U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080035
Grants.gov Tracking#: GRANT00473204

Closing Date: JUN 10, 2008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

*** 1. Type of Submission:**

- ○ Preapplication
- ● Application
- ○ Changed/Corrected Application

*** 2. Type of Application:**

- ● New
- ○ Continuation
- ○ Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

*** 3. Date Received:** 06/10/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

*** 5b. Federal Award Identifier:**

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:** The Committee for Academic Excellence

*** b. Employer/Taxpayer Identification Number (EIN/TIN):** 77-0630408

*** c. Organizational DUNS:** 149403599

d. Address:

* Street1: 6152 Delancey Station St., Ste. 105
Street2:
* City: Riverview
County: Hillsborough
* State: FL: Florida
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 33578

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms.
* First Name: Candice
Middle Name:
* Last Name: Harris
Suffix:

Title: Project Director

Organizational Affiliation:

* Telephone Number: 813-689-6360
Fax Number: 866-370-8138

* Email: candice.harris@thecae.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Tampa, Hillsborough, FL

*** 15. Descriptive Title of Applicant's Project:**

Project LASER CAERS (Collaborations in Achieving Early Reading Success)

Attach supporting documents as specified in agency instructions.

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 09
* b. Program/Project: 10

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date: 09/01/2008
* b. End Date: 08/31/2011

18. Estimated Funding ($):

* a. Federal	3,174,998.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,174,998.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

○ a. This application was made available to the State under the Executive Order 12372 Process for review on .

● b. Program is subject to E.O. 12372 but has not been selected by the State for review.

○ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

○ Yes ● No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☑ **** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Candice

Middle Name:

* Last Name: Harris

Suffix:

* Title: Project Director

* Telephone Number: 813-689-6360 Fax Number: 866-370-8138

* Email: candice.harris@thecae.org

* Signature of Authorized Representative: Candice Harris * Date Signed: 06/10/2008

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name	Mime Type

AdditionalProjectTitle

File Name	Mime Type

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
The Committee for Academic Excel...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 446,000	$ 461,820	$ 478,273	$ 0	$ 0	$ 1,386,093
2. Fringe Benefits	$ 77,902	$ 80,676	$ 83,561	$ 0	$ 0	$ 242,139
3. Travel	$ 42,750	$ 15,000	$ 7,500	$ 0	$ 0	$ 65,250
4. Equipment	$ 75,950	$ 18,000	$ 7,500	$ 0	$ 0	$ 101,450
5. Supplies	$ 186,400	$ 101,000	$ 78,512	$ 0	$ 0	$ 365,912
6. Contractual	$ 142,572	$ 133,572	$ 96,072	$ 0	$ 0	$ 372,216
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 10,128	$ 10,681	$ 11,256	$ 0	$ 0	$ 32,065
9. Total Direct Costs (lines 1-8)	$ 981,702	$ 820,749	$ 762,674	$ 0	$ 0	$ 2,565,125
10. Indirect Costs*	$ 191,039	$ 159,718	$ 148,416	$ 0	$ 0	$ 499,173
11. Training Stipends	$ 63,900	$ 33,300	$ 13,500	$ 0	$ 0	$ 110,700
12. Total Costs (lines 9-11)	$ 1,236,641	$ 1,013,767	$ 924,590	$ 0	$ 0	$ 3,174,998

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 10/30/2007 To: 9/30/2009 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
The Committee for Academic Excel...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Candice Harris	* TITLE Project Director	
* APPLICANT ORGANIZATION The Committee for Academic Excellence		* DATE SUBMITTED 06-10-2008

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB
0348-0046

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
__a. contract ●b. grant __c. cooperative agreement __d. loan __e. loan guarantee __f. loan insurance	__a. bid/offer/application ●b. initial award __c. post-award	●a. initial filing __b. material change For Material Change Only: year quarter date of last report

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: The Committee for Academic Excellence * Address: 6152 Delancey Station St., Ste. 105 Riverview FL: Florida 33578 Congressional District, if known:	
6. * Federal Department/Agency: 10	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known:	9. Award Amount, if known: $3,175,000.00
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: NA NA * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: NA NA
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Signature: Candice Harris * Name: Ms. Candice Harris Title: Project Director Telephone No.: 813-689-6360

	Date: 06-10-2008
	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name	Mime Type
5327-The_CAE_General_Education_Provisions_Act_-_ERF.doc	application/msword

The Committee for Academic Excellence - General Education Provisions Act (GEPA) Statement

In compliance with Section 427 of the GEPA, The Committee for Academic Excellence (CAE) is providing this statement in reference to the Early Reading First sub-grant titled LASER CAERS, award number S359A080303. It is the intent of the CAE to take steps to ensure equitable access to and participation in LASER CAERS, an Early Reading First initiative. The CAE is mindful of the barriers that can impede equitable access or participation of groups traditionally underrepresented based on color, race, national origin, gender, age, disability, or are limited English proficient. Specifically, the CAE will take the following steps to ensure equity and participation:

1. Participating early childhood centers will meet ADA requirements for access to classrooms in which LASER CAERS will take place.

2. The curriculum, supports, publications and postings provided by LASER CAERS will contain stories and illustrations that depict diversity in families, including race and national origin.

3. The coaches and literacy teams will reflect diversity in age, race, and gender. The Project Director and participating center directors will conduct meetings at the sites to inform parents, teachers and the target community about LASER CAERS.

4. The coaches, center directors and Project Director will encourage participation by a broad spectrum of the community in literacy activities both in and out of the school setting.

5. The CAE will apply the highest standards of equity to hiring practices related to the grant and encourage application of minority candidates for available positions.

6. The CAE will provide brochures and other print media in Spanish or other languages to meet the needs of families.

7. LASER CAERS will provide IDEA-approved or recommended hardware, software, and assistive technology to support literacy among disabled students.

8. As materials and assessment processes are being created, sensitivity will be given to providing information to beneficiaries that is not culturally biased, protects their identity and uses a proficient interpreter, when necessary. The CAE will not use materials or strategies that promote or show disrespect to any religious group.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION The Committee for Academic Excellence
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Ms. * First Name: Candice Middle Name: * Last Name: Harris Suffix: * Title: Project Director
* SIGNATURE: Candice Harris * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Ms.

Candice

Harris

*** Address:**
6152 Delancey Station St., Ste. 105

Hillsborough
County

Riverview

FL: Florida

33578

USA: UNITED STATES

*** Phone Number:**
813-689-6360

Fax Number:
866-370-8138

Email:
candice.harris@thecae.org

2. Applicant Experience:

_Yes • No _ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

_Yes • No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

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Project Narrative

Abstract Narrative

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Title: Pages: Uploaded File: **5428-Project_LASER_CAERS_Abstract.doc**

Project LASER CAERS (Collaborations in Achieving Early Reading Success) Abstract

Project LASER CAERS endeavors to develop two community and faith-based early childhood education centers of excellence in Hillsborough County, Florida. CAERS will serve 150 three- and four-year olds each year for at least two consecutive years prior to kindergarten. More than one-third of the students speak English as a second language, 94% of students qualify to receive free or reduced lunches, 63% of the students served are faith-based and 91% of the families served receive Title 20 subsidies. Annually CAERS will serve students year round, for at least seven hours per day, five days per week. Using scientifically-based reading research (SBRR) CAERS will improve the programs by (1) creating and designing literacy, language and print-rich classroom environments, (2) implementing structured, continuous and on-going professional development programs that will be sustained, intensive, and classroom-focused and will include strategies such as using certified Bilingual, Cross-cultural, Language and Academic Development (BCLAD) instructors, mentors and coaches and progressive pedagogy in special education, biliteracy, comprehension, speaking, reading, and writing in the emphasis language, (3) fostering collaboration between home and school to advance students' cognition and early reading skill growth and development using state-aligned, SBRR curricula and age/developmentally-appropriate instruction that embeds literacy and language across curriculum experiences (4) using screening assessments and progress monitoring to identify and work with children who may be at-risk for delayed development or reading failure and design goals and objectives to meet their needs, (5) building on current preschool and elementary school transition practices by supporting and promoting continuity of instruction between these preschools and the LEA elementary schools. Both centers have a coordinated direct feed into the LEA and are served by Reading First elementary schools within the Hillsborough County School District.

Project Narrative

Project Narrative

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QUALITY OF THE PROJECT DESIGN

Selection Criterion 1, Factor 1. Research shows that students who are placed at-risk due to poverty, race, language, physical disability or other factors are rarely well-served by their schools[1]. They often attend schools where they are tracked into substandard courses and programs holding low learning expectations[2]. If schools are to achieve the goal of success for all students, they must hold high expectations for all and must view at-risk students as having strengths, not "deficits," and adopt programs and practices that help all students to achieve their true potential. Scientifically-based reading research (SBRR) in early childhood has clearly shown the importance of the early years on children's literacy development[3]. An increasing body of empirical evidence advises that without quality preschool experiences, children are at-risk for long-term underachievement in school, retention, social and emotional problems and factors associated with limited productivity later in life[4].

Key empirically-based characteristics of effective preschool programs were outlined at the NICHD[5] Early Childhood Summit (2002) and in the 2003 Joint Position Statement[6]. These characteristics include a research-based curriculum, intensive professional development (PD) for teachers, a language and print-rich classroom environment, coordinated assessment and support for family involvement[7 8]. SBRR has consistently shown that an effective preschool curriculum must include experiences that support phonological awareness, oral language, alphabet knowledge and print awareness[9].

The design of LASER CAERS is based on these scientifically-based practices in early childhood research, emphasizes the importance of high-quality curricula (including instructional strategies, materials and assessments) and incorporates these characteristics to address the needs of *disadvantaged students* by providing a SBRR curriculum[10 11], intensive, job-embedded PD,

literacy, language and print rich classroom environments, coordinated assessments and support for family involvement. The activities, strategies, systems, applications and methods used by LASER CAERS meet the entire definition of Section 1208 of ESEA, as well as best practice guidance from NAC and the NAEYC/IRA Joint Position Statement[12], research from the *Preventing Reading Difficulties Report* (The Beginning Years – Birth through Preschool)[13], recommended framework of the Just Read Florida Reading Program Specifications Draft[14], the goals of the New York State Association for Bilingual Education[15] and best practice dissemination from the NGA Center for Best Practices on Developing and Supporting Literacy-Rich Environments for Children[16]. The incorporation of this empirical research and effective practice in Project LASER CAERS is outlined below.

LASER CAERS will adopt Scholastic's Early Childhood Program (SECP) as its core scientifically-based reading research curriculum. The language and early literacy components of the SECP curriculum is based upon the National Research Council report, "*Preventing Reading Difficulties in Young Children.*" The research foundation paper published by Scholastic, "*10 Big Ideas About Early Childhood Education,*" also provides a complete overview of the proven empirical research used to develop SECP[17]. SECP was developed according to leading academic and scientific research to provide a comprehensive, year-long curriculum in English and Spanish with ESL support designed to help children acquire school readiness skills in the four critical framework areas of language and early reading; oral language, phonological awareness, alphabet knowledge and print awareness. SECP principles present scientific evidence that children's performance in these areas is significantly stronger when access to books and other literacy materials is combined with professional development and training for preschool teachers[18]. SECP directly introduces cognitively challenging conversational opportunities through its Circle

Time, Story Time, Learning Centers and Transition Time activities centered on thematic investigations and helps teachers plan literacy experiences for children. It presents the theory and research behind instructional strategies and the five parts of the curriculum approach: *How Children Develop and Learn, The Learning Environment, What Children Learn, The Teacher's Role*, and the *Family's Role*. The core curriculum provides guidance on how to create and maintain interest areas in each classroom (e.g., blocks, dramatic play, art, library, music and movement, computers) that offer a play-based context in which children learn new vocabulary and practice language and literacy skills. Family practices that are aligned with preschool curriculum also support the development of reading readiness skills[19]. SECP provides instruction through interactions and direct or explicit teaching approaches on how to assess children's learning and how families can support children's learning at home.

The SECP curriculum can only be effective if it is implemented by highly trained teachers with continuous access to high-quality, systematic, embedded professional development[20]. The preparation of qualified teachers is the most important component described in the empirical research report *What Matters Most: Teaching for America's Future* (National Commission on Teaching and America's Future, 1996)[21]. Research studies have found that preschool teachers often provide limited language experiences for young children[22]. Preschool teachers often lack adequate training in implementing effective language and literacy strategies[23]. To provide an appropriate educational context for culturally and linguistically diverse students and those with disabilities or special needs, LASER CAERS will provide project teachers and teacher assistants with *intensive PD* including a theoretical and methodological foundation in bilingual education using BCLAD[24] (Bilingual/Cross Cultural Language and Academic Development) mentors and coaches. These bilingual education teacher preparation programs will

provide theoretical/practical knowledge of bilingual education and bilingualism as instrumental functions, and include the concepts of inclusion and culture as core values for the development of students' cultural identity and self concept. Additionally, extensive training in the planning and delivery of differentiated instruction to promote academic achievement will be provided as a method to familiarize preschool teachers with the concept of professionalism to maintain a high level of competence and integrity in the profession. ERF funding will allow for the time, professional support and coordination services for project teachers to pursue advanced degrees in early childhood education, and provide a direct classroom component in which theory is applied in the preschool classrooms. To foster an environment in which a child is helped to develop both his/her languages, it is vital that native languages be respected and encouraged. A child's native language is part of their emerging sense of self and a vital connection with their family. Ideally, professionals working with young children would be able to speak their native languages in order to facilitate multilingual communication. Since this is not always possible, volunteers and family members should be included in the preschool setting (Coltrane, 2003)[25]. Where appropriate, LASER CAERS will recruit and develop additional bilingual teachers, mentors, volunteers and family members who are fluent in both English and the native language of the students. They will also have a commitment to teaching bilingual learners, show high academic expectations for culturally and linguistically diverse learners, demonstrate sensitivity to their needs and be committed to providing challenging and innovative equitable instruction. LASER CAERS's Limited English Proficiency (LEP) Plan is an integrated part of professional development. LASER CAERS centers will identify the special needs of students and meet all applicable state and federal requirements including: Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). An internal child study team comprised of

an ESE specialist, early childhood speech/language pathologist, the teacher, the center director and parent and will coordinate efforts with the Hillsborough County Department of Special Education to assess needs and develop IEPs with the LEA to ensure a coordination of services that address the student's needs early on and continue into kindergarten. LASER CAERS PD will offer strategies for teaching special needs children, tailoring activities and curriculum to individual needs and working in concert with LEA ESE service providers on IEP goals. Materials, technology and classrooms will be enhanced to meet the special needs.

Selection Criterion 1, Factor 2, Purpose 1. Each of the five LASER CAERS centers was selected on the basis of program stability, employee retention of 90% annually (nationally preschool staff turnover averages one-third each year or 67%)[26], low teacher/student ratios, and basic teacher training and experience. Each center has the capacity and potential to implement the proposed intervention and become a center of educational excellence. The centers have recently undergone assessment of the environment using the Early Childhood Environmental Rating Scale-Revised (ECERS-R)[27] and scored in the average to 5.1 range; achieved Gold Seal status through Hillsborough County Childcare Licensing, indicating their commitment to meet and exceed County standards in health, safety, adequacy of facilities and quality; documented student attendance of approximately 94%; and three bilingual teachers (other teacher qualifications are listed in the Appendix). Though teachers in the selected LASER CAERS sites vary in their formal preparation and certification, Helping Hand received a score of 267 (out of a possible 300) on the 2006-07 Voluntary Pre-Kindergarten (VPK) Kindergarten Readiness Rates[28] (compared to 239 for the State and 247 for the District), which measures how well a private or public VPK provider prepared four-year-olds for kindergarten. Rates were calculated by the Florida Department of Education. The VPK Readiness Rate is based on the scores of

children who attended certified VPK programs and were screened upon entry into kindergarten. The screening is administered by district public schools to all public school kindergarten students. The screening instrument used is known as the Florida Kindergarten Readiness Screener (FLKRS), which includes selected measures from the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™) which measure Letter Naming Fluency and Initial Sound Fluency. Helping Hand center is rated four out of five stars in the Hillsborough County 5-Star for Kids Program-- a voluntary quality measurement and improvement program for providers committed to improving the quality of care provided to early learners. This rigorous rating system requires that a center's program quality be rated using the ECERS-R, measures the amount of family/community involvement, requires excellent performance on child care licensing audits, an outstanding compliance history through Hillsborough County Licensing, ratios/group size and accreditation standing. The centers will have formal career plans to assist teachers in obtaining a bachelor's degree in early childhood education and offer incentives and supports to reach that goal. This model will be replicated throughout LASER CAERS. The centers further demonstrate their ability to effectively support children's cognitive, social, emotional and physical development through monthly trainings, NAC accreditation (one of the centers is in the self-study process), ongoing quarterly student assessments, professional staff training, and parent-teacher meetings. Individual student assessments will be completed at least four times annually with the added priority for teachers of linking assessment to individual student instruction. These formal/informal observations, ratings, commitment and performance suggest the teachers are currently capable of providing adequate classroom environments and curricula; however, additional resources will be provided through ERF funding. The teachers and administrators

have expressed the need for and their support of a more comprehensive, high-quality literacy and language offering and are eager to implement it. LASER CAERS center and student demographics are provided in the appendices. Ninety-four percent of the students served by LASER CAERS qualify for free or reduced lunch and 91% of the students receive Title 20 State subsidies. Seventy-nine percent of the community population in the LASER CAERS areas is low income, reporting median incomes below the state level and poverty rates between 13% and 53%. Helping Hand Day Nursery is community-based and King's Kids Christian Academy is faith-based.

Selection Criterion 1, Factor 2, Purpose 2 (See Criterion 1, Factor 1 for the SBRR that support these activities) SECP provides specific guidance on how to design a preschool to support children's social/emotional, physical, cognitive, and language/literacy development. It is designed to ensure that children develop language and early reading skills in the four critical areas outlined by ERF including: ***oral language, phonological awareness, print awareness***, and ***alphabet knowledge***. Drawing from early childhood literacy research, SECP provides systemic, intense instruction on seven dimensions of early literacy research: literacy as a source of enjoyment; vocabulary and oral language; phonological awareness; print awareness; alphabet knowledge; comprehension, and understanding books and other texts[29]. The *central goal* of the project is to help guarantee that young children develop the critical skills, knowledge, and life habits necessary to become successful learners; especially in the areas of language and literacy development. *Specific LASER CAERS goals* for improving children's oral language, phonological awareness, print awareness, and alphabet knowledge are to provide a detailed, comprehensive curriculum and related instructional materials and assessments; ongoing, intensive PD for teachers to ensure that they know how to effectively teach these language and

literacy concepts; and a SECP-aligned family literacy and support program. The *scope and sequence of the SECP curriculum* aligns to widely accepted early childhood curriculum guidelines and is comprehensive and developmental in that instruction progresses from simpler to more complex skills to support development of oral language (listening, speaking, vocabulary, and phonological processing) and written language skills (concepts of print and books, alphabet knowledge, and writing mechanics). Explicit goals and objectives spelled out in SECP Unit Guides form the basis of all activities. The instructional design of SECP allows for both teacher-initiated direct instruction and child-initiated explorations. The program's daily activities help children *systematically* build and support development of the seven dimensions. Key skills are presented multiple times to give children many experiences to build a deep foundation in language and literacy development. LASER CAERS teachers will use information from child observations, standardized assessment, and continuous progress assessments to organize groups and identify the strategies to use with children during independent practice. For example, in teaching rhyming words in phonemic awareness, the teacher will explain rhyming and demonstrate rhyming work during whole group instruction. In small group instruction, children will work together on changing rhyming words in a familiar song or playing a rhyming game using their names. Children will practice independently listening to books with rhyming words or writing their own poems using similar rhymes. SECP is theme-based and includes 36 unit plans, each with theme-related books and specific daily routines to address the seven dimensions. SECP is organized around routines based upon best practices in early childhood education (***See Criterion 2, Factor 1***). Lessons are presented in both English and Spanish, and give intensive support for ESL students. Each daily lesson provides for multiple opportunities for developing language and cognitive skills, including the use of *explicit and intentional instruction* (meaning

that the teacher is focused upon the skills that a child is developing while engaged in any activity) and are *structured* in the following manner: ***Circle Time (20 min – See Sample Schedule in Appendices)***: *Whole group, teacher-directed, explicit instruction* in *oral language, phonological awareness*, mathematics, and additional skills from the content areas, uses CDs and song and poem charts to help students expand their vocabulary, explore the sounds of language, and build concepts. ***Learning Centers and Teacher's Table (20 min/twice daily): Child directed independent and small group explorations*** across the curriculum that focus on the targeted skills and concepts for the week, as well as provide extra practice and reinforcement in previously-taught skills and concepts. For example, teachers will engage children in adult/child conversation during small groups and at the Teacher Table to build oral language, recount and interpret stories through dramatic play at learning centers, play words games using cd-roms to increase alphabet knowledge, listen to big book audiocassette recordings and recounting stories at audio learning centers to improve print and phonological awareness and listening skills. ***Story Time (20 min x 2 daily): Teacher-directed, explicit instruction*** in language and early literacy skills, especially in oral language, phonological awareness, letter and sound knowledge, print awareness, and writing. Children will listen to, read, reread, and discuss high-quality literature in a variety of genres. This will be *done in large (15 minutes) and small group (25 minutes) settings*. ***Transitions (5 min)***: Daily transitions provide teacher-led opportunities that use oral language and thinking skills to help develop additional literacy-area concepts and integrate language and literacy activities into classroom routines, such as snack, toileting and quiet times (15 minutes). SECP is theme-based (includes ten relevant themes reflecting real-world experiences common in the lives of preschoolers), focuses on literacy as the foundation for instruction in all other early childhood domains, and includes experiences and activities to

develop science and math concepts related to the themes developed in the literature. Each theme is based on a topic with a significant emphasis on the literature guiding the themes, includes lesson plans with theme-related books and specific daily routines that include phonemic awareness, letter-learning, and writing, learning centers, art, and music; and is supported with instruction for preparing and managing the classroom, launching the activities, wrapping up the topic and integrates other core subjects (art, music, technology) into children's everyday classroom experiences. Themes will be implemented for a minimum of two weeks and will have ten to twelve books for teachers to read to the children a minimum of three times per day. Repeated readings of books will be encouraged to provide multiple opportunities to learn, use unfamiliar vocabulary and to practice phonological awareness and complete writing activities related to the theme. SECP is designed so that teachers provide direct instruction of specific concepts and then scaffold children's learning providing multiple support/practice opportunities until the concepts are fully developed. Early reading research on oral language development reveals that the quality and amount of adult/child discourse is critical[30]. The *scope and sequence for* ***oral language*** will include speaking/communicating and listening/understanding. Included in ***speaking and communicating*** will be: learning to express ideas and needs in increasingly complete sentences, learning to use increasingly complex vocabulary in every day activities, responding to questions and comments during conversations, asking questions to increase understanding, and initiating and/or extending conversations for at least three exchanges. ***Listening and understanding*** will include: actively listening to stories, songs, and rhymes and responding appropriately, understanding and following simple directions (two- and three-step), responding to direct comments and questions from others during conversation and understanding increasingly complex sentences. SECP provides ***language and vocabulary*** that is developed

within the context of each theme and associated theme literature. In accordance with research confirming the critical importance of reading aloud, Story Time lessons are built around multiple read-aloud sessions. Children will have the opportunity to listen to each fiction/non-fiction book and then work with the concepts and vocabulary derived from the books to enhance ***phonological processing***. Each Circle Time experience will begin with explicit oral language development lessons. Oral language will be woven throughout all the activities, particularly in hands-on, interactive math, art, music and science activities that promote conversations and emphasize feedback and active listening skills; book-reading, which includes asking and answering open-ended questions and circle time activities that support theme-related vocabulary development and complete sentence responses. Reading research on phonological awareness reveals that repetition and interactions with new and familiar songs and poems help children become aware of sounds and their combinations[31]. The *scope and sequence for* ***phonemic awareness***, which is a part of oral language development, will include: attending to and discriminating among environmental sounds, recognizing and producing rhyming words, recognizing and producing words with the same initial sounds, identifying syllables in words, and blending syllables from compound words. ***Phonological awareness*** in SECP includes: identifying and making oral rhymes; identifying and working with syllables in spoken words through segmentation and blending; identifying and working with "onsets" and "rimes"; and identifying and working with individual sounds in words. Teacher-directed instruction will be provided daily in one of the key areas of phonological awareness. In addition to being given direction instruction during each day's Circle Time experiences, children will also engage in additional teacher-led and child-initiated activities to build phonological awareness, including re-reading books, singing songs and rhymes, listening to poems, and working with the sounds and

patterns of language. Activities that support the development of this skill include listening to environmental sounds, learning songs and rhymes, reading books that contain rhymes and alliteration, playing with and tapping out the sounds in words, and creating word plays as part of natural conversations. As children progress through the sequence they will revisit simpler activities to reinforce learned skills. Early reading research on letter and sound knowledge reveals that children must learn letter names as well as their sounds to develop the alphabetic principle[32]. The scope and sequence for ***alphabet knowledge*** will include: reciting the alphabet, knowing that letters form words, recognizing and naming letters (15 minutes daily) in familiar words, especially the child's own name, distinguishing between upper and lower case letters, and relating some letters to the specific sounds that they represent. Activities will include reading theme-related alphabet books, recognizing one's name when it is embedded in classroom routines, and constructing and displaying environmental print that the children will be actively engaged in producing (e.g., daily schedules, sign-up sheets, and lunch menus). SECP provides multiple vehicles to teach children letter sounds, letter forms, and letter/sound correspondence. Children will be provided numerous opportunities to engage in activities that help them make meaningful letter sound discoveries. The scope and sequence for ***print awareness*** will include: understanding that print conveys meaning, reading environmental print, understanding print conventions, understanding book conventions, and writing to communicate messages[33]. Book reading, big books, writing, and a print-rich environment support the development of print awareness. Throughout the SECP curriculum children will be exposed to a variety of print, such as fiction and nonfiction books, poems, and song charts, posters and word lists. Print awareness activities will include having teachers and children construct print in a variety of forms and for many different purposes. The activities will be designed to help children understand that print

carries a message. Through multiple encounters with SECP provided materials, children will develop critical concepts of print that aid in the reading and writing process. Environmental print will be integrated into the daily routines and children's daily writing will be displayed. The subject matter in the books, in the themes and in the children's daily life experiences will be the context for improving children's oral language and background knowledge.

Teacher Supports - SECP ensures that each day teachers know what they are expected to do in order to support the development of early literacy through aligned, supportive materials; detailed daily lesson plans; and, intensive, on-going, job-embedded PD. Each unit contains daily lesson plans including suggested activities that address the seven dimensions. The daily lesson plans are combined to create weekly lesson plans which are completed at least one week prior to actual instruction and are also provided to parents at the beginning of the week and posted on the family web pages. The careful planning of classroom schedules and lesson plans provide for the proper balance of individualized instruction, group activities, formal and informal classroom and student assessment and family support. Teachers receive books and materials to do the activities. Experienced literacy coach/mentors (CMs) will support teaching staff (One CM to two teacher and teacher assistants ration) as they implement curriculum, enrich the learning environment and monitor child growth throughout the project. At a minimum, CMs will have a master's degree in early childhood education, or a related field with experience in teaching in an early childhood setting, and successful supervision, coaching, or mentoring of early childhood teachers. A bachelor's degree in ECE, education or a related field with extensive early childhood experience will be considered. The CMs will guide the teachers in becoming more independent in their practices while teaching them that every classroom moment presents a teachable moment for developing a child's oral language. CMs and SECP-teacher materials will instruct teachers on

how to interact with children, how to engage them in cognitive reasoning and open-ended questions, and how to play with sounds in words to develop phonemic awareness. In class modeling by Scholastic trainers, Nova (*See Quality of Project Personnel*) and CMs will explicitly demonstrate how to implement activities and strategies that directly instruct children on language and literacy concepts to improve oral language, phonological awareness, alphabet knowledge and print awareness. Developing oral language and pre-literacy skills is central to the SECP curriculum. Through scaffolding of information, the CMs will guide project teachers in becoming more independent in their practices, deciding what strategies to implement and why they should be implemented. CMs and teachers will also use the SECP/BLL teacher implementation checklist to document teacher fidelity to curriculum implementation. SECP units' introduction to new knowledge and skills is explicit and intentional and builds on children's life experiences by focusing activities on familiar places, people,. and activities in the home and community. The program encourages children to use prior knowledge to relate to new understandings, thus increasing the possibility of success for each student. Children who are unfamiliar with a place will become familiar with words and concepts of which they should be aware. There will also be structured times during each day when oral language and early literacy skills are developed. A minimum of three books will be read daily and discussed using interactive book reading strategies and developing print awareness. Fifteen minutes per day are scheduled for phonological awareness activities that require children to recognize and produce sounds and sound segmentations in words. Phonological awareness activities are also conducted during circle time, book reading, and during center activities. Fifteen minutes per day are designated to construct the ABCs. Children will focus on the name, shape, and sound of a letter and make connections with environmental print. Teachers will weave connections that promote

language development throughout the center activities to include writing and literature. SECP also provides strategies for children for whom English is a second language. LASER CAERS teachers will include these strategies and also develop individual language experiences that incorporate the child's home language while building English language vocabulary. In addition to spontaneous conversations, each day the teacher will have a one-to-one conversation with each child for five minutes to ensure the engagement in oral language. Other classroom centers will include theme-related activity, literature and writing opportunities. The centers provide hands-on experiences to explore literary and print concepts and construct meaning from activities.

Selection Criterion 1, Factor 2, Purpose 3: LASER CAERS centers will employ the high-quality standards and early childhood accreditation best practices of NAEYC and NAC to set a common basis and expectation for a *high-quality* culture. SECP provides a rich environment of print and non-print experiences related to language and literacy development. The project goals are to provide environments that provide high-quality, active, engaging and meaningful language and print-rich opportunities that promote the development of oral language, vocabulary and the translation of speech into print[33] and provide the language and print awareness tools children need to be optimally ready for reading development as they transition into kindergarten and beyond. Research shows that print-rich classrooms foster literacy development in young children[34]. To enhance literacy and print-richness throughout the program, children will engage in meaningful, fun activities that help them build their awareness of the sounds of language. Children will be exposed to a variety of print—fiction and nonfiction trade books, poems, printed words of songs, signs, lists, recipes, etc. and engage in "read aloud" experiences, tracking print while listening to audiocassette recordings as well as activities with

alphabet picture cards and word games on cd-rom, providing multiple and varied opportunities to learn that speech can be translated into print. The instructional design allows for teacher-initiated direct instruction, child-initiated explorations and opportunities for children to write. For example, during circle time, the children will dictate parts of the morning message; during book reading children will provide alternate story endings and the teachers will write it on paper. Through multiple encounters with the provided materials, and the recommended teacher modeling strategies, children will develop critical concepts of print that aid the reading and writing process. Additionally, all of the above will be coupled with conversational opportunities and class discussions which help strengthen comprehension and increase vocabulary. The curriculum includes intensive support for ESL students, providing all materials in both English and Spanish.

Supporting students with special needs - Building Language for Literacy (BLL) is a Scholastic supplement that provides more intense focus on early language and pre-reading skills[34]. BLL provides a daily schedule of activities which include daily interactive storybook reading, targeted vocabulary and concept development, experiences with print, meaningful alphabet recognition activities, conversation, and opportunities to play with sounds to develop phonological sensitivity to syllables, rhyme and alliteration. Proficient implementation of the curriculum supplement will be supported by specific training and CMs who will model, observe and problem-solve with project teachers. CMs will also complete the SECP/BLL implementation monitoring checklist twice each year to document teacher fidelity to curriculum requirements. By blending the SECP and BLL curriculum/supplement materials, LASER CAERS will create centers of excellence that provide language and literacy print-rich environments that encourage children, teachers and parents to engage in one-on-one and group conversation about their

culture diversity and other activities, things, people or events they find interesting. *The physical environment and curricula will further support oral language in several ways.* Teachers will use the Early Language and Literacy Classroom Observation Checklist (ELLCO) results to inform the arrangement of classroom space and will use the curriculum framework to ensure the classroom is equipped with appropriate theme-related literature, writing materials and appropriate print that can be modified to reflect the children's work. The alphabet will be posted at an eye level appropriate for young children and objects (doors, windows, chairs, desks, etc.) in each classroom will be labeled in English and Spanish. The classrooms will contain a variety of attractive and age-appropriate books easily accessible to children. Materials and resources to support meaningful writing will be included in each classroom area (dramatic play, blocks, arts & craft, etc.). Teachers will display charts, books, and classroom stories to ensure that children have multiple experiences with meaningful print. Targeted vocabulary in English and Spanish will be displayed on a word wall with accompanying pictures as appropriate. Physical environments will include (at a minimum) a library for reading and listening, writing, math and science centers, dramatic play and block and art centers.

The development of oral language and background knowledge is broadened by discussions about family, relationships, and cultural and individual differences and will be supported by pictures, books, dramatic play materials reflective of home, and experiences with printed materials supporting name and letter recognition. A large body of research indicates that book reading at home is the single most effective predictor of later reading skill[38]. LASER CAERS will foster home-school connections by helping parents and families set up literacy routines and providing books and literary activities related to curriculum topics to build individual home libraries. LASER CAERS will also have a Focus on the Family Program where

children will be exposed to their classmate's culture and will require student family volunteers to read and present activities that are relevant to their culture. The presentations will then be posted in the classroom in text and picture representation and incorporated into the daily themes to support background knowledge. Project LASER CAERS will also include a family literacy component that is aligned with the classroom curriculum. During the monthly 60-minute classroom meetings, families will participate in workshops that address ***oral language*** development, book reading, ***phonological awareness***, ***alphabet knowledge*** and ***writing***. Similar to the teacher professional development, LASER CAERS CMs will model key strategies and explain their purpose to parents. The CMs will observe the families while they are practicing the strategies with their own child and provide the necessary feedback and encouragement. To more effectively reinforce the use and effectiveness of classroom strategies, the family training will follow the same sequence as the teacher professional development. A list of theme-related words and suggested activities will be sent home weekly to reinforce vocabulary.

Selection Criterion 1, Factor 3: The Scholastic curriculum is a correlated, adopted curriculum with the Florida DOE and the Hillsborough County Public School District, thus assuring continuity between LASER CAERS preschoolers and kindergarten. Project LASER (A 2007-Awarded ERF Project) already has a well-articulated transition system with the school district. This model will be replicated with the CAERS centers and the Reading First schools they serve. This model includes: a transition team; a comprehensive transition plan; providing kindergarten teachers with child portfolios which outline student's strengths, weaknesses and goals, and a follow-up component for children who are most at-risk for language and literacy difficulty. One of the enormous strengths of the LASER CAERS project is its PD coordination with local Reading First, ERF and early education efforts as referenced in ***Selection Criterion 2,***

Factor 3.

Selection Criterion 1, Factor 2, Purpose 4 - Professional development is both a prerequisite and a priority in the development, implementation and maintenance of any quality reading program[39]. LASER CAERS will support the LEA and local efforts that support ERF, Subpart 2 of Part B of Title I of the Elementary and Secondary Education Act, Section 9101 Definitions (Title IX General Provisions, ESEA) (34) on PD and Section 1221 on Purposes. For PD to be comprehensive, it must address the body of knowledge grounded in SBRR and must align with the National Staff Development Council Standards (RPSD,-2001)[40]. The goal of LASER CAERS PD is to prepare the teachers to implement scientifically-based strategies that will increase the language and literacy skills of the students served and provide them with the readiness skills they need to be successful in kindergarten. The LASER CAERS PD **scope** will include: a) skill, knowledge and implementation training for the core curriculum and supplements b) conversation strategies to facilitate oral language skills development c) teacher preparation training (including the use of BCLAD mentors and coaches) and targeted applicable PD from Scholastic, locally awarded ERF consultants, PD coaches and trainers in d) emergent writing e) shared book reading strategies to develop language and vocabulary skills f) alphabet awareness to foster recognition of letters and g) phonemic awareness strategies to build attention to and interest in sounds in words. Each area has subcomponents that address the larger scope.

The PD **sequence** and its related scope areas are illustrated in the following table:

Sequence/Content	Method of Delivery	Frequency	Time Allotment
Project Orientation (c)	Lecture, Q&A	1-Time (Year 1)	7 hours per T, TA, CM
Curriculum Training (b,d,e,f,g)	Workshops, Lecture, Demonstration, Q&A	1- Time (Y1, Y2 & Y3)	40 hours per teacher, CM, TA
Emergent Literacy Training (a,b,d,e,f,g)	Classroom	Bi-monthly (Y1)	4 hours per month per teacher, CM and TA
IE Assessment	Lecture, practice,	Semi-annual with	20 hours annually per

Training (a,c)	observation/feedback	ongoing coaching	T & TA
Mentoring /Coaching (c)	Classroom	Ongoing (Y1, Y2 & Y3)	12 hours per week per T & TA
Mentoring/Coaching (Implmnt and Theory-to-Practice) (c)	Classroom, Onsite Modeling/Coaching	3-Times (Y1, Y2, Y3)	8 hours per CM X 3 Times per year
SBRR Training	Classroom, Lecture	(Y1, Y2 & Y3))	4 hours per CM
LEP Compliance	Lecture	1-Time (Y1, Y2, Y3)	4 hours per CD
Campus Best Practices	Lecture	Ongoing	1 hour monthly per T, TA, CD, CM
Ongoing Curriculum Training and Support (a,b,d,e,f,g)	Demonstration, coaching, planning	Ongoing (integrated in classroom coaching)	4 days per week per class
Scholastic Early Literacy Seminars (a,b,d,e,f,g)	Lecture, Q&A	Annually	4 hours per T and TA

Table 4 – Professional Development Outline (T=Teacher, TA=Teacher Assistant, CD=Campus Director, CM=Coach/Mentor)

Pre-tests will be administered at the beginning of each component to assess teacher knowledge prior to training. After teachers have attended the trainings, been classroom mentored, practiced skills in their classrooms and completed a self-assessment, unit post-tests will be administered to quantify the reliability of the implementation of the language and literacy strategy. LASER CAERS trainers who provide PD have ERF PD experience, master's degrees in early childhood education or a related field, are trained in the curriculum and have experience in mentoring. SECP research-based PD includes: 1) *My Guide for Ongoing Assessment and Curriculum Development* which provides teachers with an in-depth background on all areas of child development and learning. 2) *Integrated Teacher Workshops*, which are a series of 12 cooperative workshop sessions designed to facilitate discussions across the curriculum. Each workshop consists of a four-step plan centered on research-based articles written by noted early childhood education experts. 3) *Scholastic Early Literacy Seminars*, which consists of customizable one-half day sessions that cover how to build oral language, letter knowledge, phonological awareness, print awareness, content-area knowledge, and other essential skills. 4)

Welcome to Pre-Kindergarten: A Guide for Setting Up and Managing Your Classroom gives teachers practical suggestions for implementing the program. 5) *Creating Family Partnerships: A Guide to Family Involvement* contains materials and strategies to help parents participate in their children's learning. 6) *Teacher's Tool Kit CD-ROM* contains lesson plans, guidelines for portfolio assessment, an implementation monitoring checklist, and important administrative tools. PD for the BLL program is incorporated through the Blueprint for Literacy model lesson through 12 additional units which contain four additional PD workshops. Within each workshop are these areas: *Research Shows What You Can Do, Informal Assessment, Observing Children,* and *Good Teaching Practices*. These components provide a framework, not a script, for training.

Having acquired a strong knowledge base in trainings, teachers will be supported in implementing the research-based curriculum and practices by CMs who have received intensive training in SBRR, coaching, emergent literacy training and specific ERF best practice training from local ERF trainers with practical ERF intervention experience. CMs will spend four days per week in each classroom modeling, observing, evaluating and providing feedback. Fidelity to the SECP/BLL implementation checklist, CMs observation of adult/child interactions and child literacy behaviors and requests for assistance will be the basis of additional support activities. and the CMs and teachers will work together to enhance and evaluate the classroom environments using the ELLCO checklist (***See Criterion 1, Factor 2, Purpose 3***), plan lessons together to ensure that activities and instruction follow the scope and sequence, review individual child progress measures and develop improvement plans for children making inadequate progress. The IE, CMs and teachers will develop and implement the continuous progress illustrated in Purpose 5. These strategies will ensure that PD remains classroom focused and support the activities in Purpose 2.

Selection Criterion 1, Factor 2, Purpose 5 - Project LASER CAERS will use a variety of formal and informal assessments to assist teachers to gauge the developmental level and progress of their students and to plan targeted instruction. Screening and progress monitoring reading assessments will identify preschool-age children who may be at risk for reading failure. The primary purpose of the screening assessments will be to predict which children are likely to experience reading difficulties and are in need of immediate and intensive instruction. Progress monitoring assessments will inform teachers if students are making adequate progress toward the projected path of success or if more data are needed. Various assessment tools are embedded in the selected SBRR curriculum, SECP. Formal assessments will provide data on book and print awareness, phonological awareness, and letter knowledge. In addition, SECP includes checklists for monitoring the curriculum goals in the domain of language and early literacy. SECP embedded progress monitoring assessments allow teachers to observe children on a daily basis, and more formally, semi-annually. Project LASER CAERS recognizes the importance of teachers understanding the assessments and how to use data to plan instruction. The formal training that is part of SECP includes integrated workshops and provides teachers with an assessment section. Teachers will have opportunities to see demonstrations of how to administer each assessment, practice with supervision, practice administration with coaching, and then practice independently and use the SECP/BLL teacher implementation checklist to document fidelity to curriculum implementation. Scholastic specifies customized instruction and on-site PD for children needing extra support, insuring that teachers understand and can develop individualized plans to meet their needs. In addition to this training, teachers will participate in semi-annual workshops conducted by the LASER CAERS independent evaluator during which the results of the most recent outcome assessments will be explained and the implications for

instruction will be explored. The following table provides a description of the assessments, their purposes, validity and reliability data, when applicable, and a schedule of administration.

Table 1

Assessment Description	Purpose(s) Literacy Component(s)	Validity	Reliability	When Administered
Peabody Picture Vocabulary Test – Third Edition (PPVT-III) is a test of listening comprehension in spoken English. It is designed as a measure of receptive (hearing) vocabulary. In this sense it is an achievement test of the level of a person's vocabulary acquisition.	***Oral Language*** Screening Outcome measure	Correlations with series of criterion measures ranged from .62 to .91	Alpha coefficiency ranged from .92 to .98 Split-half ranged from .86 to .97	Jan. 2009 May 2009 Sept. 2009 May 2010 Sept. 2010 May 2011
PALS-PreK is a phonological awareness and literacy measure of literacy fundamentals predictive of future reading success. Sub-Tasks include upper and lower-case alphabet recognition; letter sound and beginning sound production; print and word awareness; rhyme awareness; and nursery rhyme awareness.	***Phonological awareness, print awareness, alphabet knowledge*** Screening Progress Monitoring Outcome Measure (Upper-case alphabet recognition)	Correlations ranged from .41 to .67	Alpha coefficiency ranged from .75 to .93 Split-half ranged from .71 to .94	Sept. 2009 May 20010 Sept. 2010 May 2011
PALS-PreK – Upper Case Alphabet Recognition - in addition to administering the entire PALS-PreK as detailed above, the Upper Case Alphabet Recognition will be given an additional six times.	***Alphabet knowledge*** Progress Monitoring	Correlations ranged from .41 to .67	Alpha coefficiency ranged from .75 to .93 Split-half ranged from .71 to .94	Jan. 2009 May 2009 Dec. 2009 Mar. 2010 Dec. 2010 Mar. 2011
SECP curriculum embedded assessments	***Book and print awareness,***	N/A	N/A	Bi-monthly or more frequent as

and checklists	***Phonological awareness, Letter knowledge*** Progress Monitoring			needed

QUALITY OF THE PROJECT PERSONNEL

Selection Criterion 2, Factor 1 - Recognizing that directing an ERF project requires very distinct skill sets in content expertise and organizational capability, the LASER CAERS project team represents expertise in research, teacher development, overall systems implementation and project management and program implementation in early childhood literacy education; particularly in working with at-risk children. With over 700 business and individual members, the CAE demonstrates a strong community commitment to early childhood educational excellence and traverse institutional partnerships ranging from preschool to high school.

Candice Harris, M.A. Ed., Project Director (PD) and Project Development Team Member will oversee the day-to-day operations and management of the ERF grant. She brings early childhood, curriculum and instruction, and leadership experience in the areas of teaching and PD training. A published multi-cultural children's book author, Ms. Harris is also a certified, bi-lingual early childhood educator and is a former preschool teacher and tutor. She will devote .40 FTE to this project (16 hours per week). Ms. Harris has Early Reading First project director experience (Project LASER), experience building consensus around common goals and building capacity in personnel to assume new roles and responsibilities. For eight years, she provided emergent literacy curriculum and instruction development and training to several public and private pre- and elementary school teachers. Ms. Harris co-authored a successful grant

application for a public elementary charter school in the County and has forged an excellent professional relationship with the Elementary School Choice Office. She contributed to The CAE becoming an approved Supplemental Educational Service provider, contributing to the support of primary and secondary literacy interventions for failing schools serving at-risk students throughout the County.

Selection Criterion 2, Factor 2 – Large project implementation expertise will be provided by Mr. Timothy Kilpatrick, B.S.IT, is a retired senior level Information Technology executive with over 17 years of Fortune 500 project management experience (implementing projects in excess of $17M) coupled with over ten years of consulting experience in system integration, change management, business process design, corporate infrastructure design and analysis, inter/extra departmental synergies, networking and data modeling and analysis. A strategic visionary with applied training in Balanced Scorecard Performance Measurements, Professional Leadership models, and various adaptive technologies, he is the Founder and CEO of a national early childhood educational franchise and an elementary charter school. He has managed a three-year charter elementary school implementation grant and local matching grants, which have supported at-risk interventions at both the preschool and elementary school level and oversees the direction of Project LASER, a 2007 Early Reading First grant. He will devote .40 FTE (16 hours) to LASER CAERS as Executive Director to oversee project implementation, develop the project infrastructure, oversee systems (including fiscal policies check and balances, applications and procurement), approve purchases, manage project budget, negotiate contracts with subcontractors, monitor project outcomes and project compliance, maintain project fidelity and establish reporting and documentation systems.

As its external evaluator, CAE will contract with RMC Research Corporation (RMC), a private, professional services and technical consulting firm specializing in research, evaluation, training, and technical assistance for educational and human service agencies at the federal, state, and local levels. RMC has more than 40 years of experience conducting research, evaluation, consultation, and technical assistance with federal and state agencies, schools, and communities engaged in the process of educational reform and improvement. RMC's Tampa (FL) office will spearhead the evaluation and will assign Dr. Trudy Hensley as the principal investigator. With a doctoral degree from The University of Georgia, Dr. Hensley has more than 30 years of experience in educational program evaluation and research in varied settings including universities, research and development agencies, and school districts. With substantial expertise in research design, instrument development, and quantitative as well as qualitative analytic approaches, Dr. Hensley has directed several studies of the impact of innovative educational programs and is currently involved with several early education evaluations.

Professional development training will be contracted through Dr. Reno Hilde of Nova Southeastern's Prescription RX ERF grant. Three CMs will be hired (total of 3 @ 1.00 FTE for a total of 3.00 FTE) to provide classroom support and assist with professional development. Each will have primary responsibility for two project classrooms. At a minimum, CMs will have a master's degree in early childhood education, or a related field with experience teaching in an early childhood setting, and successful supervision, coaching, or mentoring of early childhood teachers. A bachelor's degree in ECE, education or a related field with extensive early childhood experience will be considered. CMs will take part in an extensive orientation designed to ensure they understand the goals and requirements of the Early Reading First

initiative, the essential components of Project LASER CAERS professional development, and their responsibilities as CMs.

Selection Criterion 2, Factor 3 - LASER CAERS will contract with RMC Research Corporation, to conduct a comprehensive evaluation of the project. A detailed summary of RMC's ERF and RF early literacy experience is included in the Appendix. Their proposed services are described in the ***Quality of Project Evaluation, Selection Criterion 5, Factors 1 and 2***. LASER CAERS will contract with Nova Southeastern University/Mailman Segal Institute (MSI) to deliver the three-credit college course, "Emergent Literacy: Birth to Five," for project teachers and teacher assistants (the coursework is a critical component in all three of MSI's funded Prescription for Reading Intervention ERF projects and the Project LASER ERF grant). In addition, Nova will provide continuous ongoing, high-quality, systemic professional development and coaching to CMs. Included will be intensive training on SBRR for CMs and project teachers to assist with theory-to-practice, implementation issues and strategies. Dr. Hilde Reno (the PI of two Nova/MSI ERF projects) will instruct the three-credit college course and Dr. Linder Shidler (Project Director for Prescription RX ERF grant) will provide PD coaching and training. Their vitas are included in the Appendix. The partnering of The CAE with RMC Corporation and Nova/MSI is a clear indication of LASER CAERS's coordination with and support of local Reading First and ERF efforts to enhance early language, literacy and pre-reading development of preschool-age children.

ADEQUACY OF RESOURCES

Selection Criterion 3, Factor 1 – LASER CAERS project team members, center directors, teaching staff and consultants are all supportive and excited about their potential involvement in LASER CAERS. A LASER CAERS teleconference call and follow-up status

meeting was held prior to the submission of the pre-application and a follow-up luncheon was held after notification of the invitation to submit a full application. Representatives from each selected center (directors, teachers and teacher assistants), CAE board members, the LASER CAERS project team and a representative of the RMC Corporation attended the second meeting and the project work plan was reviewed. Project participants expressed their excitement about the potential to enhance the literacy skills of children and enhancing their own knowledge through intensive PD and targeted literacy training (letters of support are included in the Appendices). They are aware of the time and resource requirements and eagerly anticipate the start of the project.

Selection Criterion 3, Factor 2 – The proposed budget was calculated by developing a detailed proforma that took into account all activities from the project work plan, related costs (for staffing, resources for classrooms and coursework, PD, teacher stipends, travel and consultant fees) and projecting those costs over the three year project life. LASER CAERS will serve eight classroom teachers, eight teacher's assistants, three coach/mentors and 450 children and their families over the three-year project period. Anticipated benefits will be implementing best practices; creating enriched environments that include enhanced literacy experiences; increased family involvement; and a great impact on student achievement by reforming the classrooms through teacher training and coaching, SBRR curricula and additional resources will better prepare children for kindergarten. The budget adequately covers the cost to create centers of excellence, including intensive PD, evaluation, integrated/comprehensive SBRR curricula, substitute coverage, and sufficient administrative staff to oversee project implementation and compliance. The existing programs are limited in funding and thus incapable of implementing these much-needed enhancements. ERF funding will provide opportunities for these centers to

increase the quality of overall instruction with an emphasis on language and literacy.

QUALITY OF THE MANAGEMENT PLAN: ***Selection Criterion 4, Factor 1***

***Goal 1 (Criterion 1, Factor 2, Purpose 2)*: Guarantee that young children develop the critical skills, knowledge, and life habits necessary to become successful learners, especially in the areas of language and literacy development (children's oral language, phonological awareness, print awareness, and alphabet knowledge).**			
Objective: By the end of each academic year, 92% of pre-k students will demonstrate mastery of early reading skills in the areas of oral language, phonological awareness, print awareness, and alphabet knowledge as evidenced by benchmark testing.			
Strategy: Implement the *Scholastic Early Childhood Program* and supports to maximize the amount of direct intervention for every pre-k student.			
Activities	**Position Responsible**	**Timeline**	**Effectiveness Ind.**
Purchase *SECP, BLL, Programs*	Exec Dir/Proj Dir	September 2008	Purchase Order Curriculum Implementation Checklist
Apply SBRR Instructional strategies to maximize the language and literacy development for all pre-k students	Proj Teachers/CMs, Teacher Asst	Academic Years (2008-09 through 2010-11)	Teacher Lesson Plans, Classroom Schedule Student Assessment Results, Teacher Implementation Checklists, PD Attendance
Provide pre-k students with emergent literacy books and other materials	Proj Teachers	Beginning of each Academic Year	Baseline ELLCO Assessment Results
Assess the literacy and language development of all pre-k students using benchmark assessments (***See Table 2 below***)	CM, IE (Project Performance & Review by Proj Dir, Proj. Exec. Director	See *When Administered*, Table 1, Page 24 and Data Collection Table 3, Page 34	See *Assessment Description*, Table 1, Page 24
***Goal 2*: Provide environments that provide high-quality, active, engaging and meaningful language and print-rich opportunities that 1) promote the development of oral language, vocabulary and the translation of speech into print and 2) provide the language and print awareness tools children need to be optimally ready for reading development as they transition into kindergarten and beyond.**			
Activities	**Position Responsible**	**Timeline**	**Effectiveness Ind.**
Provide library area just for reading with comfortable, soft	CMs, Project Teachers	Beginning of each academic year	Curriculum Checklists ELLCO Assessment

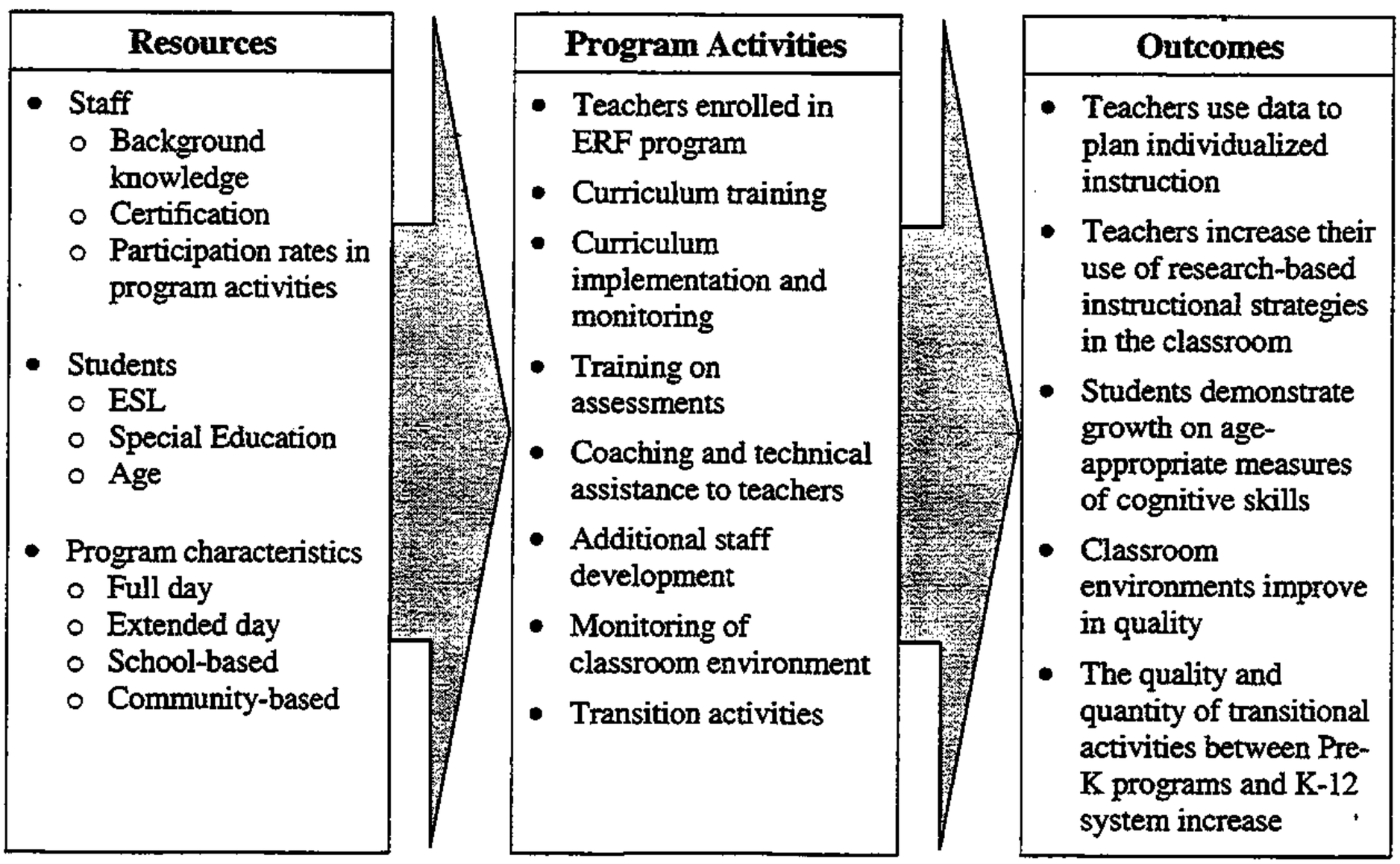
areas and a large variety of books	Independent Evaluator	See Data Collection Table, Page 34	Results ELLCO Book Area Score: **20**
Provide a variety of books to support oral language and background knowledge	CMs, Project Teachers Independent Evaluator	Beginning of each Academic Year See Data Collection Table, Page 34	Curriculum Checklists PPVT-III Assessment Results, ELLCO Assessment Results ELLCO Book Area Score: **20**
Provide a variety of appropriately equipped writing centers to support print awareness and alphabet knowledge	CMs, Project Teachers Independent Evaluator	Beginning of each Academic Year See Data Collection Table, Page 34	Curriculum Checklists ELLCO Writing Materials Score: **21** PALS-Prek & ELLCO Assessment Results
Provide materials throughout classroom in math, science, dramatic play, block, music and art centers to support phonological awareness	CMs, Project Teachers Independent Evaluator	Beginning of each Academic Year See Data Collection Table, Page 34	Curriculum Checklists PPVT-III Assessment Results ELLCO Book Area/ Writing Materials Score: **41**
Goal 3: Prepare the teachers to implement scientifically based strategies that will increase the language and literacy skills of the students served and provide them with the readiness skills they need to be successful in kindergarten			
See Tables 2 (page 23), 4 (page 20) and 3 (page 34) for activities, timelines and responsible resources and effectiveness indicators.			

Selection Criterion 4, Factor 2 – The project director and CMs will meet weekly to review progress monitoring data to ensure that the proposed project is meeting the goals. After reviewing individual student data, teachers will be provided with assistance from the CMs in identifying strategies to help struggling students. The independent evaluator will meet semi-annually with all project staff and teachers to provide insight into the progress toward meeting student outcome goals. In addition, the results of the interim alphabet knowledge assessments will be shared with all project staff so that adjustments in instruction can be made. ***Selection Criterion 4, Factor 3*** - See *Criterion 2, Factor 2* for time commitment of key project personnel.

Because external evaluation activities are cyclic and not daily, and because the project evaluator and professional development activities are contracted services, hours per week will vary. We are assured that the professionals providing those services will devote sufficient time to this project and that all timelines and deliverables are met.

QUALITY OF THE PROJECT EVALUATION

Selection Criterion 5, Factors 1 and 2 Project LASER CAERS will contract with an outside evaluator, RMC Research Corporation, to conduct a comprehensive evaluation to determine our success in meeting our goals for improving the language and literacy development of all participating students. RMC Research Corporation (RMC) has the evaluation expertise to conduct both a formative and summative evaluation of the program and RMC has the content expertise to provide meaningful recommendations to improve instruction. The evaluation framework is displayed in the logic model below. It is a graphic illustration that shows how day-to-day activities connect to the desired results of the project.



The proposed evaluation design calls for an evaluation in two separate, yet related phases: (1) the formative evaluation (*referred to, and used herein interchangeably with process evaluation*) and (2) the summative evaluation. *Formative Evaluation* – Before a major program *as a whole* can be described in rich detail and judged as to its effectiveness, it takes time for it to develop to the point where its staff and program activities stabilize and functions day-to-day as effectively as possible. Process evaluation is necessary for evaluating how the proposed program addresses variations in program delivery within or across sites. These variations typically stem from: differences among program recipients, changes in delivery and recipients across time, and disparities between what was intended and what was delivered. Once process evaluation questions have been addressed, outcome measures have been finalized, and program implementation has stabilized, outcome measures will be employed as the evaluation shifts to the summative phase. Questions to be addressed by the formative or process evaluation are:

1. To what extent have the proposed professional development activities been implemented?
2. To what extent are teachers participating in the professional development opportunities offered under this grant?
3. To what extent is the Scholastic Early Childhood Program (SECP) being implemented in classrooms following professional development efforts?
4. To what extent are teachers and program staff using assessment results to improve the classroom environment and to individualize instructional strategies?
5. To what extent are classroom environments becoming more literacy-rich?

Summative Evaluation - After the program components have stabilized sufficiently, and the program is functioning as intended, it is time to examine whether it is routinely achieving outcome-oriented results, based upon performance indicators. Such an outcome-monitoring ap-

proach (outcome monitoring) is a useful and important tool for stakeholders, including program managers, funding agencies, and consumers of services. Outcome monitoring is results oriented. It provides early detection and correction of performance problems as well as detection of opportunities for improvement of performance and mobilization of commitment to continuous improvement in performance. Overall, a performance indicator and monitoring system will permit periodic assessment of progress toward achieving intended outcomes. Questions to be addressed by the summative evaluation are:

1. To what extent are children demonstrating growth on standard measures of cognitive skill development?
    a. What is the percentage of students achieving significant gains on oral language skills as measured by the PPVT-III?
    b. What is the percentage of students demonstrating age-appropriate oral language skills as measured by the PPVT-III?
    c. What is the average number of letters that children are able to identify as measured by the Upper Case Alphabet Knowledge subtask on the PALS Pre-K assessment?
2. What is the level of improvement in teacher knowledge and qualifications?
3. What is the level of improvement in classroom environments as measured by the ELLCO?

Data Collection – To lend credibility to the evaluation, all data will be collected by the external evaluator, using highly trained assessors and observers. A summary of the data collection is presented in the following chart.

Data Collection Methods		
Indicator/Dimension	**Measure/Method**	**When Collected**
Professional development implementation	Classroom observations	May 2009, May 2010, May 2011
Professional Development participation rates	Program records	Monthly – January 2009-May 2011
Quality of curriculum implementation	Implementation checklist	May 2009, Jan. 2010, May 2010, May 2011
Changes in classroom environments	ELLCO	January 2009, May 2009, May 2010, May 2011
Data usage	Program records	Semi-Annually – January 2009 – May 2011
Student outcomes – oral language	PPVT-III	Jan., May, Sept. 2009; May, Sept. 2010; May 2011
Alphabet knowledge	PALS Pre-K Upper Case Alphabet Knowledge subtask	Jan., May, Sept. 2009; May, Sept. 2010; May 2011

Data Analysis – Both quantitative (ELLCO, PPVT-III, PALS PreK) and qualitative (observations, program records, checklist) data will result from the data collection. The basic evaluation is a pre-test, post-test design with measures at program entry and in the spring of subsequent years. Quantitative data will be collected at the beginning of the project to determine baselines and to set benchmarks for achieving desired outcomes. Qualitative data will be categorized and analyzed for patterns. Both types of analyses will be combined to produce a description of outcomes and an assessment and explanation of program impact on participants. Annual reports will be submitted in September 2009, September 2010, and September 2011. In addition, the external evaluator will conduct professional development semi-annual workshops with program staff and teachers during which the results of the most recent data will be explained and implications for instruction and program improvement will be explored.

Project Narrative

Other Narrative

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Attachment 2:
Title: Pages: Uploaded File: **8808-LASER_CAERS_LEP_Plan_-_2008.doc**

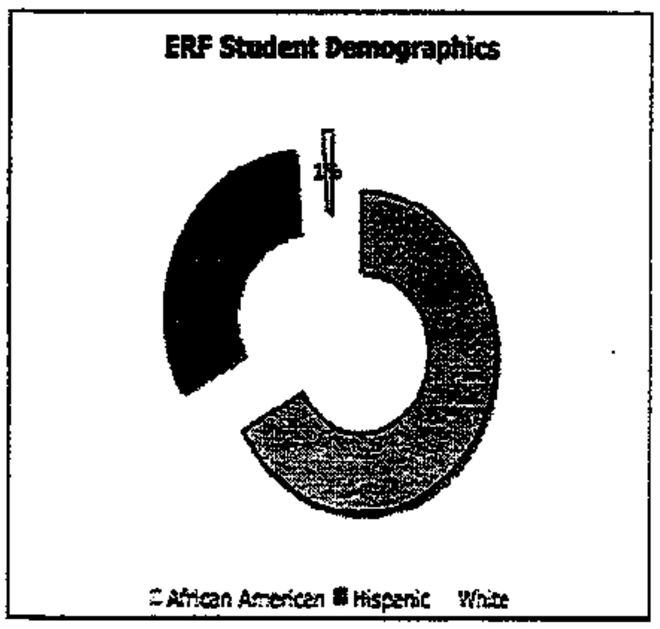
Attachment 3:
Title: Pages: Uploaded File: **8579-Project_LASER_CAERS_Table_of_Contents.doc**

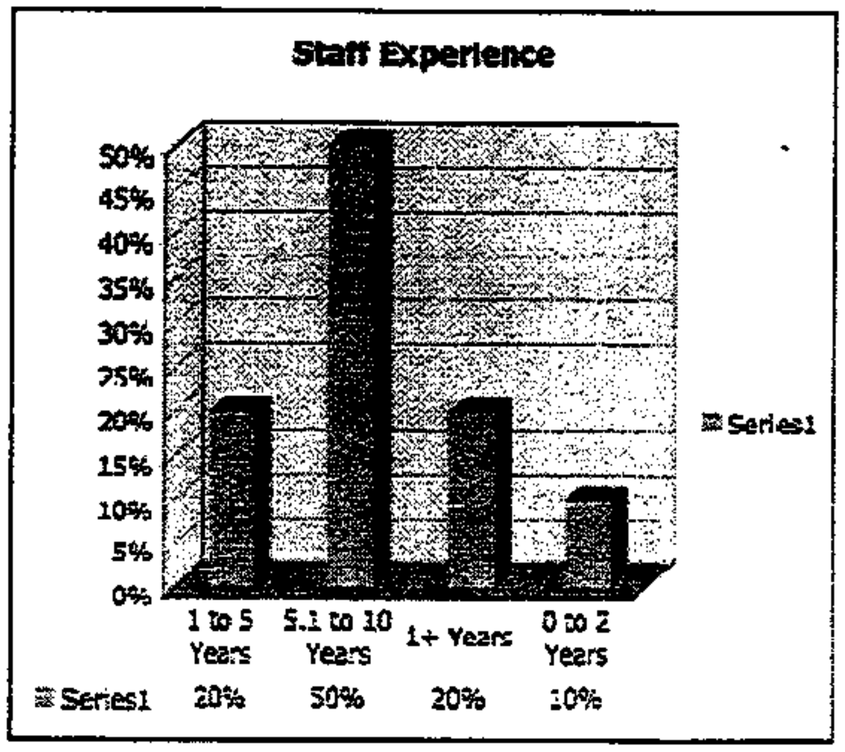
Attachment 4:
Title: Pages: Uploaded File: **3166-Project_LASER_CAERS_Title_Page.doc**

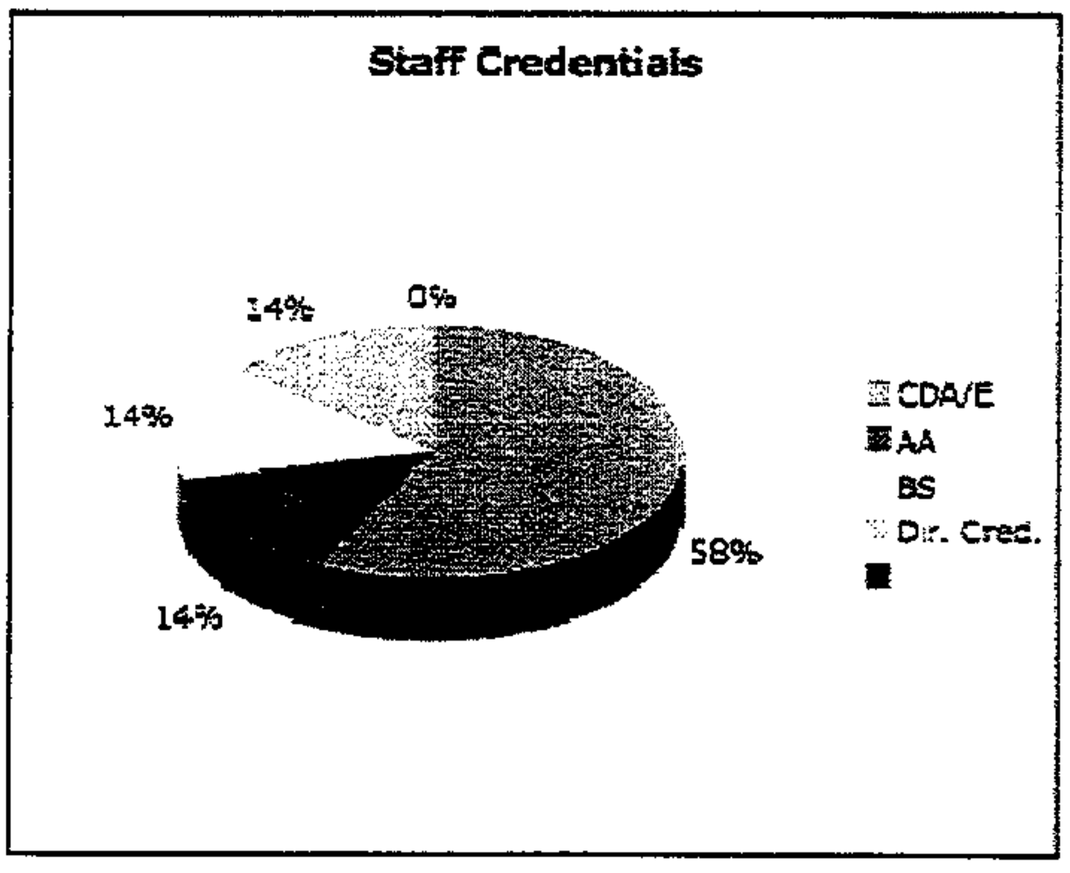
Attachment 5:
Title: Pages: Uploaded File: **7729-The_CAE_Indirect_Cost_Rate_Agreement.pdf**

Project CAERS Appendices

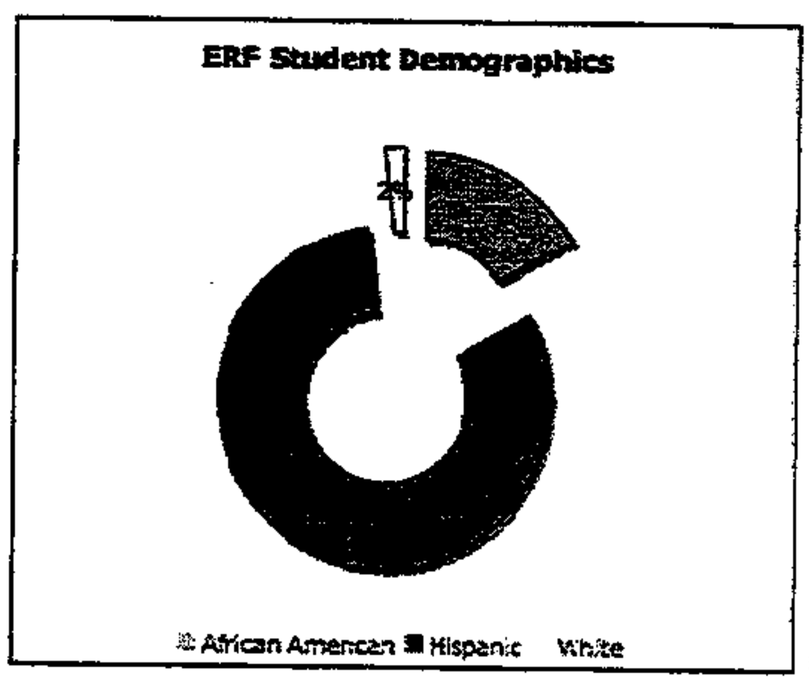
Program Name:	Helping Hand Day Nursery
Address:	6406 N. 43rd Street
Operating Hours:	Monday – Friday, 6:30a to 6:00p (Year Round)
Programs:	Pre-K to Full Day (9 hours), Voluntary PreK (VPK) (4 hours), After school (4 hours), School Readiness
Primary Funding:	Title 20, VPK and Sliding Scale Tuition
Instructional Program:	Doors To Discovery
# Instructional Staff:	12 – CDA Credentials for all teachers
Total # Students:	130
# ESL Students Served:	20 **# of SLP Special Needs:** 10 **# of ERF Students:** 70

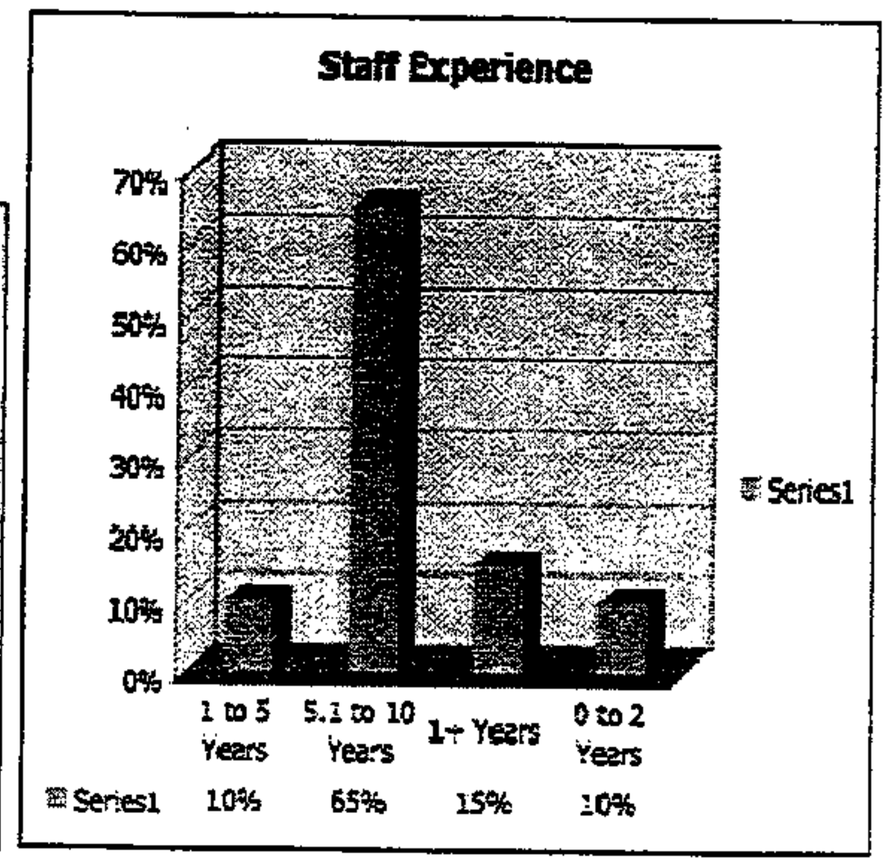


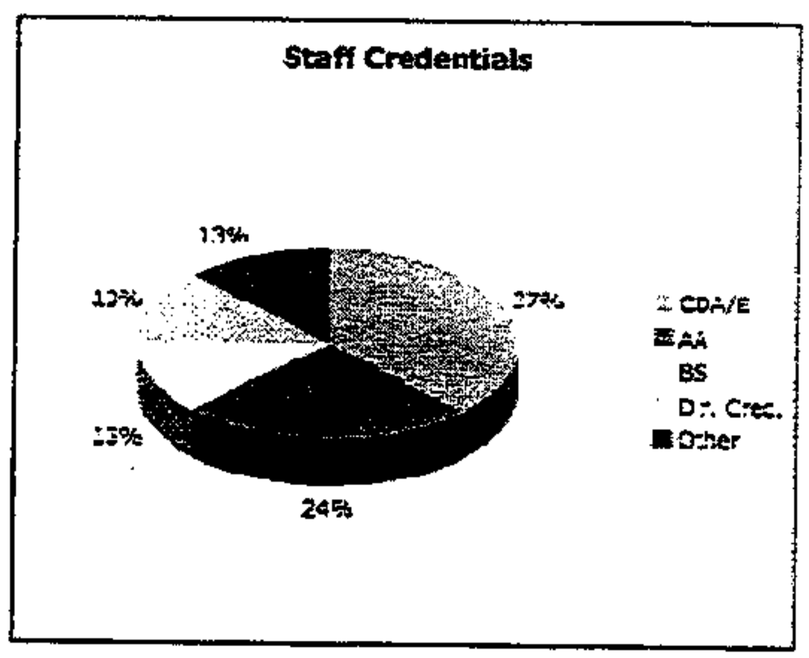




Program Name: King's Kids Christian Academy
Address: 3000 N. 34th Street, Tampa, FL 33605
Operating Hours: Monday – Friday, 6:30a to 6:00p (Year Round)
Programs: Full Day (9 and 11 hours), Half Day (4 hours)
Primary Funding: Parent Paid Tuition, Title 20 Subsidies and Fundraising
Instructional Program: A Beka
 # Instructional Staff: 16
Total # Students: 237
 # ESL Students Served: 30 **# of SLP Special Needs:** 11 **#of ERF Students:** 80







* Some Information reflected in charts is based on area demographics, economics and poverty data from Census 2000 and NCES School Data.

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Center for the Improvement of Early Reading Achievement "Topic 2: Early Concepts." *Every Child a Reader: Applying Reading Research in the Classroom.* Ann Arbor, MI:CIERA, (1998B)

Center for the Improvement of Early Reading Achievement "Topic 3: Phonics." *Every Child a Reader: Applying Reading Research in the Classroom.* Ann Arbor, MI: CIERA, (1998C)

Center for the Improvement of Early Reading Achievement "Topic 4: Fluency." *Every Child a Reader: Applying Reading Research in the Classroom.* Ann Arbor, MI: CIERA, (1998D)

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PR/Award # S359B080035

PHONOLOGICAL AWARENESS: DAILY AND WEEKLY LESSON AND ACTIVITY PLANS (SAMPLE)

Teacher Name:
Coach/Mentor Name:
Week:
Unit or Theme: Animals and Their Homes

UNIT OR THEME: ANIMALS AND THEIR HOMES	WEEKLY Phonological Awareness LEARNING GOALS Children will learn to: Segment words into component parts Substitute and delete initial sounds Blend on-set rimes Recognize letters and associated sounds- Bb, Nn, Tt
Daily Schedule	**Lesson Plans and Activities (Monday – Friday)**
9:00 – 9:15 **Circle and Read Aloud**	**Sign-in and Daily message** **Monday:** **Welcome game/song at beginning of circle: Clap syllables in name** **Read Aloud: "Where Does the Brown Bear Go"** • **Identify /b/ sound and name words beginning with this sound** • **Find words in the story that begin with the letter "B"** **Tuesday-Friday: [Complete Plan would include each weekday]**
9:15 –10:00 **Small Group Instruction**	**Children rotate in small groups to participate in three phonological awareness activities lead by teachers and assistants using explicit instruction.** **Monday:** **Group 1: segmenting words into syllables (rabbit, songbird, penguin, chipmunk)** **Group 2: identifying initial sounds (build, swim, cave, fly)** **Group 3: blending onset-rime (nest, den, pen, bat)** **Tuesday-Friday: [Complete Plan would include each weekday]**
10:00– 10:15 **Snack Time**	**Monday:** • **Sound hunt: Find classroom objects that begin with the sound /t/** • **Letter hunt: Find the letter "N" on milk cartons, juice boxes, etc.** **Tuesday-Friday: [Complete Plan would include each weekday]**

Daily Schedule	Lesson Plans and Activities (Monday – Friday)
10:15 – 10:45 **Outdoor Time** (Gross Motor)	**Monday:** • Sound walk • I Spy. . .something that begins with the sound /t/ **Tuesday-Friday:** [Complete Plan would include each weekday]
10:45-11:45 **Learning Centers** ☐ Art ☐ Blocks & Manipulatives ☐ Dramatic Play ☐ Sensory: o Water table o Sand table o Other_____ ☐ Science ☐ Games ☐ Books and Puzzles ☐ Computer ☐ Other_____	Phonological awareness is integrated into learning center activities to provide individual and small group practice for individual and informal small groups of children. **Monday:** • Art: finger painting shapes, including letters B, N, T • Blocks/Manipulatives: using small blocks and Unifix cubes to teach segmenting/blending of syllables and phonemes • Dramatic play: blending words that are restaurant-themed; finding restaurant items that start or end with the same sound • Water table: floating and sinking objects that start with the letters B, N, T • Science: matching animal names that begin with the same sound, recognizing sound-symbol correspondence • Table and floor games: Play rhyming bingo and letter cover-up games • Puzzles: Help children put together sounds-alike and phoneme blending/segmenting puzzles • Books: Encourage children to "read" rhyming, silly sound, and alphabet books with friends • Computer: games focused on listening skills for children to do independently (identifying sounds, similar and different sounds, matching letters, sound lotto, etc.) **Tuesday-Friday:** [Complete Plan would include each weekday]
11:45 – 12:15 **Lunch Time** **Rest Time** **(Child Book Selection)**	**All week:** The following activities are planned: • Identify initial sounds of lunch foods • Find the letters on snack wrappers/boxes, in the classroom, etc. The following book variety will be offered: • Animal (e.g., I Spy Little Animals, Zoo Animals, Annie and the Wild Animals, etc.) • Animal Homes (e.g., Where Does the Brown Bear Go, Who Lives Here, My Very First Book of Animal Homes) • Rhyming (e.g., I Knew Two Who Said Moo, Boom Chicka Chicka Boom Boom, etc.) • Alphabet (e.g., The Alphabet Tree, The Ocean Alphabet Book, etc.) • Sounds (e.g., Buzz Buzz Busy Bees, My Very First Book of Animal Sounds, The Listening Walk, etc.)

PR/Award # S359B080035

PR/Award # S359B080035

Daily Schedule	Lesson Plans and Activities (Monday – Friday)
12:45 – 1:30 **Learning Centers**	**Monday**: Refer to phonological awareness activities listed under the *Learning Centers 10:45-11:45* **Tuesday-Friday**: [Complete Plan would include each weekday]
1:30 – 1:45 **Music and Read Aloud**	**Monday:** Silly songs: Substituting first sounds to make different/silly words ("Willaby, Wallaby Wee" and "Roll That Red Ball") Read Aloud: "Who Lives Here" • Identify initial sound of names of animals and their homes • Blend phonemes in animal names **Tuesday-Friday**: [Complete Plan would include each weekday]
12:15 – 12:45 **Outdoors** **(Gross Motor)**	**Monday**: • Hoops – "jumping" syllables in words • Hopscotch – syllable segmentation • Going on an sound hunt – finding things that start with /m/ sound **Tuesday-Friday**: [Complete Plan would include each weekday]

Schedule 1 - The amount of time each day that students are involved in direct instruction of language, cognitive and early reading skills.

Context	*Curriculum*	*6-hour School Day*	*Full School Day*
Whole Group	SECP Circle Time	20 Minutes	20 Minutes x 2
Small Group	SECP Story Time Millies Math House	25 Minutes 25 Minutes	30 Minutes 30 Minutes
Small Group/ Individual	SECP Activities Dialogic Reading and/or Computer Instruction	25 Minutes 25 Minutes	25 Minutes x 2 25 Minutes x 2
Total		**120 Minutes**	**200 Minutes**

Schedule 2 - Amount of time each day that students are involved in additional facilitated practice of language, cognitive and early reading skills with a teacher.

Context	*Curriculum*	*6-hour School Day*	*Full School Day*
Small Grp/Individual	Book Reading	15 Minutes	15 Minutes
Small Grp/Individual	Scaffold Conversation	10 Minutes	15 Minutes
Small Group	Outside Literacy	10 Minutes	20 Minutes
Small Group	Dramatic Play	20 Minutes	30 Minutes
Small Group	Writing Activity	10 Minutes	15 Minutes
Total		**65 Minutes**	**95 Minutes**

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SUMMARY

Hands-on, technical Information Technology Executive with over 17 years experience providing strategic, business, analytical, financial, and operating leadership to start-ups, turnarounds, mergers, high-growth ventures and major regional companies. Reputation for effective interpersonal, written communication and oral presentation skills. Proven abilities in organizing management workflow and utilizing a proactive approach to problem solving. Works closely and effectively with all levels of management, customers and vendors to meet organizational priorities and goals. Demonstrated commitment to leadership/teamwork through positive contributions in boosting employee morale, streamlining systems, and improving company-wide processes and productivity.

Extensive experience in IT and user training, system integration and implementation, project management, building and managing teams, providing technical expertise, leadership and strategic direction across various lines of business. Skilled at developing and implementing ERP, CRM, Sales, Web and database and reporting technologies to improve processes and services. Visionary who synthesizes facts, events and concepts to develop realistic short and long-range plans. Successful in balancing cost and quality with development and delivery timelines.

Experience and Qualifications:

- Strategic Planning and Development
- IT and Business Policy and Procedure Design and Development
- Efficiency and Performance Improvement
- Profit and Loss Management
- Human Resource Affairs and Teaming
- Business and Systems Analyst
- Grant, Proposal and Presentation Expert
- Corporate Finance, Treasury and Accounting
- Departmental and Organizational Startup, Design and Development
- Multi-Site Operations Management
- Information Systems and Technologies
- Project Management
- Have held Sr. Consultant, Director, VP, President, CEO and Chairman appointments

PROFESSIONAL EXPERIENCE

The Committee for Academic Excellence
Executive Director, Project LASER 2007 – Present
Oversees project implementation of $3M early reading first grant, develops project infrastructure, oversee systems (including fiscal policies checks and balances, applications and procurement), approve purchases, manages project budget, negotiates contracts with subcontractors, monitor project outcomes and project compliance, maintain project fidelity and establish reporting and documentation systems.

Kid's Community College® 2002 - Present
President, CEO
Responsible for the executive level management, performance, marketing, strategic and technological direction and financials of a 300 student, 52 employee, early childhood educational franchise system –

overseeing four early childhood and elementary school campuses. Successfully positioned company for NAC national accreditation, international franchising and a public charter school offering grades k-5. .

Position Highlights: Developed startup, expansion and strategic business plans, educational and performance balanced scorecard measurements, marketing plan, staff recruitment plan, personnel and customer handbooks, campus policy and procedures, franchise circular and legal agreements. Break-even attained in month five, profitability in month seven. Client satisfaction rating of 98.2%, personnel satisfaction rating of 98.6% and a sustained enrollment of 115%.

Develop framework used for all information technologies employed: Developed web presence for profit and non-profit sectors, providing intra and extranet student family access to academic, assessment and developmental data. Developed all administrative, student, family and financial reports utilizing SQL, ODBC connectivity, Crystal Reports, MS Office, IQ and Visual Basic. Implemented wireless network infrastructure for seamless system access throughout campus. Identified business and customer requirements, evaluated office management, reporting, security, regulatory and in-service training needs against best practices in selection of application and hardware systems. Developed Individual Development and Educational Plan (IDEP) process to identify individual learning modalities and training requirements while increasing human capital intelligence. Developed the KCC Balanced Scorecard to continually monitor and measure performance in four critical success business perspectives – student, financial, training/development and instructional/administrative.

Authored creation of the Campus Parent Advisory (CPA) Committee to promote open communication and foster process improvement among student families, teachers, administration and ownership. CPA activities have resulted in a 2.3% net operating expense reduction.

Architect and Chairman of the Committee for Academic Excellence and architect of the ONE³ community outreach initiative, a non-profit professional consortium of educators, doctors, legal professionals, businesses, parents and community-based organizations dedicated to strengthening communities through higher levels of educational achievement, character development, professional collaboration and family involvement.
Developed and instituted ABC recognition program for staff, which reinforces the company mission statement, goals, quality commitment, professional development and employee intellectual improvement.

Created functional requirements and overall specifications for Community Technology Center program to educate the community on effective uses of technology and business strategies.

Successfully authored charter school design and application for Hillsborough County School Board.

Gourmet Award Foods, Southeast – Plant City, FL 1993 - 2002
President, CEO/CIO
Regional VP of Information Technology
Sr. Information Technology Executive responsible for the financial performance, technical direction, strategic positioning and operational support of three data centers within Southeastern Region of Tree of Life, Inc. - a $2 billion, 4,000 employee international marketing and distribution company. Managed an annual budget of $2.6 million and a 17 member, cross-functional IT team. Hired as Senior Program Analyst and received progressively responsible promotions to senior level executive within two years.

Bausch & Lomb Pharmaceuticals - Tampa, FL 1990 - 1993
Project Leader/Sr. Programmer Analyst
Responsible for the design, support and maintenance of all Sales Analysis, Financial and data reporting systems and management of related IT projects for the pharmaceutical division of a $1.8B eye health company during startup and restructuring phases. Sole project leader for all technology driven business solutions.

Position Highlights: Converted core business systems from proprietary Progress database to JDE in an AS/400 and RS/6000 environment. Project Lead on all IT related system conversion and implementation projects. Assignment as lead technical advisor for new system development in the areas of warehouse and distribution, manufacturing, customer service, sales, purchasing and finance.

Responsible for training one analyst, two Jr. Programmers and one Network Administrator. Received organizational recognition for exceeding goals and objectives in system design, development and implementation.

Arundel Systems and Consultants - Tampa, FL 1988 - 1990
Systems Analyst/Programmer – Sr. Consultant
Worked with clients evaluate and solve business process and technical problems. Evaluated existing systems and/or user needs to analyze, design, recommend, and implement system changes.

Position Highlights: One year assignment as Sr. Programmer Analyst/Senior Consultant for IBM Logistics Laboratory, Charlotte, NC.

IBM Business Partner/Consultant for such clients as Nintendo of America, William-Sonoma and Toyota Motors, Inc.

EDUCATION, AWARDS AND AFFILIATIONS

- B.S. Management Information Systems, Univeristy of Tampa, Tampa, FL (1990)
- A.S. Computer Programming, Prospect Jr. College, Hollywood, FL (1986)
- Dale Carnegie Leadership Training for Managers
- Balanced Scorecard Performance Management System – Applied Theory, Development and Application
- MS Project 98 Introduction and Advanced Components
- IBM Project Management Fundamentals
- PkMS Warehouse Management System, Analysis and Design
- Member of the Brandon Chamber of Commerce Women and Minority Owned Business Council
- Tree of Life Annual Executive Management Series
    - Listen Up Leader – Promoting Listening and Assessment Skills for Executives
    - Aim High – Exceeding Customer Expectations in Daily Operations
    - The Power of Focus – Achieving Business and Financial Objectives through Effective Planning
    - Effective CEO – Developing Traits for Executive Level Success
    - We are Family – Creating the Foundation for Success Through Teamwork
- Board of Trustee Member, 1st Baptist Church of College Hill
- Small Minority Business Man of the Year, Minority Economic Business Development Council, 2007
- Small Minority Business Man of the Year Finalist, Greater Brandon Chamber of Commerce, 2007
- Tampa Bay Business Journal Best Places to Work Finalist – Kid's Community College® 2005

Candice D. Harris

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Academic and Professional Preparation

MA (12/04) *University of Phoenix, Tampa, FL*
Education: Curriculum and Instruction

BS (12/98) *University of South Florida, Tampa, FL*
Early Childhood Education (Age 3 – Grade 3)

Teaching Certification

Florida *Early Childhood Education (Age 3 – Grade 3)*
Reading Specialist Endorsement

Relevant Experience & Accomplishments

- *Knowledge and understanding of sound pedagogical practices and familiarity with learning research and industry practices*
- *Excellent communication and classroom presentation skills*
- *Ability to work effectively in a team-based and remote environments*
- *Superior mentoring and developmental coaching abilities*
- *Proven training delivery background and a track record of success in meeting learning objectives*
- *Passion for teaching and learning with technology and helping students succeed*
- *Maintain a print-rich classroom where children are surrounded by a word and math wall, labels, charts, and a child-centered bulletin board.*
- *Teach lesson plans, units, and learning centers in all areas of the curriculum that stimulated students' creative and critical thinking skills.*
- *Created a fun learning environment where children were given the opportunity to explore, discover, and learn new talents through academics, art, song, and play.*
- *Proactively communicated with parents through email correspondence, telephone calls, and meetings to acknowledge superior work or areas of concern.*
- *Exercised a firm and caring approach towards discipline that has proven effective in managing potentially disruptive students.*
- *Participated in PTA meetings and Parent-Teacher Conferences.*

- *Expand the range of learning through whole class, individual, and small group instruction, cooperative education.*
- *Teach integrated lessons that allow students to bridge the gap between real world issues and content material.*
- *Direct a Balanced Literacy Program that includes independent and guided reading*
- *Implemented multiple teaching methods to accommodate students with varying learning styles and abilities.*
- *Challenge students to master basic-to-advanced concepts*
- *Integrated technology into the instructional process.*
- *Conduct student evaluation, testing, and grading with a focus on developing students academically and socially.*

Professional Experience

The Committee for Academic Excellence – Riverview, FL ***2007-Present***
Project Director – Project LASER

Responsible for the day-to-day operations and management of a $3M ERF grant and the successful delivery and achievement of LASER goals for students, teachers, and coaches. Plan and coordinate professional development activities, SBRR, emergent literacy, and coach/mentor trainings, student assessments administration.

2002-Present Candice Harris, M.A., Ed., Educational Consultant

Communicate and meet with school administrators and teachers to assess needs, provide ongoing coaching, and ensure successful delivery of programs and services. Provide professional development, modeling, and mentoring for teachers as they become familiar with components of the newly adopted core curriculum and assessment materials. Differentiate support for teachers based on demonstrated need. Assist teachers in daily planning as well as planning at the weekly, monthly, unit-of-study, and yearly levels. Conduct non-evaluative observations of teachers and provide supportive and constructive feedback Support teachers in administering, scoring, and interpreting periodic assessments. Collaborate internally with other consultant, teachers and paraprofessionals to develop implementation plan and monitor progress.

Design and develop effective educational programs for private and public pre- and elementary schools using scientifically based research curriculum and instruction which result in quality programs. Provide evaluation and teacher training on effective pedagogy. Offer consultation, technical assistance, training, and curriculum development that provides schools access to current education/reading policies, technology and best practices.

Author of multicultural children's books featured on Florida Department of Education's Recommended Reading List.

Kid's Community College® Lake Saint Charles Campus ***2006-2007***
Interim Center Director (Contracted) – Tampa, FL

Responsible for the management, marketing, professional development, financials and student performance of a 95 student, 14 employee, 3600sf premiere early childhood educational facility. Assisted company with expansion to a new campus and development of a strategic franchising plan.

Position Highlights: *Developed business plan, educational and performance balanced scorecard measurements, marketing plan, recruitment plan, teacher career plans while attaining a perfect kindergarten readiness rate by the Florida Department of Education, a client satisfaction rating of 98.2% and sustained enrollment of 115%.*

Developed framework used for technology, academic performance meetings (Individual Development and Educational Plan process), application of the Multiple Intelligence Developmental Assessment Scales for Children and co-authored the 1st Degree Learning System™ and revised the KCC Educational Balanced Scorecard. Developed and instituted ABC recognition program for staff. Conducted weeky staff meetings, quarterly progess meetings and monthly professional development trainings.

University of South Florida, Lakeland, FL ***2004-2006***
Assistant Project Director
Planned, controlled, and directed the overall activities for campus planning and development. Scope of position included: assist in oversight of facilities planning and development. Library Services and other Administrative Contract negotiations with Polk Community College at the current Lakeland Joint-Use Campus, and Campus Master Planning activities for USF-Lakeland's new, primary campus - overseeing $90M construction budget.

School District of Hillsborough County, Tampa, FL ***1998-2001***
Teacher: Early Childhood Education
Early Childhood Educator at Elementary School based Head Start program. Integrated early childhood theory with practice in pre-K classroom. Lead teacher and instructor for children ages four-five. Supervising CDA interns.

Independent Day School, Tampa, FL ***1997-1998***
Teacher – Primary (PK-3)
Incorporated educational philosophy of teaching into classroom by implementing various student-centered learning methodologies; significantly enhanced the class environment by acting

TRUDY HENSLEY
RMC Research Corporation
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Education

Ed.D., Educational Administration, University of Georgia, Athens, Georgia, 1982.
Advanced studies in research and evaluation, Georgia State University, Atlanta, Georgia.
Advanced studies in Curriculum and Supervision, University of Georgia, Athens, Georgia.

MED, Reading Specialist, University of Georgia, Athens, Georgia, 1975.

B.S.Ed., Summa Cum Laude, Elementary Education, Georgia Southwestern University, Americus, Georgia, 1973.

Professional history

2003-present Director, RMC Research Corporation, Tampa, Florida.

- Principal Investigator for evaluation projects including secondary reading interventions, early childhood literacy, school reform initiatives, nursing student placements, and Puerto Rico Even Start
- Co-Director, Florida No Child Left Behind Technical Assistance Centers Region III and Region IV that provided NCLB assistance to 26 districts
- Manager and director of planning, personnel, fiscal, and operational activities in the RMC Florida office

1989-2003 Director, Educational Testing Service, Tampa, Florida.

- Project Director, ETS and Florida Partnership for Reading to evaluate statewide professional development involving more than 8,000 participants.
- Project Director, Puerto Rico Technical Assistance Center subcontract to Northrop Grumman to improve schools
- Director, Region XIV Comprehensive Center providing technical assistance to Florida, Puerto Rico, and Virgin Islands

- Director, Region 3 Chapter 1 Rural Technical Assistance Center and Region C Title I Technical Assistance Center serving eight southeastern states
- Evaluator on Florida Evaluation Advisory Panel that conducted state-wide investigation of successful Title I schools

1984-1989 Assistant Superintendent, Lowndes County Schools, Columbus, Mississippi.

- Responsible for curriculum, instruction, and evaluation for school district

1988-1989 Adjunct Professor, Mississippi State University, Starkville, Mississippi.

1988-1989 Team Member, Mississippi Accreditation of Colleges of Teacher Education, Columbus, Mississippi.

1988-1989 Consultant, Mississippi Department of Education, Jackson, Mississippi.

1988-1989 Board of Directors, Greater Columbus Learning Center, Columbus, Mississippi.

1987-1989 Task Force Member, Columbus-Lowndes Chamber of Commerce Business-Schools Partners in Progress, Columbus, Mississippi.

1983-1984 Director, Child Development Laboratory, Mississippi University for Women, Columbus, Mississippi.

1983-1984 Adjunct Professor, Mississippi University for Women, Columbus, Mississippi.

1982-1983 Administrative/Curriculum Specialist, Southwest Georgia Regional Educational Service Agency, Leary, Georgia.

1982-1983 Member, Georgia Advisory Panel for Special Education, Atlanta, Georgia.

1980-1982 Executive Director, Dougherty County Human Relations Council, Albany, Georgia.

1981-1982 Evaluator, Southern Association of Colleges and Schools, Atlanta, Georgia.

1978-1980	Reading Specialist, Southwest Georgia Regional Educational Service Agency, Leary, Georgia.
1976-1978	Lead Reading Teacher, Dougherty County Schools, Albany, Georgia
1973-1976	Elementary Teacher, Dougherty County Schools, Albany, Georgia.
1974-1975	President, Albany Area Council of International Reading Association, Albany, Georgia.
1971-1972	Title I Assistant Teacher, Dodge County Schools, Eastman, Georgia.

CURRICULUM VITAE

Hilde Reno

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EDUCATION:

December 1997 Doctor of Education
Adult Education & Human Resource Development
University of South Florida
Tampa, FL

April 1990 Master of Arts
Adult Education & Human Resource Development
University of South Florida
Tampa, FL

June 1968 Bachelor of Arts
English/Early Education
J. B. Stetson University
DeLand FL

EMPLOYMENT HISTORY

1999 - Present Director of Instruction and Special Projects
Mailman Segal Institute for Early Childhood Professional Studies/Tampa
(formerly The Family Center of Tampa Bay)
Tampa, FL

1997 - Present Director of Programs/Training
Family Center of Tampa Bay
Tampa, FL

1997 - 1999	Executive Director, Early Head Start Family Child Care Homes Cluster Delegate: Nova Southeastern University
1992 - 1997	Program Coordinator/Master Trainer Family Center of Tampa Bay Tampa, FL
1982 - 1988	President/Director Oakmont School, Inc. Ocala, FL
1978 - 1982	Kindergarten Team Leader/Teacher Nova-Eisenhower Elementary School Broward County, FL
1977-1978	Fulbright Teacher Exchange Program assigned to Southfields Mixed Junior / Infant School Coventry, England
1973 - 1977	Teacher, Kindergarten Collins Elementary School Broward County, FL
1968 – 1973	Teacher, First Grade Collins Elementary School Broward County, FL

GRANTS WRITTEN/Received

2006	US Department of Education Early Reading First Grant. 3 year award $1,933,435
2005	US Department of Education Early Reading First Grant. 3 year award $1,687,910
2005	Hillsborough Board of County Commissioners, Community Development Block Grant request for Professional Certification training for Child Care Providers. 2 year award $64,590.

2005	Children's Board of Hillsborough County literacy enhancement to technical assistance grant. $435,000
2004	Hillsborough Board of County Commissioners, Community Development Block Grant request for Professional Certification training for Child Care Providers. 2 year award $64,590.
2003	Hillsborough Board of County Commissioners, Community Development Block Grant request for Professional Certification training for Child Care Providers. 2 year award $64,590.
2003	Conn Foundation – Child Care Credential training funding request funded $15,000
2003	US Department of Education Early Reading First Grant. 3 year award $1,074,000
2002	US Department of Education Professional Development Grant for Early Childhood Providers 2 year award $ 1,312,729
2000	Juvenile Welfare Board of Pinellas County grant to provide 3-credit management training to 30 child care center directors, $30,000

COLLEGE CREDIT COURSES TAUGHT

EECB 2100	Introduction to Early Childhood Education I
EECB 2110	Introduction to Early Childhood Education II
EECB 2120	Introduction to Early Childhood Education III
EDUC 2260	Administration of Early Childhood Programs
EECB 2402	Best Practices in Emergent Literacy: Birth through age 5

PROFESSIONAL ACTIVITIES AND ASSOCIATIONS:

2003-present	Member of the Policy Board of the *National Accreditation Commission for Early Care and Education Programs* (National Association of Child Care Professionals)
2002-present	Early Childhood Professional Development Consortium, Training Website Coordinator (previously the Training Quality Committee of CCTF)
2000-2003	Member of quality enhancement committee for School Readiness Coalition

Linda Shidler, Ph.D.

EDUCATION

Ph.D.	Curriculum and Instruction: Emphasis in Early Childhood Education with a Cognate in Special Education, University of South Florida	1995
M.S.	Human Development with a specialization in Early Childhood, Eastern Illinois University	1989
B.S.	Home Economics Education, Teacher Certification Grades six through twelve, Eastern Illinois University	1987

AWARDS AND FELLOWSHIPS

Admitted to Graduate School Faculty	2000
Graduate Teaching Assistant, University of South Florida	1992-1995

PROFESSIONAL EXPERIENCES

Early Childhood Training Specialist	Mailman Segal Institute at NOVA Southeastern University/Tampa. Emphasis on language and literacy development. Providing coaching to Early Childhood Education staff in school-based Head Start programs.	2006-present
Lead Teacher	Durant High School, School District of Hillsborough County. Director of Early Childhood Education Program. Curriculum development and teaching all levels of Early Childhood Education courses. Curriculum development for preschool children ages three to five, director of preschool, lead teacher for preschool.	2003-2005
Visiting Professor:	University of South Florida, Tampa Taught course in Literacy and Language development for undergraduate program.	2001

Assistant Professor:	Illinois State University; Curriculum and Instruction Developed undergraduate program for Early Childhood Education, received NCATE approval. Taught classes in Elementary, Early Childhood (specialized in Reading and Language and Literacy), Curriculum and Instruction both at the graduate and undergraduate level. Supervision of teacher candidates, management of Level II students, admitted to graduate faculty.	1999-2001
Program Director	Brewster School in Tampa, Florida Developing curriculum in accordance with state standards and professional development partnerships for training sites within the community. Implementing program, serving as consultant to child cares/schools in transition to national accreditation. Teaching CDA classes, recruiting and managing budget for program.	1997-1999
Lead Teacher:	Riverview Terrace Child Care in Tampa, Florida Serving as lead teacher and instructor for children ages zero-five. Supervising students within the CDA program.	1997-1999
Instructor:	Leary School in Tampa, Florida Instructor for courses in Early Childhood Education Developed curriculum and instructed courses	1997-1998
Adjunct Professor:	University of South Florida; Tampa, Lakeland, and St. Petersburg campus. Teaching various courses, acting as a liaison between University and public schools, supervising interns and student-teachers, teaching in the traditional as well as the non-traditional programs. Classes included Kindergarten transition for Elementary certified teachers (i.e. Language and Literacy development, programs, Assessment)	1990-1999
CDA Instructor:	Tampa Bay Partnership, University of South Florida. Working with a group of students in a year long program designed to accomplish goals within the CDA as well as accumulate nine credit hours within the undergraduate Early Childhood Education program at the University of South Florida. Conducted workshops regarding the violence in the lives of young children at the local, regional, state, national, and international	1995-1999

	level.	
Head Start:	Worked with Head Start program, classroom teachers and mental health agencies, to observe classrooms and make recommendations for individual children within the classroom setting. Aided teachers in enhancing curriculum. Also responsible for parent education sessions.	1995-1999
Home Economics Education:	Forman High School in Manito, Illinois Teaching all grades and various courses. Specializing in child development and preschool Administration.	1990-1992
Preschool Teacher:	Westport School in St. Louis, Missouri Head teacher working with children ages six weeks to five years old, summer with children six to ten.	1987-1989

CONSULTING

Tri-Valley elementary school in Downs, Illinois Working with school in moving to early childhood program, seeking NAEYC accreditation.	1999-2001
Montessori Preparatory Schools in Tampa, Fl. Working with schools to educate teachers serving children ages three to ten. Helping teachers achieve CDA goals and move schools toward accreditation.	1998-1999
YMCA Day Care in Tampa, Fl. Staff development, accreditation preparation and classroom management strategies.	1997-1999

RMC Research Corporation
2805 W. Busch Blvd., Suite 222
Tampa, FL 33618

Phone: 813.915.3010; 800.762.5001
Fax: 813.932.1781
www.RMCResearchCorporation.com

June 3, 2008

Dr. Tim Kilpatrick
The Committee for Academic Excellence
10544 Lake St. Charles Blvd.
Riverview, FL 33569

Dear Dr. Kilpatrick:

RMC Research Corporation is delighted to collaborate again with the Committee for Academic Excellence in its new proposal for Project LASER CAERS, the Early Reading First grant program. As the proposed external evaluator for the project, we commit the expertise and resources of RMC, a company that has 40 years of experience in research, evaluation, and technical assistance.

RMC Research Corporation's signature approach to evaluation includes respect for the interests of all stakeholders, attention to context, skill in qualitative and quantitative methods, a high regard for the utility of findings, and an independent point of view. We ground our recommendations in direct findings, as well as in current research, literature from the field, and the experiences of RMC Research Corporation evaluators, many of whom have been educators, administrators, policymakers, and product developers themselves.

The specific evaluation services we will provide are as follow:

Student Outcomes

1. PPVT-III will be administered six times to approximately 150 students. Assessments will occur January 2009, May 2009, September 2009, May 2010, September 2010, and May 2011.
2. PALS-PreK will be administered four times to approximately 120 students. All tasks except "Name Writing" will be administered. Assessments will occur September 2009, May 2010, September 2010, and May 2011. "Alphabet Knowledge" will be administered six additional times for a total of ten times. The additional administrations will occur January 2009, May 2009, December 2009, March 2010, December 2010, and March 2011.

3. RMC evaluator(s) will conduct semi-annual meetings with program director, coaches, and teachers to discuss data and instructional implications arising from the assessments listed above.
4. RMC will contract with and train all assessors and supply all assessments and materials required to conduct the PPVT-III and PALS-PreK on the above schedule. LASER CAERS Project Director, On-site Director, and coaches or other appropriate personnel may participate in all training.
5. RMC will analyze all data and prepare three annual reports due in July 2009, July 2010, and July 2011.

Professional Development

1. Assuming that the professional development provider will develop and administer pre-post assessments of each module, RMC will analyze data and incorporate into the annual reports.
2. RMC will develop and administer a teacher survey – Spring 2009, Spring 2010, and Spring 2011 – and analyze data and incorporate into the annual reports.

Classroom Observations

1. RMC will assess changes in classroom environments through observations using the ELLCO Literacy Environment Checklist in January 2009, May 2009, May 2010, and May 11.
2. RMC will contract with and train all assessors and supply all materials required to conduct ELLCO observations. LASER CAERS Project Director, On-site Director, and coaches or other appropriate personnel may participate in all training
3. RMC will analyze data and incorporate ELLCO data into annual reports.

The budget to perform these evaluation services is estimated not to exceed $204,216 for the project period (January 2009 – July 2011). We are looking forward to working with you.

Sincerely,

Trudy Hensley, Ed.D.
Director

The Commitee for Academic Excellence, 6152 Delance Station Sq., Ste. 105, Riverview, FL 33578, (813) 689-6360

Marva L. Scott
Principal

January 24, 2008

US Department of Education
Early Reading First
Washington, DC

RE: Letter of Support for The Committee for Academic Excellence

To Whom It May Concern:

As principal of King's Kids Christian Academy & Learning & Developmental Center, I am writing in support of the Committee for Academic Excellence's Early Reading First Grant – LASER Caers. The resources provided by Early Reading First will provide the students and teachers of King's Kids the support they need to have relevant and meaningful print and reading experiences.

The Committee for Academic Excellence in conjunction with Early Reading First grant funding will provide opportunities that offer structure and routine, in addition to professional development for our teachers. This will enable our teachers to better address each child's individual needs through a range of high quality reading and print experiences, innovative instruction, technology and assessments.

We are extremely excited about this opportunity and strongly support The Committee for Academic Excellence and LASER Caers in offering our children the tools and resources needed to become successful readers and our staff the professional development and incentive to better equip us to serve them. The administration, teachers and families commit to the successful implementation of the project goals including ongoing professional development, improved classroom literacy environments, enhanced and more intense quality of student academics and coordinated transition into kindergarten. By working together we know that we will have a positive impact on the children enrolled in our program. Please do not hesitate to contact me if you have any questions.

(b)(6)

3000 NORTH 34th STREET • TAMPA, FLORIDA 33605 • (813) 248-6548 • FAX (813) 247-4337

NOVA SOUTHEASTERN UNIVERSITY
Mailman Segal Institute/Tampa

June 5, 2008

The Committee for Academic Excellence
Timothy Kilpatrick, Chairman
10544 Lake Saint Charles Boulevard
Riverview, FL 33569

Dear Mr. Kilpatrick:

We are writing in support of your Early Reading First proposal to the United States Department of Education. This project would provide much needed services and resources in the area of early language acquisition to centers serving low-income children.

Research clearly shows that when well-trained professional early childhood professionals provide young children with rich language and literacy experiences, those children are better prepared for school and less likely to need later remediation services.

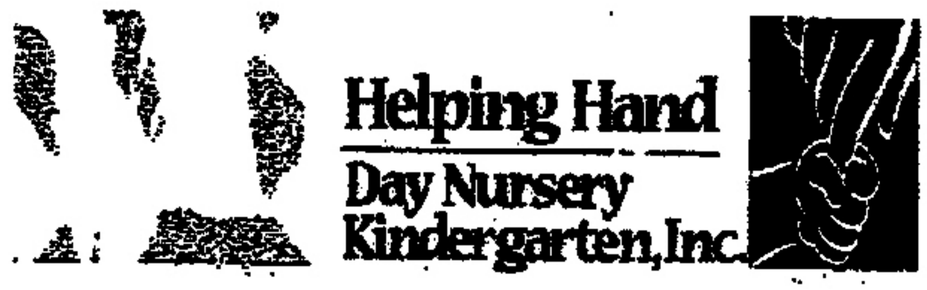
We look forward to working with you..

Sincerely,

Judy Zimmerman

Judy Zimmerman, M.S.
Executive Director

9501 Princess Palm Avenue, Suite 100 • Tampa, Florida 33619-8346 • (813) 393-4440
Fax: (813) 393-4450



May 10, 2008

US Department of Education
Office of Elementary and Secondary Education
400 Maryland Ave – SW
Washington, DC 20202-6000

To Whom It May Concern:

Our community-based Helping Hand Day Nursery fully supports The CAE and its Project LASER CAERS Early Reading First grant. Helping Hand has been in the Tampa community for over seventy-five years and has served over 2,500 children and families. The resources provided by The CAE through Early Reading First funding will provide students and teachers of Helping Hand Day Nursery the support needed for our preschoolers to have relevant emergent literacy experiences. Early Reading First funding will provide opportunities that offer additional structure and routine, in addition to much-need professional development for Helping Hand teachers. Project LASER CAERS will allow Helping Hand teachers to more successfully implement early literacy best practices and coaching/modeling on how to effectively use scientifically-based reading research instruction in oral language, phonological awareness development and alphabet recognition and create print-rich classroom environments.

Please do not hesitate to contact us if you have any questions.

(b)(6)

6406 North 43rd St., Tampa, FL 33610
Tel. 813-849-1487 - Fax. 813-849-0685

The Committee for Academic Excellence – Project LASER CAERS

Limited English Proficiency Plan

In effective preschool classrooms, learning takes place when there is sustained verbal interaction, often in small groups, as the students complete carefully designed academic tasks that include speaking, listening, reading and writing. Effective ESL instruction will be characterized by the use of thematic units and language instruction aligned with Project CAERS goals and benchmarks. CAERS students who are not proficient in English or whose native language is not English will receive instruction that is designed specifically to assist them both in learning English and in learning subject matter content. These students are referred to as Limited English Proficient (LEP) students. In order to identify LEP students, CAERS teachers will administer a Home Language Survey to all students. Once a list is compiled of students who speak a language other than English at home, CAERS will require teachers to administer the Woodcock-Muñoz Language Survey[1] assessments to determine English proficiency in speaking and listening to determine whether each child is LEP. CAERS will require that LEP students receive instruction that is designed specifically to assist them both in learning English and have multiple opportunities and experiences with learning early literacy concepts (oral language, phonological awareness, alphabet knowledge and print awareness) necessary for reading success. CAERS bilingual teachers will provide sustained verbal interaction in small groups and individual instruction, as students complete carefully designed early literacy tasks that include speaking, listening, reading and writing. Teacher instruction will be characterized by the use of thematic units and language instruction closely aligned with age- and developmentally-appropriate practices. The number of hours of LEP instruction students receive will be influenced by Woodcock-Muñoz Language Survey assessment results. CAERS will ensure that LEP students receive, at a minimum, 2.0 hours per day of LEP instruction. Sheltered English

Immersion (SEI) will be the required program model for LEP students. SEI has two components; ESL Instruction and Sheltered Content Instruction (SCI). ESL instruction is explicit, direct instruction about the English language intended to promote English language acquisition by LEP students and to help them "catch up" to their peers who are proficient in English. It will include learning outcomes in speaking and listening comprehension. ESL instruction is a required part of CAERS's program for LEP students. LEP instruction will be based on an ESL curriculum (Scholastic's Early Childhood Program)[2] and appropriate LEP supplements (Building Language for Literacy)[3]. SCI is instruction that includes approaches, strategies and methodology that makes the content of the lesson more comprehensible to students who are not yet proficient in English. CAERS will provide intensive, ongoing BCLAD (Bilingual, Cross-cultural, Language and Academic Development) professional development for teachers and coaches on the development of English language proficiency. BCLAD utilizes a variety of needs assessment procedures and include the concepts of inclusion and culture as core values for the development of students' cultural identity and self-concept. SCI will be characterized by active engagement by LEP students. Teacher lesson plans will include language objectives that address the linguistic requirements of the content to be taught and objectives of CAERS, Reading First and Florida World Class Standards. Consideration of theory, research, and best practices, in terms of where the areas of child development and second language learning intersect will result in the most effective teaching strategies for young LEP students. Children ages three to five demonstrate pre-operational thinking and are able to pretend with the next step being the use of symbols[4]. A drawing, a written word, or a spoken word comes to be understood as representing a real dog. The use of language is the prime example, but another good example of symbol use is creative play, wherein checkers are cookies, papers are

dishes, a box is the table, etc. Consequently, children demonstrate better problem-solving and reasoning skills when the problem is presented through concrete symbols and objects in authentic situations, and they retain more information when it is learned in a familiar context. Cognitively undemanding and context-embedded situations will serve as starting points for children's second language learning[5]. Vygotsky's concept of the zone of proximal development details how the performance of a challenging, but not too difficult task with the guidance of a more experienced partner facilitates children's learning[6], including complex mental activities. Similarly, comprehensible language input that is slightly beyond the student's current linguistic competence promotes language learning[7]. Children with high motivation, self-confidence, and low levels of anxiety are more successful second language learners[8]. An active discovery approach to learning, based on children's previous experiences, enables children to construct new knowledge of language and the world around them[9]. Second language acquisition for project children will take place in a non-threatening, joyful environment that promotes interaction. Hands-on activities relevant to children's interests and background knowledge will help to create the appropriate child-centered environment. All children will benefit, as language learners, from the teaching strategies described here for LEP children. In the following sections, strategies for teachers to use with LEP students are presented in increasingly linguistically demanding content area examples to demonstrate that all sections of the school day are appropriate for second language development. To highlight the integrated nature of ESL teaching, possibilities for language and literacy development within the same context are outlined. CAERS teachers will use ***physical education*** and ***movement with music*** to introduce new language in a less stressful and very enjoyable way. Through modeling in these authentic situations, LEP children will learn to comprehend the teacher's verbal instructions regarding gross motor activities, such as running,

skipping, jumping, throwing, and catching a ball. Children can perform these activities without need for verbal response. Movement and motion will activate memory and reinforce learning. Through constructing the meaning of sentences used in games like Simon Says, such as, "Hop on your left foot" and "Lift your left arm," children learn new vocabulary, including the names of body parts. In addition, they will be exposed to a great variety of verbs, such as "stretch," "bend," and "twist," and adjectives, including "faster," "higher," and "farther." Open-ended motor activities that dramatize imitative movements, such as "Crawl like a spider" and "Dance like a butterfly," can be instructional and will inform the teacher about the child's knowledge. Through involvement in games such as dodge ball LEP children are exposed to authentic socialization with more competent English speakers and will be encouraged to internalize demonstrated rules in the second language. Movement and music, which are important pieces of a developmentally appropriate early childhood program[10], can be beneficial for LEP learners. Songs with movement, nursery rhymes, and fingerplay (e.g., "Head, Shoulders, Knees, and Toes" and "Teddy Bear, Teddy Bear") will help young children learn vocabulary and grammatical forms and structures. For example, the song of "Let's Go on a Bear Hunt" includes a vast array of prepositions, such as "around," "under," "through," "over," and "across." Along with movement, visuals will help children construct the meaning of prepositions. Music enhances language learning and activates memory. To help children learn intonation and pronunciation of the new language, jazz chants will be accompanied with clapping, marching, and drumming. Because of the relatively easy vocabulary and repetitiveness, these chants can provide a basis for literacy activities, such as sharing more rhyming words to make up new chants. ***Art*** activities are usually carried out in relaxed situations. Such informal activities are good times to promote second language learning. LEP children involved in art activities will learn the colors, shapes, names of

tools (e.g., "scissors," "glue," "tape," "brushes," "paint"), and verbs (e.g., "draw," "paint," "cut," "match"). Through their drawings, children can express feelings and thoughts for which they do not yet have the vocabulary in the second language. During the silent period, when children absorb the new language but do not yet speak, the teacher can use art for assessing children's comprehension. For example, children can be asked to draw the settings or characters from a story or to sequence a series of pictures as a means of retelling the story. During art activities, teachers will model the language in authentic situations while explaining the task and introducing the new materials and techniques. Thus, the wide variety of art techniques and processes (e.g., collage, crayon drawings, easel painting, potato art,) initiate new vocabulary learning, especially when less traditional and more common materials are used such as sand, peas, tinfoil pans, etc. Teachers will also model and encourage proper social language at the art table, such as, "May I use your glue?" and "Do you still need the crayon?" Open-ended art activities create a natural situation for talking about artwork. These discussions will be adjusted to the students' level of language. For a child with emerging speech, yes/no questions could be asked; later, open-ended questions (which promote and develop oral language) are more appropriate, encouraging use of longer sentences. These discussions can incorporate language to express opinions and reasoning, such as "I like Tom's picture because..." and "I prefer...to...," and gradually children will learn the appropriate language to describe, analyze, and make judgments about works of art. A socio-dramatic play area in the classroom, representing various community settings with ample authentic materials, provides a ***language-rich environment***. Role-play will focus on a language form (e.g., "I would like," "I prefer") or the language used in a type of setting (e.g., post office, library) and will provide information about students' background knowledge.

THE COMMITTEE FOR ACADEMIC EXCELLENCE

ONE³ VISION MISSION TEAM

LASER CAERS*

COLLABORATIONS IN ACHIEVING EARLY READING SUCCESS

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The Committee for Academic Excellence · 6152 Delancey Station St., Ste. 105 · Riverview, FL 33569 · (813) 689-6360

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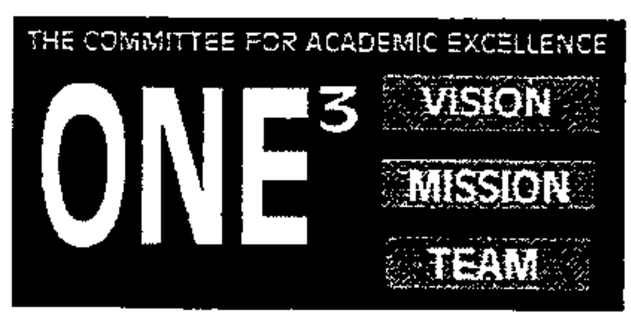
LASER CAERS*

Collaborations in Achieving Early Reading Success

A Targeted, Comprehensive Systemic Approach to Expanding Early Reading First and Creating Community- & Faith-Based Preschool Centers of Educational Excellence

Presented by:



The Committee for Academic Excellence

*"Dedicated to the well-being and educational success of **EVERY** child."*

The Committee for Academic Excellence ·6152 Delancey Station St., Ste. 105· Riverview, FL 33578 · (813) 689-6360

PR/Award # S359B080035

COPY

INDIRECT COST RATE AGREEMENT
COMMERCIAL ORGANIZATION

ORGANIZATION:

Committee for Academic
Excellence, Inc.
10544 Lake Saint Charles Boulevard
Riverview, FL 33569

DATE: FEB 28 2008

AGREEMENT NO. 2008-014

FILING REFERENCE: This replaces previous Agreement No. N/A dated N/A

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance with the Federal Government subject to the conditions contained in Section II.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

Section I - Rate(s) and Base(s)

	Effective Period				Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
INDIRECT						
Provisional	10/30/07	09/30/09	19.45%	1/	All	All Programs

Base

1/ Total direct costs less equipment purchases, the portion of individual sub-awards in excess of $25,000, entertainment costs, renovations & alterations, stipends, capital expenditures, and tuition & related fees.

Capitalization Policy: Items of equipment are capitalized if the initial acquisition cost is $5,000 or more and the useful life is in excess of one (1) year.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs.

COPY

ORGANIZATION: The Committee for Academic Excellence, Inc. Page 03

Section III - Special Remarks

1. This Agreement is effective on the date of approval be the Federal Government.

2. Questions regarding this Agreement should be directed to the Negotiator.

3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) cited herein.

Section IV - Approvals

For the Commercial Organization:

Committee for Academic
Excellence, Inc.
10544 Lake Saint Charles Boulevard
Riverview, FL 33569

Signature

Name

Title

Date

For the Federal Government:

U.S. Department of Education
OCFO/FIPAO/Indirect Cost Group
400 Maryland Ave, SW, UCP-021M4
Washington, DC 20202-4450

(b)(6)

Signature

Richard T. Mueller
Name

Director, Indirect Cost Group
Title

FEB 28 2008
Date

Linda Feeney
Negotiator

(202) 377-3833
Telephone Number

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **6697-Mandatory_LASER_CAERS_Budget_Narrative-4.doc**

Budget Narrative

Actual costs for the awarded 2007 CAE Project LASER ERF grant are the basis for estimating costs of personnel salaries, benefits, staff travel, materials, supplies, consultants and subcontracts. The CAE has an approved negotiated USDOE INDIRECT cost rate of 19.46% (see "other" attachments). The nature, amount, use and relationship between the requested funds and project activities and outcomes are described throughout the application narrative. These estimates are reasonable for the services rendered and conforms to the established policy of the CAE consistently applied to both Federal and non-Federal activities

YEAR ONE - The total expenditures for Year 1 are **$1,236,641**. The total **personnel** is $446,000 including: $85,000 for the Executive Director (.40 FTE) to oversee project implementation, develop the project infrastructure, oversee systems (including fiscal policies check and balances, applications and procurement), approve purchases, manage project budget, negotiate contracts with subcontractors, monitor project outcomes and project compliance, maintain project fidelity and establish reporting and documentation systems. $45,000 for the Project Director (.40 FTE) who will oversee the day-to-day operations and management of the ERF grant, including coordinating schedules and activities and working with the Executive Director, CMs, center directors, teachers and trainers. $45,000 for each 1.00 FTE CM (3 total TBA) and $40,000 for a 1.00 FTE (TBD) project administrative assistant to provide administrative assistance to ED, PD, & CMs. A .50 FTE SLP ($40,000 TBD) for providing critical speech/language/special needs services PD, coaching/mentoring and for duties as a Child Study Team Member. $45,500 is budgeted to pay for permanent part-time teacher substitutes to allow teachers to attend professional development and meetings. Additional personnel costs are

$5,500 for babysitting for monthly parent meetings, evening teacher coursework and family-related literacy activities. $40,000 is budgeted to pay for teacher scholarships and certification incentives as incentive to pursue early childhood education credentials. Since childcare and tuition/coursework reimbursement are currently included as part of employee earnings, the amounts are included here.

The total **fringe benefits** ($77,902) are calculated at 19% of the personnel costs for all participants except the PD and ED, which are calculated at 20.39%. The rate covers FICA (6.2%), SS (2.9%), retirement (6.0%), health insurance (5.29% for PD/ED and 3.9% for others). Other fringe costs such as worker's compensation, will be paid from indirect costs.

The total **travel** is $42,750 which includes $26,000 for project team and participant travel to the ERF meeting and SBRR/best practice literacy conferences, $9,250 for project participant travel to professional development meetings, conferences and curriculum training and $7,500 for allowable travel per diems, including travel related expenses (mileage) for CM site visits.

The total **equipment** is $75,950 which includes: $8,000 for three computers at each site (one in each classroom and one for parent use as part of SECP's family support component); $4,500 for color laser printers at each location; $4,800 for classroom computer workstations; $3,150 for scanners at each center and the project office; $4,500 for digital video cameras for each classroom and one for the project team; $11,500 is budgeted for project office furniture for added staff (desks, chair, fire-proof filing cabinets, fire-proof media cabinets, onsite lockers, shelves and tables); $3,500 will be spent on the eight classrooms ($28,000) to upgrade as needed - furniture recommended by ELLCO assessment results, Scholastic, NAC and NAEYC for storage, display and seating in areas for indoor/outdoor literacy, sand and water, blocks, home living, two dramatic play centers, art, library, computer, writing, science and math and

manipulatives. Equipment will include, but is not limited to, book shelves for dividing centers into well defined interest areas, small group instructional areas, comfortable reading/book centers, big book stands and easels; and $9,500 is budgeted for auditory equipment (cd players, audio-tape books, head phones, storage).

The total for **supplies** is $186,400 including: $14,700 for laptop computers, printers and carrying cases for the ED, PD and CMs to facilitate project communication, producing reports and presentations, email, etc.; curriculum component and supports are $88,000 (one set of SECP and BLL for each classroom and each CM); PD books/materials and journal subscriptions are $8,500; $2,500 is budgeted for photocopying supplies (toner/paper); $3,000 per classroom for library center books (background knowledge, factual, fictional) in each classroom ($24,000 total); $28,000 for student home libraries to bridge the curriculum and home environment; $5,500 for assessment instruments, supplies and copies (including manuals, administration/assessment handbooks, score sheets, etc.); $1,000 for laminators and alphabet die cut machines at each site ($6,000 total); $687 for eight classrooms ($5,500 total) is budgeted for commercial software licenses, materials to support the curriculum, protect computers (virus) and protect the children (Net-Nanny) and $3,700 for classroom supplies such as printer cartridges and paper.

The total for **contractual** will be $142,572. LASER will contract with RMC Research Corporation as its external evaluator for this project. The contractual cost will be $68,072 per project year for the period of January, 2009 through June, 2011. As the external project evaluator, RMC Research Corporation will be responsible for supplying assessment materials and administering all student outcome assessments. RMC will evaluate the LASER CAERS professional development component and conduct classroom assessments (ELLCO).

Additionally, RMC will prepare annual reports required for reporting purposes and for improving the project. $21,500 is budgeted for Nova/MSI. They will provide PD training to CMs, teachers, teacher assistants and center directors. The scope of training includes training on effective coaching, best practices in emergent literacy, SBRR training and full day meetings with coaches three times per year to assist with issues related to theory-to-practice and implementation strategies. $15,500 is budgeted for curriculum training from Scholastic on SECP/BLL curriculum and supplement implementation and use of SECP formal and informal assessments. $9,500 is budgeted for consultant travel, $25,500 for outsourced technology (the development/maintenance of the project website, family web pages and electronic notification system) and $2,500 data collection activities. $10,128 will be spent on **other** monthly costs of internet access, email accounts, ISP fees and a Virtual Private Network securely connecting each preschool location to the project office.

The total **DIRECT** costs are $981,702 and a negotiated cognizant agency **INDIRECT** cost rate of 19.46% or $191,039. Total **training stipend** costs are $63,900. Teachers receive stipends of $150 per day equivalent for professional development and training, conference attendance, meetings, etc. while teacher's assistants receive $75 per day; eight teachers and eight assistants are assumed (substitute "release" personnel not included).

YEAR TWO - The total budget for Year 2 is **$1,013,767**. Some fixed costs included in Year 1 will remain constant in Year 2; only budget differences between Year 1 and Year 2 will be noted in this section. **Personnel** costs will increase in Year 2 to $461,820 as all project personnel will receive a 4.0% raise. **Fringe** will increase to $80,676 as an adjustment to salary increases. **Travel** will be reduced to $15,000 (ERF meeting removed). **Equipment** will be reduced to $18,000 for year one replacements/upgrades based on ELLCO and a one-year on-site

maintenance contract for all computer equipment and peripherals. **Supplies** will be reduced to $101,000 for anticipated curriculum components and supports replacement and replaced classroom and home library books. Professional development materials are reduced to $5,000 as some coursework will be completed in Year 1 only. The costs for **contractual** is reduced to $133,572 as curriculum training will primarily consist of refresher training. **Other** costs increase to $10,681. The total **DIRECT** costs are $820,749. **INDIRECT** cost rate of 19.46% or $159,718. **Training** stipends reduce to $33,300 since curriculum training is limited to refreshers.

YEAR THREE - The total budget for Year 3 is **$924,591**. Some fixed costs included in Year 2 will remain constant in Year 3; only budget differences between Year 2 and Year 3 will be noted in this section. **Personnel** costs will increase in Year 3 to $478,273 because all participants will receive a 4.0% raise. **Fringe** will increase to $83,561 due to salary increases. **Travel** will decrease to $7,500 and will mainly consist of CM travel related expenses to each site for wrap activities associated with concluding the project life cycle. **Equipment** will be reduced to $7,500 for upgrades/replacements based on ELLCO and for a one-year depot maintenance contract for all equipment and peripherals. **Supplies** will be reduced to $78,512 for anticipated curriculum components and supports replacement and replaced classroom and home library books. The costs for **contractual** will reduce to $96,072 as the Nova and Scholastic PD and related travel will have concluded. **Other** costs are $11, 256. The total **DIRECT** costs are $762,674. **Training** stipends reduce to $13,500 and will primarily include RMC assessment results and review meetings and professional conferences. **INDIRECT** cost rate of 19.46% or $148,416.