.S., Technical Assistance (TA) Trainer (*no change*)
Jeanne Barker, M.S., Community College Coordinator (*no change*)
Barbara A. Saunders, M.A., Early Learning Coalition Coordinator (*no change*)

We experienced no changes in grant partners during this reporting period.

As proposed in our approved application, we have successfully served 240 early childhood teachers during the first two years (School Years 2005-06 and 2006-07) of our project. Our professional development intervention (college coursework and onsite technical assistance) is now completed.

During the third year (SY 2007-08), we are continuing to collect data on the PERKS children (Year 2 cohort) as they have moved into Kindergarten after their intervention year ended. Based on the Year 1 cohort of children, we found that PERKS children maintained skills acquired during their pre-kindergarten experience and in many cases made additional progress over the summer months prior to kindergarten entry. During their kindergarten year, these children's rate of language development and acquisition of early literacy skills kept pace with their increasing age and in many cases accelerated. By the end of kindergarten, however, more children than expected remained in the lowest quartile for behavior concerns and teachers reported more serious behavior concerns.

Unanticipated benefits from the project in Year 2 are an extension of those realized in Year 1 and include:

- Some participating community colleges that did not initially offer Early Childhood coursework toward the Associates degree now express interest in continuing to do so after the project period ends.

- Many PERKS teachers expressed an intention to continue their college education toward the Associates degree after the completion of their two

1

PERKS courses. The T.E.A.C.H. scholarships earned through their participation in PERKS will continue to support them in these efforts.
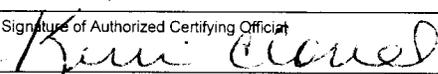
- In Year 3, nine of the twelve Early Learning Coalitions participating in the previous years have continued to support the PERKS model (either in whole or in part) through their own initiative and budget, thereby lending sustainability to the components of the project.

- A more open communication network has been established throughout the state because of the collaborative work and camaraderie established among technical assistance specialists and staff involved in PERKS in colleges, early learning coalitions, and early childhood programs.

- As a result, the project has helped to build capacity for this level of professional development to be sustained in the future, thus having the potential to raise the bar of quality for Voluntarily Pre-Kindergarten sites throughout Florida.

We plan to request a no-cost extension of our activities at the end of Year 3 to continue data analysis and dissemination of findings.

2

FINANCIAL STATUS REPORT
(Long Form)
(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted US DoEd - OSERS	2. Federal Grant or Other Identifying Number Assigned By Federal Agency S349A050126	OMB Approval No. **0348-0039**	Page of 1 | 1 pages

3. Recipient Organization (Name and complete address, including ZIP code) Children's Forum, Inc.   2807 Remington Green Circle, Tallahassee, FL   32308

4. Employer Identification Number 65-0165007	5. Recipient Account Number or Identifying Number 108	6. Final Report ☐ Yes ☒ No	7. Basis ☐ Cash ☒ Accrual

8. Funding/Grant Period (See instructions)		9. Period Covered by this Report	
From: (Month, Day, Year) 9/1/2005	To: (Month, Day, Year) 8/31/2008	From: (Month, Day, Year) 9/1/2006	To: (Month, Day, Year) 8/31/2007

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays	1,147,534.19	2,120,532.85	3,268,067.04
b. Refunds, rebates, etc.			0.00
c. Program income used in accordance with the deduction alternative			0.00
d. Net outlays (Line a, less the sum of lines b and c)	1,147,534.19	2,120,532.85	3,268,067.04
Recipient's share of net outlays, consisting of:			
e. Third party (in-kind) contributions	559,629.39	652,520.04	1,212,149.43
f. Other Federal awards authorized to be used to match this award	64,782.86	270,907.16	335,690.02
g. Program income used in accordance with the matching or cost sharing alternative			0.00
h. All other recipient outlays not shown on lines e, f or g			0.00
i. Total recipient share of net outlays (Sum of lines e, f, g and h)	624,412.25	923,427.20	1,547,839.45
j. Federal share of net outlays (line d less line i)	523,121.94	1,197,105.65	1,720,227.59
k. Total unliquidated obligations			0.00
l. Recipient's share of unliquidated obligations			0.00
m. Federal share of unliquidated obligations			0.00
n. Total Federal share (sum of lines j and m)			1,720,227.59
o. Total Federal funds authorized for this funding period			2,601,357.00
p. Unobligated balance of Federal funds (Line o minus line n)			881,129.41
Program income, consisting of:			
q. Disbursed program income shown on lines c and/or g above			0.00
r. Disbursed program income using the addition alternative			0.00
s. Undisbursed program income			0.00
t. Total program income realized (Sum of lines q, r and s)			0.00

11. Indirect Expense	a. Type of Rate (Place "X" in appropriate box) ☐ Provisional ☒ Predetermined ☐ Final ☐ Fixed			
	b. Rate 8%	c. Base Direct costs	d. Total Amount 28,812.93	e. Federal Share 28,812.93

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation. Previously reported figures for 10a/d, e, f, i and j are amended from earlier reports due to FY 06 audit adjustments.

13. Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

Typed or Printed Name and Title Kerri Cloud, Chief Financial Officer	Telephone (Area code, number and extension) (850) 681-7002
Signature of Authorized Certifying Official	Date Report Submitted November 30, 2007

Previous Edition Usable
NSN 7540-01-012-4285
269-104
200-498 P.O. 139 (Face)
Standard Form 269 (Rev. 7-97)
Prescribed by OMB Circulars A-102 and A-110

PR/Award # S349A050126

FINANCIAL STATUS REPORT
(Long Form)

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET.

Please type or print legibly. The following general instructions explain how to use the form itself. You may need additional information to complete certain items correctly, or to decide whether a specific item is applicable to this award. Usually, such information will be found in the Federal agency's grant regulations or in the terms and conditions of the award (e.g., how to calculate the Federal share, the permissible uses of program income, the value of in-kind contributions, etc.). You may also contact the Federal agency directly.

Item	Entry
1, 2 and 3.	Self-explanatory.
4.	Enter the Employer Identification Number (EIN) assigned by the U.S. Internal Revenue Service.
5.	Space reserved for an account number or other identifying number assigned by the recipient.
6.	Check *yes* only if this is the last report for the period shown in item 8.
7.	Self-explanatory.
8.	Unless you have received other instructions from the awarding agency, enter the beginning and ending dates of the current funding period. If this is a multi-year program, the Federal agency might require cumulative reporting through consecutive funding periods. In that case, enter the beginning and ending dates of the grant period, and in the rest of these instructions, substitute the term "grant period" for "funding period."
9.	Self-explanatory.
10.	The purpose of columns, I, II, and III is to show the effect of this reporting period's transactions on cumulative financial status. The amounts entered in column I will normally be the same as those in column III of the previous report *in the same funding period*. If this is the first or only report of the funding period, leave columns I and II blank. If you need to adjust amounts entered on previous reports, footnote the column I entry on this report and attach an explanation.
10a.	Enter total gross program outlays. Include disbursements of cash realized as program income if that income will also be shown on lines 10c or 10g. Do not include program income that will be shown on lines 10r or 10s.

For reports prepared on a cash basis, outlays are the sum of actual cash disbursements for direct costs for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to subrecipients. For reports prepared on an accrual basis, outlays are the sum of actual cash disbursements for direct charges for goods and services, the amount of indirect expense incurred, the value of in-kind contributions applied, and the net increase or decrease in the amounts owed by the recipient for goods and other property received, for services performed by employees, contractors, subgrantees and other payees, and other amounts becoming owed under programs for which no current services or performances are required, such as annuities, insurance claims, and other benefit payments.

Item	Entry
10b.	Enter any receipts related to outlays reported on the form that are being treated as a reduction of expenditure rather than income, and were not already netted out of the amount shown as outlays on line 10a.
10c.	Enter the amount of program income that was used in accordance with the deduction alternative.
Note:	Program income used in accordance with other alternatives is entered on lines q, r, and s. Recipients reporting on a cash basis should enter the amount of cash income received; on an accrual basis, enter the program income earned. Program income may or may not have been included in an application budget and/or a budget on the award document. If actual income is from a different source or is significantly different in amount, attach an explanation or use the remarks section.
10d, e, f, g, h, i and j.	Self-explanatory.
10k.	Enter the total amount of unliquidated obligations, including unliquidated obligations to subgrantees and contractors.

Unliquidated obligations on a cash basis are obligations incurred, but not yet paid. On an accrual basis, they are obligations incurred, but for which an outlay has not yet been recorded.

Do not include any amounts on line 10k that have been included on lines 10a and 10j.

On the final report, line 10k must be zero.

Item	Entry
10l.	Self-explanatory.
10m.	On the final report, line 10m must also be zero.
10n, o, p, q, r, s and t.	Self-explanatory.
11a.	Self-explanatory.
11b.	Enter the indirect cost rate in effect during the reporting period.
11c.	Enter the amount of the base against which the rate was applied.
11d.	Enter the total amount of indirect costs charged during the report period.
11e.	Enter the Federal share of the amount in 11d.
Note:	If more than one rate was in effect during the period shown in item 8, attach a schedule showing the bases against which the different rates were applied, the respective rates, the calendar periods they were in effect, amounts of indirect expense charged to the project, and the Federal share of indirect expense charged to the project to date.