

Grant Proposal Narrative

We appreciate your interest in submitting a proposal to the Bill & Melinda Gates Foundation and we thank you for working with us throughout the proposal process. Your designated foundation contact will continue to work collaboratively with you as you prepare your proposal to help you understand the connection between the foundation's relevant program strategy and the proposed project, as well as to respond to any questions you might have over the course of this process. You are encouraged to communicate with your program officer to make sure that your efforts are aligned with the proposal requirements and that you are not expending unnecessary time or energy in this process.

Answer all of the questions in this Proposal Narrative template and submit it to your foundation program officer for review and collaborative discussion. Due to tax, legal, and reporting requirements, all proposals must be submitted in English. The proposal must be submitted in Word, as PDFs will not be accepted.

This is a proposal shaping document and not a commitment by the foundation to fund the work.

General Information

Proposal Title	Santa Cruz County College Commitment (S4C) California LEA Implementation Network Planning Grant		
Investment Duration (Months)	6 months	Opportunity ID	OPP1136900
Requested Amount (U.S.\$)	\$150,000		
Total Project Cost (U.S.\$)	\$150,000		

Prospective Grantee Information

Organization Legal Name ¹	Santa Cruz County Office of Education		
Organization Doing Business As	Santa Cruz County College Commitment (S4C)		
Mailing Address			
Street Address 1	400 Encinal Street	Primary Contact Name	Mary Anne James
Street Address 2		Primary Contact Title	Associate Superintendent, Educational Services
Street Address 3		Primary Contact Email	majames@santacruz.k12.ca.us
City	Santa Cruz	Primary Contact Phone	(831) 466.5800
State / Province	CA	Feedback Contact ²	Kris Munro, Superintendent Santa Cruz City Schools
Zip / Postal Code	95060	Feedback Email ²	kmunro@sccs.net
Country	USA	Authorized Signer Name	Michael Watkins
Website (if applicable)	http://sccommits.org/	Authorized Signer Title	Santa Cruz County Superintendent of Schools
		Authorized Signer Email	mwatkins@santaruz.k12.ca.us

¹ **Legal Name:** will be used in the agreement and should match the name on the bank account that receives the grant funds (assuming fully executed agreement)

² **Feedback Contact/Email:** The full name and email of the contact whom foundation staff queries for various surveys.

Tax Status (if known & applicable) <i>Refer to Tax Status Definitions</i>	Non profit government agency, 501(C)1	Organization's Total Revenue for Most Recent Audited Financial Year (U.S.\$)	\$49,427,373
U.S Employer Identification Number (EIN) (If applicable)	94-6002633		

Submission Information

Date Submitted	July 29, 2015	Submitted by same as above	Yes
Submitted by Contact Name	Mary Anne James	Submitted by Contact Email	majames@santacruz.k12.ca.us

Proposal Details

The Foundation is prohibited from conducting or funding any lobbying or political campaign activities, as these terms are specifically defined under U.S. tax law. Unlike many of our grantees/vendors who may engage in limited lobbying, the Foundation cannot lobby or fund any lobbying activities carried out by its grantees/vendors. We request that you please review the information at the following link, [Foundation Funds and Advocacy](#), to assess whether any of your proposed activities may constitute lobbying as defined by the IRS. If so, you should revise your proposal accordingly prior to submission.

1. Executive Summary

Provide a brief summary of the investment.

The LEA Implementation Network for this proposal is the Santa Cruz County College Commitment (S4C). The investment of the Gates Foundation planning grant will provide the S4C Consortium the opportunity to grow the existing collaborative structure to build a county-wide sustainable system that will ensure college and career readiness for Santa Cruz County youth. Strategies to reach this goal will include successful implementation of Common Core State Standards in Mathematics, English Language Arts (ELA), and the College and Career Readiness Standards. Integrated in our approach are professional development opportunities; development and implementation of performance assessment tools; and cross-county data tracking, evaluation and analysis.

Describe the charitable purpose of this work. (1-2 sentences)

Note: This will inform the description of the investment, if approved, in any agreement and if posted on gatesfoundation.org.

The purpose of this charitable support is to enhance the organizational structure of S4C-providing a solid infrastructure that will meet the college and career readiness needs of our local youth and community.

2. Problem Statement

Describe the problem, why it is a problem, and who is impacted by the problem. What specific elements of the problem is this investment trying to address?

Santa Cruz County, considered a small sized rural county, is geographically isolated and challenged with social factors that impact the educational and career success of the youth in our community. Notably, approximately 55% of the students in K-12 in Santa Cruz County participate in the Free and Reduced Lunch Program; and 30% are English Language Learners. Although these social factors contribute to the lack of college and career readiness among our students, they can be addressed with a comprehensive approach that reaches across grades and county regions.

Local data confirms the lack of college and career readiness among Santa Cruz County youth.

Our research shows that at the local community college-Cabrillo College- only 10% of incoming students were prepared to work at college level in math and English; 90% required some level of remediation. Other local post-secondary partners also had high remediation rates: 57% in the California State University (CSU) system and over 25% at University of Santa Cruz, California (UCSC).

Deeper subject area analysis have raised concerns and created a sense of urgency regarding outcomes in mathematics. Between 2010-2014 the percentage of Algebra II "college ready" students has decreased from 5% to 1% with 90% currently identified as "not ready." On the more advanced Summative Math Assessment, the percent of students "college ready" decreased from 17% to 14%. A more detailed analysis of the school-by-school EAP results confirmed that the overall county results are characteristic of a system wide problem. Outcomes ranged from the highest performing high school district, with just 17% of students scoring as college math ready on the 2014 test, to the largest district, with just 2% of their students ready in math. There was an overall decline in math readiness in the county, from 11% in 2011 to 8% in 2014.

Contributing to the current challenges of lack of college and career readiness, in particular in mathematics, are systemic gaps. These include: inconsistent and non-uniform approaches to performance assessments and benchmarks; lack of educator learning communities; and lack of professional development opportunities for alignment of implementation of Common Core State Standards as well as utilization of performance assessment tools. County led professional development efforts in particular have been taken advantage of voluntarily and sporadically by districts and/or teacher teams. Further, our North County feeder and secondary districts have not had an aligned articulated plan for Common Core implementation.

The S4C Gates Foundation investment is addressing each of these challenges through enhancing the internal structure of the county-wide consortium; developing a system-wide plan for consistent alignment of professional learning across the county; and implementing research based practices to move our students and school districts towards college and career readiness.

3. Scope and Approach

Describe the scope and approach of the proposed work. This should be a narrative description of the principal results the investment would achieve and how those results relate to the problem described above (rather than a list of outcomes and outputs.) Note: You will provide a list of outcomes and outputs in the Results Framework

There is an opportunity before us in Santa Cruz County to shift our approach to education so that we may reach our ultimate goal of thriving prosperous

youth and young adult populations by way of improving their college and career readiness. As a community, we recognize that in order to achieve this, we must move from working in fragmented silos to a more unified approach. Operating under the precepts of *collective impact theory*, S4C has structured itself for this purpose. Collective Impact is a theory of action documented by the Stanford Center for Social Innovation, based on the fact that complex problems are best solved when all the parties that have an impact work together on the solutions. The five conditions that define collective impact are (1) a common agenda, (2) shared measurement systems, (3) mutually reinforcing activities; (4) continuous communication; and (5) a backbone organization. Within the collective impact model, S4C serves as the backbone organization, however the body currently lacks teacher voices and expertise.

The principal results of this Gates Foundation investment include growing the existing collaborative structure to build a countywide sustainable system that will ensure college and career readiness for Santa Cruz County youth. Specifically, S4C seeks successful countywide implementation of Common Core Mathematics, English Language Arts (ELA), and the College and Career Readiness Standards; as well as enhancing our organizational structure to leverage teacher voices and expertise. This addresses challenges in our community of lack of college career readiness, low mathematics scores and systemic gaps in the education sector. These are also aligned with Gates Foundation's principal result areas of Common Core State Standards (CCSS), Supporting Educator Effectiveness, Sustaining Support for College and Career Ready Standards, and Impacting Student Outcomes. Strategies integrated in our approach include professional development opportunities; development and implementation of performance assessment tools; and cross-county data tracking, evaluation and analysis.

More specifically, to address CCSS, Support Educator Effectiveness and Impact Student Outcomes, we propose: (1) conducting a needs assessment among teachers to assess knowledge of CCSS, available materials for implementation of CCSS, CCSS training to date, alignment of courses, and articulation between grade spans and districts (2) researching best practices in mathematics and ELA instruction, (3) establishing a clear countywide action plan to develop and align assessments for the implementation and achievement of the College and Career Readiness Standards and (4) developing a comprehensive Strategic/Action Plan including timelines, necessary resources, measurable outcomes and benchmarks, professional development, leadership, and evaluation.

To address Sustaining Support for College and Career Ready Standards we propose: (5) aligning organizational practices with successful collaboratives and (6) expanding our collaborative structure to include Teacher Advisory Committee, Operations Committee, and stakeholder engagement and participation. In so doing S4C will become the countywide hub for expertise and resources for shaping college and career ready youth.

S4C and our districts' experiences will help guide our approach and strategies. We have learned that when we focus on a challenge area and develop consistent interdistrict strategies, we are able to accomplish our goals. For instance, we have focused on raising A-G completion rates in the last several years and have in fact seen these completion rates increase. The improvements were a focus of the individual districts –parent and student education was a key component, shifting the mindset of counselors, and establishing a default curriculum. Although we have had success in our A-G completion rates, we have realized that our approach and strategy is not consistent across districts. We would like to utilize this opportunity to develop consistent cross district strategies to continue to raise our A-G completion rates.

Based on our A-G experience, we are confident that with focused effort, we will improve on our Early Assessment Program (EAP) results. We have learned that one of the set backs in math is the low rates of Algebra 1 completion. We would like to use this opportunity to work with the Teacher Advisory Committee to help us understand why our EAP results are low. It will be important for us to dig deep and ask ourselves: 'What has been the enrollment in and success rates of Algebra 1 and 2? Where are the bright spots? What counties are doing better and how?'

The primary focus of S4C has been to create a college going culture in our community. We would like to expand this focus and address the challenge of college readiness in our community. Through a collective strategy to improve on EAP results, A-G completion rates and leveraging professional learning, we will strengthen our articulation plans to higher education so that our students are college ready.

The shift that we hope to implement as we move forward with this project is articulated eloquently by a local youth Alvaro Zamora—"Education is the foundation of society and the driving force of our economy, and the quality of the education we provide for our children tells us much about what awaits us in the future. In order for Santa Cruz County to raise generations of socially productive citizens, curious scientists, innovative engineers, and socially and environmentally responsible politicians, we must first rethink how to teach our children — the rest will follow naturally." (Santa Cruz County Community Assessment Project Report, 2014).

As needed, describe why you believe the approach would lead to the desired results. Reference related work, existing evidence from evaluations or systematic reviews, and/or relevant experience, etc.

Santa Cruz County Office of Education, the fiscal agency in which S4C is nested, has a long history of cross-sector countywide collaboration. Specifically, SCCOE has been successful in leading professional development in the county, most recently in the integration of Common Core State Standards, Next Generation Science Standards, English Language Development Standards and the ELA/ELD framework into classroom instruction. The SCCOE has also spearheaded the integration of educational technology and productive, accountable student talk into K-12 classrooms.

In the short time it has been in existence, and with minimal funds, S4C has made great strides in accomplishing its purpose of college and career readiness. With a modest budget, S4C serves as an intermediary, integrating and leveraging dozens of programs and initiatives that are funded and managed by districts, colleges, community-based organizations, government agencies, and businesses across the county. As a recipient of an AB790 grant, S4C had the opportunity to take a closer look at career readiness across the county.

Specific relevant experiences include:

The 4th Grade Experience: Each May, bookended with age-appropriate career exploration curriculum in 4th grade classrooms, we brought every 4th grader in the county to the Cabrillo College campus for a tour and college classroom experience, taught by college faculty.

7th Grade Summit: In March and April, our collaborative ensures a visit by every 7th grader to either CSUMB or UCSC where they learn about the A through G course sequences necessary to achieve a career goal they've set.

College Awareness Week: Each fall, our community hosts a countywide college awareness effort that includes schools, businesses, and government and community organizations, culminating in a College and Career Night event for high school students with representatives from over sixty colleges and

universities.

Career Pathways Initiatives: S4C has been awarded an AB790 Linked Learning planning grant to support professional learning and countywide planning for Career Pathways at the comprehensive high schools.

Articulation agreements: We have agreements among high schools, Cabrillo College, and the 4-year universities, to clear prerequisites and provide higher level credit for coursework completed at feeder schools. There are over 80 high school classes in the county that are articulated with Cabrillo Career Technical Education and language programs.

High School Graduate Profile: We have developed a countywide framework for the four comprehensive high school districts through collaboration with the business community, utilizing our AB 790 planning grant.

Early Assessment Program: As a universal measure, we agreed to 11th grade testing for math and English college readiness. This measure is now accepted for Freshman English placement by post-secondary S4C members, and 12th grade English classes are being piloted as a means to clear "conditional" assessments in time for college entrance. As a part of our planning efforts, we will be agreeing on universal measures to assess students' college and career readiness.

Professional Collaboratives: S4C facilitates articulation meetings for English, math, career technical education and counseling across grade spans, which are focused on ensuring smooth transitions and student success.

S4C Data Collaborative: This effort brings together the data and analysis staffers from the S4C member organizations to discuss and resolve issues around data and reporting across institutional boundaries.

California Partnership for Achieving Student Success (Cal-PASS): Every S4C member organization has executed a Memorandum of Understanding to upload and share student achievement data with S4C members, beginning with high school, post-secondary, and employment outcomes.

S4C has produced evidence of success. In our efforts to create a college going culture countywide, a review of A-G completion statistics shows improvement since the inception of S4C. Santa Cruz County A-G completion went from 39.9% in 2010/2011 to 48.5% in 2012-2013. These averages exceed state averages at 36.9% in 2010/2011 and 39.4% in 2012/2013.

Additionally, early agreements within the districts of S4C include the utilization of EAP English results for college placement, piloting the CSU approved Expository Reading and Writing Curriculum (ERWC) for seniors, and building formal articulation between high school and college English departments. These efforts are generating modest improvements in English results: Since 2011, the percent of students deemed "college ready" in English has increased from 23% to 27% while the percent of students "not ready" has decreased from 77% to 60%.

We are confident that the approach of Operations Committee and Teacher Advisory committee will inform and guide our work. Leadership from the school districts serve on the S4C steering committee and have identified these two bodies as essential to moving our work forward. Additionally the Gates Foundation proposal with specificity on the work of the Teachers Advisory Committee, Operations Committee, and upcoming assessments has been described at the Superintendents Council and the Admin Kick-Off (consisting of over 150 leadership staff including-Superintendents, Central office staff, Site Principals, Directors and Coaches). All of the districts will contribute in the appropriate manner to make this initiative a success. Meaningful engagement will be forged as each school district has committed to providing staff to the Teacher Advisory Committee. These teachers will represent their school districts and coordinate and communicate back to their school district sites.

With additional investment, S4C is confident that its experiences and successes to date have made us ready to take the collaborative to scale and greatly improve upon our youths' college and career readiness.

4. Risk Mitigation

As needed, describe any significant risks to the success of this project and how you plan to address them.

All of the TK-12 districts in Santa Cruz County have committed to implementing the same data and assessment system, Illuminate, in the next school year. As we transition to this new system, there will be a learning curve for teachers and site and central office leadership to overcome as we work to collect and access meaningful student data to inform our plan.

Until we build a second tier of organizational leadership, our superintendents are challenged to meet frequently, as a result of the numerous demands on their time. We plan to mitigate this by implementing an Operations Committee as soon as possible which can help facilitate the work at the site level.

5. How We'll Work Together

This question is intended to begin the dialogue on how foundation staff would work with you to achieve the intended outcomes. Topics could include minimal staff support, any specific issues that would likely need on-going discussion, regular communications, or other information to help establish mutual expectations and assist with implementing the proposed work.

The Executive Director and Steering Committee Chair and or designees will take the lead in communication with the Gates Foundation. Monthly grant reports will be given at Steering Committee Meetings.

As we plan our organizational development, we would appreciate an opportunity to work with the Foundation to explore the potential Carnegie Foundation resources introduced in the LOI response letter. We are also looking forward to an opportunity to meet with the other LEA Implementation Networks both formally through the Foundation and informally on our own through our planning grant.

We will continue to contact our Program Coordinator regularly to check in on progress and discuss potential Foundation resources and technical assistance.

6. Geographic Areas to Be Served

List all countries and regions/states that would benefit from this work and associated dollar amounts. If areas to be served include the United States, indicate city and state. Add more rows as needed. More information about Geographic Areas to Be Served can be found [here](#).

Location	Foundation Funding (U.S.\$)
Santa Cruz County, CA, USA	\$150,000
	\$
	\$

7. Geographic Location of Work

List all countries and regions/states where this work would be performed and associated dollar amounts. If location of work includes the United States, indicate city and state. Add more locations as needed. More information about Geographic Location of Work can be found [here](#).

Location	Foundation Funding (U.S.\$)
Santa Cruz County, CA, USA	\$150,000
	\$
	\$

8. Intellectual Property

Is it likely that this grant, if funded, would lead to the creation of a new or improved Technology and/or require the use or incorporation of existing Technology outside the scope of its permitted use?

As used here, "Technology" includes:

- Products (e.g., devices, compounds, biologics, formulations, diagnostics, therapeutics, prophylactics, seeds, courseware)
- Services (e.g., treatments and delivery systems)
- Processes (e.g., methods, manufacturing, formulae, algorithms)
- Technologies (e.g., platforms, systems, mechanisms, tools, websites)
- Materials (e.g., biological materials, chemicals)
- Software (e.g., code, development kits, applications)

Note: the use of commonly-available, off-the-shelf products (such as Microsoft Excel, Adobe, etc.) need not be disclosed.

If yes, email GlobalAccess@gatesfoundation.org and copy the person who requested this proposal to gain access to the online portal to complete the Intellectual Property (IP) Report. Please include in the subject line "IP Report Access for [insert Opportunity ID]".

If no, please acknowledge by typing "N/A": __NA__

9. Activities

Describe in further detail what activities are necessary to produce the principal results. Please ensure that these activities align with the results in the Results Framework.

A description of activities that align with results in the Result Framework are provided:

Primary Outcome 1: Assessments systems are in place at the school, district and state level to help all stakeholders understand student learning and take action to accelerate mastery of the Common Core.

Activities: a) Develop a Teacher Advisory Committee to look at initial SBAC results, A-G completion rates, Algebra 1 success rates, CCSS implementation survey results to inform our action plan for the implementation grant. b) Contract with the LEAD Center, the regional center for the Coalition of Essential Schools, to facilitate the development of a needs assessment survey that will determine needs for: effective, aligned implementation of the Common Core State Standards, including needs for professional development, assessments, curriculum, course alignment and articulation between grade spans and districts c) Examine existing resources for survey instruments including Aspen Institute, Student Achievement Partners, and TNTP. d) The Teacher Advisory Committee and Operations Committee, with guidance from S4C Executive Director, will convene and initiate a plan for common benchmark assessments. e) The S4C Executive Director will host a retreat with all governance committees to formalize student achievement goals and annual measurable outcomes.

Primary Outcome 2: Districts provide multi-modal access to high quality professional development content based on teachers' needs and student

results.

Activities: a) The Teacher Advisory Committee will convene monthly study groups to research best practices that will lay the foundation of our county wide professional development plan. Models of professional development including the professional learning led by the Silicon Valley Education Foundation, Silicon Valley Math Initiative, The Cotsen Art of Teaching Program, Readers and Writers Workshop and the California Reading, Literature Project, and Tulare County Office of Education Professional Development Plan will be considered as we investigate best practices. b) A document will be produced highlighting most effective instructional practices that might be a fit for our community. c) The Teacher Advisory Committee and Operations Committee will convene and initiate a multi-year professional development plan based on needs assessments, student achievement analysis, and best practice research results. d) Work with the LEAD Center to develop an annual teacher survey as an outgrowth of the needs assessment to annually show growth in teacher understanding of Common Core Standards.

Primary Outcome 3: Extent to which (districts/principals/teachers) report that they receive the implementation assistance and policy support they need from their (SEA/district/principal) to effectively implement the CCSS.

Activities: a) The Teacher Advisory Committee and the Operations Committee, under the direction of the S4C Executive Director, will convene to launch an action plan for articulation of courses, professional development, common assessments and a clear implementation timeline. b) Articulation groups made up of lead teachers from all local high schools, district sponsored charters, and department chairs from Cabrillo College, CSUMB, and UCSC will share/research together best practices for student engagement and standards based instruction/assessment through discussions on Common Core State Standards in Mathematics, English Language Arts and English Language Development. c) Each of the three content groups will develop an action plan to refine current course articulation agreements.

Primary Outcome 4: Increased student performance (status and growth)

Activities: No outcomes/outputs and activities expected during this six month planning phase.

Primary Outcome 5: Increased college going (including enrollment, persistence and completion)

Activities: a) S4C Steering Committee members from higher education (CSUMB, UCSC, Cabrillo) will convene a study session to identify best strategies and tools for tracking college acceptance, enrollment, persistence and completion of our S4C graduates. b) Conduct an in-depth review of Riverside County Office of Education's strategies, tools, and protocols for college and career readiness measures and articulation agreements. Follow-up with in person meetings to acquire 'lessons learned' from Riverside COE. c) formal agreements will be reached confirming system-wide data entry into CalPass by all districts.

Primary Outcome 6: Organizational development to ensure that the Santa Cruz County College Commitment serves as an effective hub to meet our organizational goals.

Activities: a) Under the guidance of the Executive Director and the Steering Committee, revise existing By-Laws to expand and formalize the S4C governance structure. a) Build Teacher Advisory Committee made up of teacher leaders from K-12 schools and content area coaches to better facilitate teacher voice in organizational decision making. b) Build an Operations Committee to support the implementation of our countywide professional development plans. c) Collaborate with Tulare County Office of Education and learn about their countywide Professional Development Plan including process they used, and tools and protocols they developed. d) In contract with Sillicon Valley Educational Foundation (SVEF), study the practices and policies of other collaboratives. c) Select key S4C Steering members to attend, along with the Executive Director, site visits with collaboratives included in the Gates LEA Implementation Networks and other successful collaboratives in the State (i.e. Long Beach and the Sillicon Valley Educational Foundation). e) Plan and host a series of community forums, facilitated by SVEF, on and the Common Core State Standards and college career readiness with various stakeholders, parents, students, board members, Institutions of Higher Education (IHE) representatives and teachers. Participants will be educated on Common Core Standards, College and Career Readiness Standards and A-G requirements for CSU and UC universities and engaged to support the work of S4C as partners. f) Clerical Assistant under the direction of the Executive Director, will coordinate logistics for hosting of forum. g) All meetings will be documented and disseminated through the S4C website and collaborative email groups. h) All tools, formal agreements and policies will be produced, disseminated and stored on the S4C website. i) Utilizing the assessment data, other materials gathered, and lessons learned from other collaboratives during the six month planning phase, the Steering Committee will develop an implementation grant proposal, designed to improve college and career readiness. The proposal will be delivered during the implementation phase.

10. Critical Relationships

Describe any critical relationships with other partners or projects that may influence this work (or that this work may influence).

S4C includes all 10 county school districts--four K-12 districts including district sponsored charters, and six feeder middle and elementary districts; the Santa Cruz County Office of Education, and post-secondary members of Cabrillo Community College District, California State University Monterey Bay (CSUMB), and University of California Santa Cruz (UCSC). Each of these entities are essential to the success of S4C's work. As part of this planning grant, S4C will explore who other essential partners may be (i.e. growth industry businesses/business leaders; coalitions/collaboratives that engage stakeholders). Once identified, the Steering Committee will develop an outreach plan and invite these potential partners to participate.

11. External Factors

Describe any external factors that may influence the success of this investment.

Santa Cruz County is fortunate to have tremendous community support around education and college and career readiness. Evidence of this support is confirmed through passage of multiple district parcel tax and bonds in support of educational programs and facilities. Additionally, education is one of six priority sectors identified in the County's Community Assessment Project.

Budget Narrative

The purpose of the budget narrative is to supplement the information provided in the excel-based budget template by justifying how the budget cost elements are necessary to implement project activities and accomplish target outcomes. The budget narrative is a tool to help foundation staff fully understand the budgetary needs of the project and is an opportunity to provide descriptive information about the costs, drivers, and risks that can't be easily communicated in the budget template. Together, the budget narrative and budget template should provide a complete quantitative and qualitative description that supports the proposed budget. The description provided in the budget template should be very brief. Please use this budget narrative to provide a thorough description of your budget and only complete questions that are relevant to your grant proposal.

For Global Development, Global Health and Global Policy and Advocacy related grants: If your proposal includes any sub-contracts and/or sub-grants greater than \$1 million USD, please complete a separate budget template and narrative for each organization.

For U.S. Programs, Communications and Family Interest related grants: If your proposal includes any sub-contracts and/or sub-grants greater than \$250,000 USD, please complete a separate budget template and narrative for each organization.

1. Summary

Please explain the major cost drivers and how costs relate to planned activities and target outcomes. Also explain any potential risks in spending as budgeted and any plans to mitigate those risks.

If budgeting by outcomes, or additional dimension, please explain the major cost drivers per outcome or other relevant dimension.

2. Personnel and Benefits

Personnel: Provide a brief explanation of personnel budgeted, including responsibilities as they relate to the grant. Also include assumptions made for any staff budgeted which are to-be-hired, including salary estimates for these personnel.

1. .30 FTE of Executive Director of S4C collaborative for the 2015-16 school year. During the planning grant phase and the ramp up to the Implementation grant, we plan to increase the hours of the Executive Director from 10 hours per week (current) to 22 hours per week. This additional time will allow the steering committee of S4C to meet more frequently to begin the process of building a Strategic/Action Plan and revise the By-Laws. The Executive Director will be able to orient the new Teacher Advisory Committee members and direct their work on building the compendium of best practices with CCSS, the common benchmark assessments, and the initial professional development plan. The Executive Director will be directing the work with the contracted LEAD Center to design and analyze the needs assessment, student achievement data, and the ongoing teacher growth survey. The Executive Director will also recruit and train the members of the new Operations Committee and assist in defining their roles and responsibilities as they relate to the Steering Committee. The Executive Director will be the lead contact with all other collaboratives that the steering committee members will visit and build ongoing communication and professional networking with the other LEA Implementation Networks. Lastly the Executive Director will be working in tandem with the administrators of the Silicon Valley Educational Foundation to enhance the capacity and formalize the governance model and policies of S4C.
2. 15 hours per week of clerical support for 2015-16 year. These hours will be funded for an already employed Executive Assistant to provide administrative support to the Executive Director with planning grant and other collaborative duties: arranging travel and conference, drafting documents and uploading them to the website, taking minutes at the Steering Committee meetings, keeping correspondence for S4C, and assisting the Executive Director with grant budget management.

Benefits: Describe the components of the benefits (column R of the "Budget Details" sheet) included with the salary costs. For example: pension, health insurance, expatriate costs, etc.

Benefits include: STRS, Medical, Health and Welfare, State Unemployment Insurance, Worker's Compensation, Other Post-Employment Benefits Accrual and Paid Sick Leave. (note: the benefits previously reported were calculated incorrectly. The rates have been changed on the budget spreadsheet to 14% and 24% respectively.)

3. Travel

Provide rationale for the travel budgeted and assumptions used to determine appropriate number of trips and personnel required. Also include a brief rationale for how travel costs were estimated.

4 trips will be taken to participate in steering committee meetings of other collaboratives and will include the Executive Director and 4 steering committee members. For each trip flights, hotels and rental car were estimated using results from Google. Miles to and from airport and meetings were calculated using MapQuest and the current rate of \$0.575 per mile for gas. Per diem maximum amounts were used to calculate food costs with \$25 for dinner, \$15 for lunch and \$10 for breakfast. Airport parking was added for those trips involving flights.

Funds are also requested for the members of both the Teacher Advisory and the Articulation Committees to conduct site visits to other schools and community colleges who have demonstrated successes in the implementation of Common Core strategies and developed a college going culture with proven results. The sites will be researched and selected by the committees with approval from the Operations Team.

4. Consultants

Provide a brief description of the work to be performed by consultants in support of the overall project and describe any expenses that have been included.

1. The Lead Center (Marty Krovetz), the regional center for the Coalition of Essential Schools, will provide the following deliverables:
 - a. facilitate a teacher leadership group to look at initial SBAC results, A-G completion rates, Algebra 1 success rates, CCSS implementation survey results to inform the Strategic/Action Plan and implementation grant proposal
 - b. facilitate a community forum on success in mathematics and college and career readiness with different stakeholders, parents, students, board members, IHE representatives, teachers and community leaders
 - c. facilitate S4C steering committee conversation about needs assessment for implementation grant
 - d. facilitate the High School/College articulation groups in English Language Arts, mathematics, and English Language Development to introduce Common Core Standards to IHE teachers and share/research together best practices for student engagement and standards based instruction/assessment.
 - e. Develop an action plan to refine current course articulation agreements between the high schools and colleges in our county. (Marty Krovetz, consultant)
2. The Silicon Valley Educational Foundation (SVEF) (Manny Barbara) will provide the following deliverables:
 - a. Facilitate study sessions with S4C steering committee on best practices in organizational development; building upon exemplary models of educational collaboratives
 - b. Debrief with steering committee members after site visitations to refine expectations for by-laws and organizational procedures
 - c. Facilitate countywide forum of business, political and service leaders to educate community about common core state standards, college and career readiness, A-G requirements for CSU and UC Universities and soliciting support from them on S4C goals. (Manny Barbara, consultant)

5. Capital Equipment

Provide a brief justification and description of any items required for the project with a unit cost of greater than \$5,000 (USD) and a useful life of more than one year.

none

6. Other Direct Costs

Provide a brief description and rationale for other direct costs required, including cost assumptions used to develop the budget for these costs.

Food will be needed for both the Teacher Advisory Committee and High School/College Articulation meetings and the Countywide Leadership Forum; costs were estimated based on previous catering used by the COE. Duplication and printing will be needed for materials for the Teacher Advisory and Articulation Committee Meetings; costs were based on our print shop charges. Venue rental will be needed for the Countywide Leadership Forum and cost was based on venue options in the area. A presentation style laptop for each staff (two) and a projector will be needed for presentations, note taking and any other clerical duties. Costs were estimated based on needed technology and the recommendation of our purchasing department. Books for professional reading and related webinars will be recommended by the contracted consultants and used to build common understandings among the new committees. Stipends of \$500 per year are listed for each of the certificated teachers selected as members of either the Teacher Advisory and the Articulation Committees for attendance at monthly meetings, outside research on best practices, responsibility to reach an 85% response rate by colleagues on the needs assessment and annual survey, participation in site visits, and data collection and analysis. Mileage for the two staff members was calculated to include both in county and out of county collaborative business including site visits, attendance at collaborative meetings, and joint forums with other network/cluster leads. Funds for promotional materials were included such as signage at local college and district events, classroom posters listing best practices in student engagement, brochures and website development.

7. Sub-awards

List all sub-grantees or sub-contractors involved in this investment. (Add more rows as needed)

Name	Corporate Entity Name (if applicable)	Mailing Address

If separate budgets are required (see above), please also submit a separate budget template and narrative for each sub-award.

Describe the work each organization is going to perform as well as the rationale for each organization chosen to participate on this project as a sub-grantee or sub-contractor. If organizations are TBD, include the assumptions used to estimate cost for the sub-award and the process and timeline you will be using to select these organizations.

Note: You will be required to submit the sub-award budget once final.

8. Currency Exchange

Briefly describe any foreign currency exchange exposure with this investment. Which costs included in the budget are exposed to exchange risk? How much do these costs total?

none

9. Other Sources of Support for this Project

If you are requesting funding from the foundation for only a portion of this project and will depend on funds from other sources, please describe your contingency plans if full project funding does not become available. If you have applied for funding from other sources which overlap with the funding requested in this proposal, please indicate the nature and timing of that potential funding. Any expected in-kind contributions (e.g. drug donations, personnel time) should be included in the description.

NOTE: Names of the other sources and their expected dollar (\$USD) contributions should be included on the 'Financial Summary & Reporting' sheet of the budget in the Funding Plan table.

In addition to the membership fees that all educational institutions contribute to S4C, Cabrillo College will provide \$5000 for logistical support for the high school/college articulation groups to include professional books, food, supplies and printing costs.

10. Other

Please feel free to use this section to provide any other commentary or information that helps to describe and justify the budget request presented. This may include assumptions and rationale behind indirect costs, risks, anomalies or other assumptions foundation staff should be aware of when reviewing the budget.

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