

# Coach's



# Guide LITERACY



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# Table of Contents

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Welcome! .....	4
Materials Checklist.....	6
Project Calendar.....	7
Weekly Tasks .....	8
Sample Schedule (Weeks 1-4) .....	11
Cheat Sheet .....	12
Sample Orientation.....	14
Scenarios.....	16
Troubleshooting.....	18
Important Contacts.....	19

# Welcome!



Thank you for your participation in the PBS Kids Project. As a coach, you are playing a vital role in the successful implementation of this project in early childhood classrooms. This ten-week curriculum is designed to build young children's early literacy foundations through active viewing of research-based videos, interactive computer games, and hands-on early literacy activities. Our goal as a project is to provide the highest quality experience possible for children participating in this program. As a coach your role is to help teachers to implement all aspects of the program to the best of their ability through ongoing support, guidance, modeling and coaching. The television episodes and segments, computer games, and hands-on activities that you will help early childhood educators to facilitate will build four fundamental skills that are essential to early literacy development:

## **LETTER NAMES**

To become proficient readers, children need to be able to distinguish the letters of the alphabet.

## **CONCEPTS OF PRINT**

Children must learn that print has form and carries meaning. For example, in English, print is read from left to right and words are strings of letters separated by spaces.

## **LETTER SOUNDS**

Learning to read requires that children connect letters with their sounds.

## **READING COMPREHENSION**

To comprehend what they read, children must draw on their own knowledge, concepts, and vocabulary. Having a solid conceptual and informational base is a vital part of becoming a skilled reader.

Using your knowledge of early education and developmentally appropriate practices, you will provide key support to the early childhood teachers participating in the project. Your role may vary across the centers that you work with, but you can expect to:

- Train and orient preschool teachers to the project
- Model appropriate practices
- Provide teachers with necessary supports to successfully implement the project
- Assist teachers in planning and preparation
- Serve as a resource and project liaison
- Participate in project activities and engage children in discussion
- Answer questions from educators and parents about the program

The job of a coach is individualized and often spontaneous. You will assess the needs of teachers on an individual basis and apply your knowledge and experience to develop a unique plan to assist them. This guide will familiarize you with the project curriculum and help you prepare for some possible situations that you may encounter in your individual classrooms.

# Materials Checklist

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In addition to this Coach's Guide, you should also receive the following materials. If you are missing materials, please contact your Coach Experience Director.

## COACH'S MATERIALS

- ✓ 5 Picture Books for Read Alouds
- ✓ Episode DVDs
- ✓ Focused Viewing DVDs
- ✓ Game DVDs
- ✓ Teacher Logs
- ✓ Teacher's Guide

Each classroom should receive:

- Teacher's Guide
- Episode DVDs
- Focused Viewing DVDs
- Games DVD
- 5 picture books for Read Alouds
- Chart paper tablet
- Markers
- 5 word cards
- 14 letter cards
- Alphabet chart
- Student ABC cards (1 for each student)
- Template for individual name cards
- Does Your Name Start with\_\_\_ chart
- Who Stole the Cookies poem chart
- Pointer
- Envelope
- Construction paper
- Unlined paper
- School glue
- Crayons
- Colored pencils
- Playdough
- Assorted letter manipulatives

# Project Calendar

JANUARY										
	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
						1		2		
5		6		7		8		9		
12		13		14	Coach Training (NYC)				16	
19		20	Pre-testing (through Feb. 6)				22	Coach Training (California)		
26	Teacher Orientation (Week 1)									

FEBRUARY														
	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY	
2	Teacher Orientation (Week 2)											6	Pre-testing (ends)	
9	Teacher Orientation (Week 3)													
16	Implementation (Week 1)													
23	Implementation (Week 2)													

MARCH														
	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY	
2	Implementation (Week 3)													
9	Implementation (Week 4)													
16	Implementation (Week 5)													
23	Implementation (Week 6)													
30	Implementation (Week 7)													

APRIL														
	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY	
6	Implementation (Week 8)													
13	Implementation (Week 9)													
20	Implementation (Week 10)													
27	Post-testing (through May 15)													

# Weekly Tasks

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## Coach Training

JANUARY 15-16 IN NYC

JANUARY 22-23 IN CALIFORNIA

You will:

1. Attend training provided by EDC/SRI.
2. Review all materials and media.
3. Receive schedule of first and second teacher orientation visits.
4. Make sure you have back-up copies of DVDs and print materials for classrooms that are missing implementation items.

### WEEK 1

## Teacher Orientation

JANUARY 26-30

You will:

1. Conduct initial informal observation of classrooms (no more than 5) and conduct one-on-one, hands-on, 2-hour orientation with teacher. (This training will cover Intervention Week 1 activities and a review of Weeks 2 and 3.)
2. Encourage teachers to review all other materials, including DVDs, books and hands-on support materials.
3. Confirm second orientation visit.
4. Schedule first implementation visit (which may happen during the first or second week of the implementation phase) giving priority to sites that you feel may have difficulties with implementation.
5. Confirm the teacher's phone number and email address. Identify a good time to have weekly telephone/email check-ins.

### WEEK 2

## Teacher Orientation

FEBRUARY 2-6

You will:

1. Conduct initial informal observation and 2-hour orientation with remaining classrooms (for coaches with more than 5 classrooms).
2. Schedule first implementation visit (which may happen during the first or second week of the implementation phase) giving priority to sites that you feel may have difficulties with implementation.
3. Confirm the teacher's phone number and email address. Identify a good time to have weekly telephone telephone/email check-ins.
4. Begin conducting second orientation with classrooms that were visited in previous week. (This training covers Implementation of Weeks 4, 6 and 8.)

### WEEK 3

## Teacher Orientation

FEBRUARY 9-13

You will:

1. Complete second orientation with remaining classrooms. (This training covers Implementation of Weeks 4, 6 and 8.)
2. Confirm initial implementation visits with classrooms.



**WEEK 1**

# Implementation

(FEBRUARY 16-20)

You will complete up to five classroom observations this week:

1. Conduct the initial classroom implementation visits to co-facilitate the activity planned for that day.
2. Review how the activity went, discuss possible ways to strengthen implementation, and review upcoming activities for the current and following weeks using the Teacher's Guide.
  - a. Why do you think that happened?
  - b. What happened when you tried that?
  - c. What have you tried before?
  - d. Why do you think it worked/did not work?
  - e. What does this remind you of?
  - f. How else could you approach that?
  - g. What do you want to happen?
  - h. How could you do that?
  - i. When is the concern most pronounced?
3. If needed, schedule a follow-up implementation visit. This visit should occur on a different day of the week from today's visit so you can view a different set of activities. Schedule the visit as soon as possible, but you should not plan ahead of time on visiting a classroom more than once a week; some sites may need extra visits, but that will become clear after your visit. A classroom will need to schedule a follow-up visit if:
  - a. You were unable to see a video-based activity; and/or
  - b. It is clear that the teacher is struggling with implementation and requires additional immediate support. In this case, notify your Experience Director of your concerns.
4. If a classroom teaching team isn't struggling and you were able to observe a video-based activity, that classroom is a lower priority for visits. Follow up with the teacher once you have scheduled your high priority sites for the next week (or next two weeks if you have many struggling sites) to schedule a visit on a different day of the week than you have observed this week.
5. Conduct telephone check-ins with the classrooms that you did not visit.

**WEEK 2**

# Implementation

(FEBRUARY 23-27)

You will:

1. Complete up to five classroom observations this week.
2. Complete the initial classroom implementation visits for the remaining classrooms not visited in previous week to co-facilitate an activity planned for that day.
3. Review how the activity went, discuss possible ways to strengthen implementation, and review upcoming activities for the current and following week using the Teacher's Guide.
  - a. Why do you think that happened?
  - b. What happened when you tried that?
  - c. What have you tried before?
  - d. Why do you think it worked/did not work?
  - e. What does this remind you of?
  - f. How else could you approach that?
  - g. What do you want to happen?
  - h. How could you do that?
  - i. When is the concern most pronounced?
4. Complete a second visit to as many of your struggling classrooms or classrooms in which you did not observe a video-based activity as you can.
5. If needed, schedule a follow-up implementation visit. This visit should occur on a different day of the week so you can view a different set of activities and should take place as soon as possible. A classroom will need to schedule a follow-up visit if:
  - a. You were unable to see a video-based activity; and/or
  - b. It is clear that the teacher is struggling with implementation and requires additional immediate support. In this case, notify your Experience Director of your concerns.
6. If a classroom teaching team isn't struggling and you were able to observe a video-based activity, that classroom is a lower priority for visits. Follow up with the teacher once you have scheduled your high priority sites for the next week (or next two weeks if you have many struggling sites) to schedule a visit on a different day of the week than you have already observed.
7. Conduct telephone check-ins with classrooms you will not visit this week.

# Weekly Tasks

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## WEEK 3

### Implementation

(MARCH 2-6)

You will:

1. Complete up to five classroom observations this week.
2. Complete visits to co-facilitate video viewing in classrooms where you did not observe a video-based activity during Weeks 1 or 2.
3. Review how the activity went, discuss possible ways to strengthen implementation, and review upcoming activities for the current and following week using the Teacher's Guide.
4. For this week's remaining visits, focus on sites that were struggling in Weeks 1 & 2 and need an additional visit. This means you may be visiting some sites for the second or third time since the implementation began to coach and debrief. If needed, schedule a follow-up implementation visit. A classroom will need to schedule a follow-up visit if:
  - a. A teacher requests additional observation and support; and/or
  - b. It is clear that the teacher is struggling with implementation and requires additional immediate support. In this case, notify your Experience Director of your concerns.
5. If you feel your classrooms are succeeding, you should still visit one site per day to observe, encourage, offer feedback, and answer questions. Visit these classrooms on a different day than you have previously to observe different activities and media use.
6. Conduct telephone check-ins with the classrooms you do not visit this week.

## WEEKS 4-10

### Implementation

(MARCH 9 – APRIL 24)

You will:

1. Complete up to five classroom observations per week during each of these weeks.
2. Continue to focus on classrooms that are struggling. Your basic plan is to visit a classroom once a week and up to eight times during the study. You may need to visit some struggling sites more often; consult with your Experience Director to determine if this is necessary.
3. Observe and/or co-facilitate on these visits. Review how the activity went, discuss possible ways to strengthen implementation, and review upcoming activities for current and following weeks using the Teacher's Guide.
4. If you feel your sites are succeeding, you should still visit one site per day to observe, encourage, offer feedback, and answer questions. Visit these classrooms on different days of the week to observe different activities and media use.
5. Conduct telephone check-ins with the classrooms you do not visit during the week.
6. Complete Teacher Logs and mail to Drew Jacoby-Senghor after Week 4 and Week 10.

# Sample Schedule (Weeks 1-4)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Initial visit to Classroom 1	Initial visit to Classroom 2	Initial visit to Classroom 3	Initial visit to Classroom 4	Initial visit to Classroom 5
Week 2	Initial visit to Classroom 6	Initial visit to Classroom 7	Return visit to Classroom 2 (struggling in week 1)	Return visit to Classroom 3 (no video in week 1)	Return visit to Classroom 1 (struggling in week 1)
Week 3	Return visit to Classroom 5 (no video in week 1)	Return visit to Classroom 6 (struggling in week 2)	Return visit to Classroom 4	Return visit to Classroom 2	Return visit to Classroom 3 (struggling in week 2)
Week 4	Return visit to Classroom 3 (struggling in week 3)	Return visit to Classroom 5 (struggling in week 3)	Return visit to Classroom 7	Return visit to Classroom 1	Return visit to Classroom 6 (struggling in week 3)

# Cheat Sheet



Your role will vary to some extent from classroom to classroom depending on the amount of support the teaching teams require. In each classroom your role will include:

## **Co-Facilitation and Modeling**

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During your initial implementation visit, you will co-facilitate the activity for the day with the teacher. This will give you an opportunity to assess their competence with the activity and if necessary model the correct skills.

## **Active Observation and Participation**

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Once teachers are confident and able to successfully facilitate an activity, your role will be to actively observe and participate in the activity.

## **Preparation and Assisting in Planning**

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At the end of each visit, you should make sure the teacher is prepared for activities in the current and following week and assist them with planning if necessary. This can be accomplished by reviewing the Teacher's Guide and highlighting changes to the routines.

	Co-Facilitation and Modeling	Active Observation and Participation	Preparation and Assisting in Planning
Warm-up and Quick Review	<ul style="list-style-type: none"> <li>• Reading scripts with enthusiasm</li> <li>• Motivating and engaging students</li> <li>• Showing letter and word cards in random order</li> <li>• Timing and pacing</li> <li>• Appropriate wait time for responses and additional prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate with the children</li> <li>• Redirect and refocus children</li> </ul>	<ul style="list-style-type: none"> <li>• Review the episode</li> <li>• Review the script and needed materials</li> <li>• Discuss the learning objectives</li> </ul>
Episode Viewing	<ul style="list-style-type: none"> <li>• Stopping and Starting the episode</li> <li>• Keeping children actively engaged</li> <li>• Timing and pacing</li> <li>• Appropriate wait time for responses and additional prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate with the children</li> <li>• Redirect and refocus children</li> </ul>	<ul style="list-style-type: none"> <li>• Review the script and needed materials</li> <li>• Discuss the learning objectives</li> </ul>
Hands-on Followup	<ul style="list-style-type: none"> <li>• Preparing activities ahead of time</li> <li>• Taking advantage of Teachable Moments</li> <li>• Tracking print during read-alouds</li> <li>• Speaking slowly and clearly during listening activities</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate with the children</li> <li>• Redirect and refocus children</li> <li>• Circulate and take advantage of Teachable Moments</li> </ul>	<ul style="list-style-type: none"> <li>• Review directions and needed materials</li> <li>• Discuss learning objectives and Teachable Moments</li> </ul>
Clip Viewings	<ul style="list-style-type: none"> <li>• Keeping the children actively engaged</li> <li>• Stopping and starting the video at designated prompts</li> <li>• Timing and pacing</li> <li>• Appropriate wait time for responses and additional prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate with the children</li> <li>• Redirect and refocus children</li> </ul>	<ul style="list-style-type: none"> <li>• Review the clips</li> <li>• Review directions and needed materials</li> <li>• Discuss the learning objectives</li> </ul>
Games	<ul style="list-style-type: none"> <li>• Setting up and introducing the games</li> <li>• Taking advantage of Teachable Moments</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate with the children</li> <li>• Redirect and refocus children</li> <li>• Circulate and take advantage of Teachable Moments</li> </ul>	<ul style="list-style-type: none"> <li>• Review the games</li> <li>• Discuss learning objectives and Teachable Moments</li> </ul>

# Sample Orientation

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## First Orientation (2 hours)

1. Walk through the Teacher's Guide
2. Demonstrate Warm-up and Episode Viewing
3. Demonstrate set up of Hands-on Follow-up Activities and discuss ways of moving children to the centers and Teachable Moments
4. Invite teacher to practice Focused Viewing and discuss ways to keep the children engaged
5. Demonstrate reading aloud, *Dr. Seuss' ABC*
6. Demonstrate Does Your Name Begin with \_\_\_?
7. Demonstrate Quick Review
8. Preview Games and Teachable Moment prompts
9. Review Week 2 in the Teacher's Guide
10. Co-facilitate Warm-up and Episode Viewing for Week 2 with teacher
11. Invite teacher to practice Focused Viewing and review ways to keep the children engaged
12. Invite teacher to preview *Bee-bim Bop* and practice reading it aloud
13. Demonstrate I Spy Game
14. Invite teacher to practice, Does Your Name Begin with \_\_\_?
15. Preview Games and Teachable Moment prompts
16. Invite teacher to practice Warm-up for Week 3
17. Invite teacher to practice Read Aloud
18. Demonstrate Weird Words game
19. Preview Games and Teachable Moment prompts

## Second Orientation (2 hours)

1. Invite teacher to practice Warm-up and Episode Viewing for Week 4
2. Review Hands-on Follow-up Activities, moving children and Teachable Moments
3. Invite teachers to practice Focused Viewing
4. Invite teachers to practice Read Aloud, *Mole and Baby Bird*
5. Invite teacher to practice Weird Words
6. Review Does Your Name Begin with \_\_\_\_?
7. Invite teacher to practice Quick Review
8. Preview Games
9. Walk through week 5 of the Teacher's Guide
10. Invite teacher to preview *Knuffle Bunny*
11. Invite teacher to practice Warm-up and Episode Viewing for Week 6
12. Invite teacher to preview *How To Be*
13. Demonstrate Tongue Twisters game
14. Preview Games and Teachable Moment prompts
15. Walk through Week 7 of the Teacher's Guide
16. Preview Games and Teachable Moment prompts
17. Invite teacher to practice Warm-up and Episode Viewing for Week 8
18. Demonstrate Who Stole the Cookies
19. Demonstrate Guess My Letter
20. Preview Games and Teachable Moment prompts
21. Walk through Week 9 in the Teacher's Guide
22. Invite teacher to practice Warm-up and Episode Viewing for Week 10
23. Invite teacher to practice Who Stole the Cookies
24. Invite teacher to practice Guess My Letter
25. Preview Games and Teachable Moment prompts
26. Answer questions and address concerns

## CLASSROOM SUPPORT

# Scenarios

The following scenarios present situations that may occur on days when you are (or are not) present in the classroom. As you read, consider the needs of the teaching teams and the kinds of supports they may require. Consider what type of support could be provided before, during and after each activity in scenarios 1 and 2.

## Scenario 1

It is 9:00am on Monday morning of week 4 in Mr. Tim and Ms. Anne's classroom. Mr. Tim has gathered the class for the morning circle and is introducing a new episode to the class. He reviews the letters previously covered by having each child individually state the name and sound that each letter makes. After reminding a few children to sit up and pay attention, he reviews the words previously covered by having the children recite each word and spell it.

At 9:15, Mr. Tim introduces the new letters of the day, F and R, and starts the video. At the first stopping point, he pauses the video and has each child come to the front of the room to write the letter F on the chart paper on the easel. After each child writes the letter, he asks the class if it looks like an F. If it does not, he then calls on another child to draw a correct F. Some of the children have started conversations amongst themselves and others are having difficulty sitting still. At 9:40, Mr. Tim resumes the video but then stops shortly to repeat the activity for the letter R.

In the meantime, Ms. Anne is preparing the hands-on follow-up activities. She has set up a table with collage materials and has placed a finished example in the middle of the table, another table with playdough, and a table with worksheets emphasizing matching objects that begin with the /f/ and /r/ sounds.

At 10:00, when the children finish viewing the episode, Mr. Tim assigns the children to an activity and directs them where to go. The children go to their assigned areas and begin to work independently and in small groups. Some of the children at the Free Writing table are drawing pictures and creating captions with letter-like markings. One child in the Library area is holding a book and pretending to read aloud to a small group of children. Two children at the Letter Sorting table are arguing over whether a letter is a P or a B. As the children work, Ms. Anne and Mr. Tim use the time to refresh the bulletin boards and complete paperwork.



## Scenario 2

It is Monday of Week 3 in The Rainbow Room and Ms. Angela has just gathered the children on the rug for the Warm Up activity. She reads the Warm Up enthusiastically, pausing to show all 14 of the letter cards to the children and ask them the names of the letters. She also shows them all 5 word cards and asks the children if they can remember the words. The children are able to recognize the letters O, S and T, and the words OPEN and STOP, but struggle to guess the others.

After completing the Warm Up, Ms. Angela locates the DVD for the day and turns on the TV and DVD player. When she presses the play button, nothing happens so she takes a few moments to make sure that it is plugged in and that it is on the correct channel. She tries again and asks her teaching partner, Mr. Ryan to help. When they are both unsuccessful, Ms. Angela calls the director. In the meantime, Mr. Ryan leads the class in songs and creative movement activities. Shortly after, the director comes and fixes the problem.

Ms. Angela starts the episode and stops it when she sees the first Pause icon and Princess Pea says, "Let's write the word OPEN. Get ready, wands up." She leads the children in skywriting the word OPEN and then resumes the DVD. Princess P writes the letter O with her wand and the next icon appears. Ms. Angela stops

the DVD with a puzzled look on her face. Mr. Ryan finds the episode viewing script in the Teacher's Guide and reads, "You all did that so well, let's do it again." He skywrites the letter O with the children, resumes the video and stops it again for the letters P and N.

When the episode ends, Mr. Ryan asks Ms. Angela what they are supposed to do next. They both look at the Teacher's Guide and make a plan to set up the centers for hands-on follow-up activities. Ms. Angela sets up a table with materials for "N" collages and turns on the classroom computers. Mr. Ryan finds a sing-a-long DVD to keep the children occupied while he takes out the letter sets and sets up a table with playdough.

When the centers are ready, Mr. Ryan uses the classroom choice chart to help children decide where to go. As the children work, Mr. Ryan and Ms. Anne circulate and make positive comments about the behaviors they see. A pair of students playing Big Bird's Letters at a computer are giggling as they press the number keys.

Nearby, another pair of children at a computer is fighting over the mouse. Ms. Anne reminds them to share and sets a timer to let them know when to trade places.

# Troubleshooting

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## Replacing materials

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I misplaced my Coach's Guide.  
One of my sites has missing and/  
or broken materials. How can I get  
replacements?

EDC and SRI will replace many of the materials for the project if they are missing or broken. However, many of the project materials are common to early childhood classrooms and centers. EDC and SRI cannot guarantee replacement of these common items. In such cases, coaches should encourage classrooms/centers to use what they already have on hand or suggest a practical replacement.

## Activities and/or Project not implemented

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When I made my initial visit to one  
of my sites, the teacher told me that  
she had not implemented any of the  
components.

Make a note of this on the teacher log. Co-facilitate Week 1, Day 1 with the teacher, prepare and assist them with planning for activities for the current and following week. Encourage the teacher to continue implementation, schedule a follow-up visit and make frequent telephone calls to check-in.

One of my classrooms has not  
consistently given the children time  
for online games, second focused  
viewing, etc.

Make a note of this on the teacher log. Encourage the teacher to continue implementation as written in the Teacher's Guide, schedule a follow-up visit and make frequent telephone calls to check-in.

## Broken media equipment/technical difficulties

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The computer or DVD player in the  
classroom is not functioning and  
the classroom has not been able  
to implement components of the  
curriculum.

Unfortunately, EDC and SRI are unable to provide replacement media equipment. Make a note of this on the teacher log.

## Difficulties in Getting Along with a Teacher or Site Staff Member

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The teacher in one of my classes  
really doesn't like the program and  
has made it obvious that I am not  
welcome there.

Contact your Coach Experience Director immediately, and talk through the situation. There could be any number of reasons why a teacher is unhappy about the program. Our goal is to make the experience as positive as possible for all centers and to respond genuinely to teacher and staff concerns as they arise.

# Important Contacts

<p><b>COACH EXPERIENCE DIRECTOR</b></p>	<p>General experience questions about materials, curriculum, training and coaching issues, teacher logs, schedule, timesheets, assessments</p>	<p>NYC  <b>Eve Townsend</b>  <a href="mailto:etownsend@edc.org">etownsend@edc.org</a>            (800) 225-4276 or            (212) 807-4279</p> <p>California  <b>Amy Hafter</b>  <a href="mailto:ahafter@sri.com">ahafter@sri.com</a>            (650) 859-4566</p>
<p><b>EXPERIENCE COORDINATOR</b></p>	<p>Research questions about overall study and its assessments</p>	<p>NYC  <b>Lauren Bates</b>  <a href="mailto:lbates@edc.org">lbates@edc.org</a>            (800) 225-4276 or            (212) 807-4269</p> <p>California  <b>Carlin Llorente</b>  <a href="mailto:carlin.llorente@sri.com">carlin.llorente@sri.com</a>            (650) 859-2381</p>
<p><b>MAILINGS</b></p>	<p>Where to mail all teacher logs</p>	<p><b>Drew Jacoby-Senghor</b>            SRI International            333 Ravenswood Avenue            Menlo Park, CA 94025</p>

