U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080045
Grants.gov Tracking#: GRANT00473354

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:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
○ Preapplication	● New	
● Application	○ Continuation	* Other (Specify)
○ Changed/Corrected Application	○ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/10/2008	

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: Addison Central School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
166001452	073671646

d. Address:

* Street1:	1 Colwell St.
Street2:	
* City:	Addison
County:	Steuben
* State:	NY: New York
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	14801

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Mrs.	* First Name:	Jean
Middle Name:			
* Last Name:	Barber		
Suffix:			

Title: Grants Supervisor

Organizational Affiliation:

* Telephone Number:	607-735-3370	Fax Number:	607-735-3379

* Email: jbarber@gstboces.org

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

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

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.):

Town of Addison, Steuben County, NY

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

Build Literacy Awareness, Skills, and Training (BLAST Off)

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: 29

* b. Program/Project: 29

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	944,115.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	944,115.00

*** 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:

* First Name: Betsy

Middle Name:

* Last Name: Stiker

Suffix:

* Title: Superintendent of Schools

* Telephone Number: 607-359-2244 Fax Number: 607-359-2246

* Email: bstiker@addisoncsd.org

* Signature of Authorized Representative: Diane Habeck * 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

AdditionalCongressionalDdistricts

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:
Addison Central School District

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	$ 473.645	$ 492,338	$ 515,254	$ 0	$ 0	$ 1,481,237
2. Fringe Benefits	$ 205,859	$ 209,359	$ 213,647	$ 0	$ 0	$ 628,865
3. Travel	$ 21,250	$ 22,210	$ 22,210	$ 0	$ 0	$ 65,670
4. Equipment	$ 16.000	$ 0	$ 0	$ 0	$ 0	$ 16.000
5. Supplies	$ 105,134	$ 64,062	$ 50,062	$ 0	$ 0	$ 219,258
6. Contractual	$ 99,200	$ 99,200	$ 99,200	$ 0	$ 0	$ 297,600
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 921,088	$ 887,169	$ 900,373	$ 0	$ 0	$ 2,708,630
10. Indirect Costs*	$ 23,027	$ 22,179	$ 22,509	$ 0	$ 0	$ 67.715
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11).	$ 944,115	$ 909,348	$ 922,882	$ 0	$ 0	$ 2,776,345

***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: 7/1/2008 To: 6/30/2009 (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, [X] 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:
Addison Central School District

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 Diane Habeck	* TITLE Superintendent of Schools
* APPLICANT ORGANIZATION Addison Central School District	* DATE SUBMITTED 06-10-2008

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

Tracking Number: GRANT00473354

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	●a. bid/offer/application	●a. initial filing
●b. grant	__b. initial award	__b. material change
__c. cooperative agreement	__c. post-award	For Material Change Only:
__d. loan		year quarter
__e. loan guarantee		date of last report
__f. loan insurance		

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: Addison Central School District * Address: 1 Colwell St Addison NY: New York 14801 Congressional District, if known: 29	
6. * Federal Department/Agency: Dept of Education, Elementary and Second	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known: ED-GRANTS-050708-002	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: N/A N/A * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: N/A N/A N/A
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: Diane Habeck * Name: Betsy Stiker Title: Superintendent of Schools Telephone No.: 607-359-2244

	Date: 06-10-2008
Federal Use Only	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
6693-AddisonGEPAstatement.doc	application/msword

General Education Provisions Act (GEPA) Section 427 – 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.

The Board of Education of the Addison Central School District fully endorses and implements all laws and regulations of the United States and the State of New York that guarantee equitable access, or participation in any federally-assisted program for students, teachers, and other program beneficiaries with special needs. These efforts include district policies and practices to remove and prohibit barriers including discrimination based on race, color, creed, national origin, political affiliation, gender, age, marital status, sexual orientation, veteran status or disability.

More specifically, regarding students with special needs, the Addison Central School District will continue to require that all district employees serving children, either through direct instruction or support services, are committed to ensuring every child has the opportunity to receive any and all services available which will enable each child to grow and learn in the least restrictive environment. The Early Reading First program will incorporate an open enrollment policy which will ensure that services are accessible by all children. Adaptive materials and equipment will be available to all students with special needs and instructional practices will be identified for students based on their individual needs. Students with special needs will be included in the regular classroom setting. Integrated, inclusive settings for both educational and extra-curricular activities in the Addison Central School District will continue to be encouraged, leading to a more accepting and supportive learning environment for all.

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 Addison Central School District
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: Betsy Middle Name: * Last Name: Stiker Suffix: * Title: Superintendent of Schools
* SIGNATURE: Diane Habeck * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Deborah

Flint

*** Address:**
7 Cleveland St.

Steuben
County

Addison

NY: New York

14801

USA: UNITED STATES

*** Phone Number:**
607-359-2261

Fax Number:
607-359-2156

Email:
dflint@addisoncsd.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:

FileName MimeType

Project Narrative

Abstract Narrative

Attachment 1:
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Early Reading First – Project Abstract
Addison, NY Central School District

The BLAST Off Program will partner the Addison Central School District with ProAction Head Start to deliver a high-quality, research-based Early Reading First program designed to accelerate language and literacy development for three- and four-year old, at-risk, children living in a rural, geographically isolated, economically-depressed community. 20% of district families have incomes below the federal poverty guidelines; 62% of students qualify for a free/reduced price lunch (National School Lunch Guidelines). 33% percent of parents have less than a high school education or GED and 20% are illiterate/marginally literate. 39% of entering kindergarten students scored below benchmark for Letter Naming Fluency, and 90% of students with no preschool experience score below benchmark. Additionally, rural isolation delays the development of social skills needed for success in school. In order to address the impact of poverty and social isolation on early literacy development, the program partners will create two Early Reading First Centers; one at Tuscarora Elementary School and one at Valley Elementary School. The proposed program will provide structured, systematic, explicit instruction in the four key literacy areas using the *Open Court Reading Pre*-K literacy curriculum, extend existing half-day programs to full-day, increase the number of children served from 87 to 120, add an additional four-year old class and three-year old class, extend the program year to 46 weeks, and implement a tiered system of intervention using the Response to Intervention Model. Teachers will participate in intensive, sustained classroom-focus professional development including coaching and mentoring provided by two Literacy Coaches. As a result of program participation, students will increase their alphabet knowledge, phonological awareness, print awareness, and oral language skills; families will increase their skills for supporting early literacy skills; and teachers will increase their capacity to effectively integrate SBRR into classroom instruction.

Project Narrative

Project Narrative

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Early Reading First - CFDA #84.359B

Addison Central School District

One Colwell Street, Addison, New York 14801

Build Literacy Awareness, Skills, and Training (BLAST Off) Program

ABSTRACT

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1. QUALITY OF PROJECT DESIGN

Selection Criteria 1, Factor 1 – Research-Based Design of the Proposed Project

The Addison Central School District will partner with ProAction Head Start to deliver the **B**uild **L**iteracy **A**wareness, **S**kills, and **T**raining (BLAST Off) Early Reading First Program designed to accelerate school readiness development for three- and four-year old, at-risk children living in a rural, geographically isolated, economically depressed, community located in the Appalachian foothills in the southern tier of New York State.

Research demonstrates that students who grow up in economically disadvantaged circumstances often do not receive the language-related experiences that they need to develop linguistically, such as book-sharing interactions. In contrast, students from upper and middle class families are read to more regularly by adults, and tend to develop more sophisticated vocabularies, concepts, and print knowledge.[1] The resulting learning deficiencies lead to a lifetime of underachievement. A 2002 study found that children who begin school with limited oral language skills are more at risk for long-term reading problems than are children with more extensive experiences.[2] Addison student performance reports reflect the reality of this research. 39% of entering kindergarten students score below benchmark for Letter Naming Fluency, and 31% score below benchmark for Initial Sound Fluency. Children often require 2-4 years to perform at acceptable 1st grade standards. In 2006-2007, 51% of 3rd grade students and 49% of 4th grade students failed to meet the New York State English Language Arts learning standards.

The BLAST Off Program will provide a high-quality, research-based, early literacy program of sufficient duration and intensity to maximize language and early literacy development for all pre-school children. Currently, the program partners provide pre-school programming for 87 children in 2 half-day and 4 full-day programs. In order to intensify instruction and accelerate

learning for all pre-school children, including children with special needs, the BLAST Off Program will expand existing half-day pre-school programs to full day programs, add a new three-year old classroom, extend existing programs to 46 weeks, and provide consistent, effective delivery of *Open Court Reading Pre-K* as a common, research-based curriculum across all pre-school programs. The BLAST Off program will create two Early Reading First Centers of excellence; one at Tuscarora Elementary School and one at Valley Elementary School, serving 120 three- and four-year old children. An overview of the current and proposed programs, including the demographic breakdown of students, is outlined in Appendix A.

In 2003, the Addison Central School District established an Early Reading Research and Advisory Committee, comprised of parents, teachers, reading specialists, special education instructors, administrators, faculty from Alfred University's Early Childhood Education Department, and ProAction of Steuben and Yates, Inc. staff. After a comprehensive review of five high-quality reading curriculums which had been determined to be scientifically research-based, Addison selected and implemented *Open Court*, published by SRA/McGraw-Hill, in grades K-6. Generated by the need for an increased focus on oral language, phonological awareness, print awareness, and alphabet knowledge at the pre-kindergarten level to address school readiness deficiency stemming from disadvantaged backgrounds, the advisory committee selected the *Open Court Reading Pre-K* program as its central early reading curriculum. This strategy established a reading continuum from pre-school through 6th grade.

The *OCR Pre-K* curriculum builds on the National Research Council's report and meets all the criteria essential for developing early literacy skills in pre-school children[3] as outlined in *Preventing Reading Difficulties in Young Children.* The *OCR Pre-K* reading curriculum incorporates over 40 years of experience that its publisher, SRA/McGraw Hill, has gained with

its *Open Court Reading* series. Informed by comprehensive scientific research as to what constitutes effective instructional content and strategies, *OCR Pre-K* has been proven to be an effective tool in the delivery of early literacy instruction. One study (conducted in 2004) at Lakeside Elementary School in Worley, Idaho showed that 72% of kindergarten students who received *OCR Pre-K* instruction scored at or above grade level on the Idaho Reading Indicator (IRI) test while only 18.5% of kindergarten students who did not have *OCR Pre-K* instruction scored at or above grade level.[4] A review by the Florida Center for Reading Research stated that instructional procedures and activities used by *OCR Pre-K* are aligned with current reading research.[5] A 2005 study focused on public school improvement reported a direct link between the *OCR* Pre-K – 6 curriculum and achievement in high poverty schools. In a review of California schools, student achievement as measured by the Academic Performance Index (API) was higher for schools using *OCR* than with any other curriculum used in the state.[6]

Selection Criterion 1, Factor 2, Purpose 1: The program partners have a strong capacity to implement a high-quality Early Reading First program as evidenced by screening results for students transitioning into kindergarten. 75% of students entering kindergarten from the preschool program met the benchmark for Letter Naming Fluency and 72% met the benchmark for Initial Sound Fluency. In contrast, only 10% of students with no pre-kindergarten experience made benchmark for Letter Naming Fluency, and only 20% made benchmark for Initial Sound Fluency. The Addison CSD pre-school program meets all the guidelines, regulations, and learning standards established by the New York State Education Department's Universal Pre-Kindergarten Program; ProAction delivers a fully accredited New York State Head Start Program. Programs are consolidated at two district sites, and located in fully equipped classrooms designed to support foundational language, cognitive, and early reading skills.

Classrooms include learning centers designed to engage and excite children in the learning process. (*See Selection Criteria 1, Factor 2, Purpose 3*) Teachers of all Pre-K programs are NYS certified with MA/MS degrees and 6 or more years Pre-K teaching experience. Exclusive of retirement, teacher turnover rates at the Valley and Tuscarora schools are 1%, and student and teacher attendance rates exceed 95% and 97%, respectively. Addison CSD speech therapists, special education instructors, family literacy specialists, physical education teachers, art/music instructors and child psychologists respond to the social, emotional, and physical needs of pre-school students. Pre-kindergarten teachers visit each child's home during the first two weeks of school to conduct a pre-assessment and begin establishing a partnership with families. The Jennie Mose Family Resource Center, located in the Tuscarora Elementary School provides a welcoming environment for parent/child interactive activities, parenting classes, and adult education classes. In addition, the existing centers are well poised to implement an added early literacy component. The district has a fully implemented and institutionalized Reading First Program at Tuscarora and Valley Elementary School that uses *Open Court* as the core curriculum. Pre-kindergarten teachers regularly participate in SBRR professional development.

Selection Criteria 1, Factor 2, Purpose 2: The BLAST Off Program will increase the age-appropriate development of alphabet knowledge, phonological awareness, print awareness, and oral language skills for preschool children from disadvantaged families as measured by the Peabody Picture Vocabulary Test (PPVT-IV), the PALS (Phonological Awareness Literacy Screening) Pre-K, curriculum-embedded assessments, and observational checklists. 80% of participating children will achieve age appropriate benchmarks as established by the PALS Pre-K Tasks and score above the 40th percentile on the PPVT-IV. Central to the proposed project is

the consistent, effective delivery of *Open Court Pre-K*, through structured, systematic, explicit instruction in the four key literacy areas.

Oral Language Development: Effective oral language development occurs when children hear words and phrases repeatedly and are encouraged to listen and speak during a variety of activities.[7,8] The *OCR Pre-K* curriculum supports the development of listening comprehension, speech production and discrimination, vocabulary building, and verbal expression skills. Daily exercises include rhyming, finger plays, word play, environmental sound recognition and language games that allow children to build their knowledge of sounds, letters, and language. The *OCR Pre-K* literacy curriculum supports research studies that show "active engagement is an important mechanism for explaining children's accelerated gains in language and literacy skills that occur in interactive reading compared to more passive experiences (e.g., Senechal et al., 1995; Wasik & Bond, 2001; Whitehurst et.al., 1988)." [9] Teachers will engage students in strategic and intentional shared storybook reading on a daily basis. Teachers read and re-read texts aloud so that students retain key words and phrases. Children are encouraged to chime in on repetitive text, identify rhyming wording, and find high-frequency words they have already learned. As children listen to and respond to stories, they are encouraged to ask questions and make predictions, express themselves in phrases/complete sentences, and use new vocabulary words. Throughout the day, teachers use rich words and varied vocabulary to engage children in extended discussions. Research has shown that spontaneous discussion and conversation during book reading contributes to growth in children's vocabulary.[10]

Phonological Awareness: To be effective, phonological and phonemic awareness instruction for pre-K children should be short and playful as well as explicit and systematic.[11] *Open Court* provides a basic introduction to the relationship of spoken sounds to written letters; the oral

blending of sounds into spoken words; and the segmenting of spoken words into sounds. Daily lessons follow an appropriate developmental hierarchy. Initial lessons call for the identification of environmental sounds, isolation of words in a spoken sentence and the recall of words missing from a sentence. Subsequent activities will progress to include: oral blending and segmenting words involving two-syllable compound words; deleting parts of a word (e.g. "starfish" without "star"); onset; and rimes. Phonological awareness is further promoted through the interactive reading of stories with repeated verses, rhyming phrases, alliterative patterns, and word play.

Print Awareness: Students who lack print awareness are unlikely to read proficiently later in school.[12,13] Teachers will use *Open Court* curriculum materials to help children understand the conventions of print, such as title, author, print directionality, and word boundaries. As teachers read a selection, they will point to and name book parts and demonstrate directionally by pointing to each word in the text. "Explicit focus on print in reading interactions with children can significantly accelerate their print knowledge, and adults can readily do so using two approaches (Justice & Ezell, 2002): selecting print-salient books for interactions, and incorporating print references into reading interactions."[14] Pocket Chart Word Cards, Rebus Picture Cards, and Pocket Chart Picture Cards will be used to help children see words as units and to apply their knowledge of print concepts to build phrases and sentences. As students begin to understand the connection between writing and words in books, they will use inventive spelling to become active creators of print (i.e., creating cards, writing dictated words and sentences). Such opportunities are important lessons that encourage students to write as a means of enhancing literacy development.[15]

Alphabet Knowledge: The lack of awareness of the alphabetic principle has been directly correlated with reading failure.[16] The *Open Court* curriculum will help children recognize that

spoken sounds are represented by letters/combinations of letters. The goal is not to master the sound/letter principles, but to introduce children to alphabetic principles. Children begin by learning that their names are made up of letters. *Open Court* uses Alphabet Sound Cards to introduce children to the alphabet letter-by-letter and to help students relate specific sounds to particular letters. As children are exposed to letter names and shapes, they begin to learn that letters are used to write words. Songs, games, the *Big Book A to Z,* and Alphabet Sound Cards activities related to the unit theme, help children learn and remember the name and shape of each letter. Such activities enable children to understand that there are predictable and systematic relationships between written letters and spoken sounds.

The curriculum is structured in sequential, thematic units (i.e., I Am Special, Families Everywhere, Helping Hands, At the Farm) supported by quality literature organized around big ideas to promote understanding and discussion. The *Open Court* Teacher Editions clearly define the language and literacy objectives of each lesson and provide guidance on the conduct of each activity. Each *OCR Pre-K* lesson details: the materials and the appropriate settings (i.e. large group, small group, individual) necessary for a specific activity as well as explicit information on the manner in which lessons should open and close; recommended duration of particular units; strategies for extending or modifying units; and methods for linking activities to key literacy concepts and to the NYS core curriculum.

Instruction in new knowledge will be provided through direct teacher instruction in an explicit and intentional manner that gradually builds skills and is reinforced through daily readings. The teacher will clearly state what is being taught, draw attention to important features, and demonstrate the new skill. Students will be given opportunities to use the new skill in an appropriate task. As students are able to understand and apply the new skill, responsibility

will gradually be transferred to the student. "Interactive storybook reading can serve as an ideal context for scaffolding children's emerging literacy and language skills (e.g., van Kleeck, 2006). Teachers can utilize their book-related discussions to gauge where children are in their understanding of a particular concept, such as the role of print in telling a story, then extend that understanding through explicit discussions."[17]

Daily instruction is a mixture of whole group, small group, and independent practice. Each *Open Court* lesson consists of 65 minutes/day divided into three parts: 1)"Sounds and Letters" features a 5-minute oral language warm-up exercise and 15 minutes of phonological and alphabetic awareness activities in a large group setting; 2) "Reading and Responding," develops oral language and print awareness with 15 minutes of read aloud and scaffolded discussions; 3) "Integrating the Curriculum" consists of 15 minutes of emergent writing, oral language development and print awareness exercises, followed by 15 minutes of small group work that allows students to explore other content areas (i.e. math, social studies) through early reading skills. Throughout the day, children will engage in independent and learning center activities designed to reinforce literacy concepts (dramatic play, word games, drawings, independent use of classroom reading materials, puzzles) for a total of at least 3 hours/day.

Student progress will be regularly monitored and instruction will be modified based on assessment results. Students who are progressing at a developmentally appropriate rate will receive daily, direct instruction in the *Open Court* literacy curriculum as outlined above. Students whose progress is slower than their peers will be given additional time on task in a small group setting where they are able to receive immediate feedback and work with a variety of supplemental materials such as rhyming books, picture books, and alphabet manipulatives. Students who continue to struggle will receive individual instruction with more intensive

instruction in oral language and phonological awareness. Students with special education classifications will participate in the same curriculum and will be fully included in program activities. Instruction will be adapted to meet their individual needs. Two additional Teaching Assistants will support more intensive adult/child interaction across all seven classrooms. As a component of the professional development plan, teachers and teaching assistants will receive training for embedding intervention strategies based on the following models: Adult Responsiveness to Critical Intervention Mechanism for Emergent Literacy; Phonological Awareness Instruction in Early Childhood Settings; Using Emergent Writing to Develop Phonic Awareness; Integrating Phonological Sensitivity and Oral Language Instruction into Enhanced Dialogic Reading; Supporting Storybook Reading Participation; Recruiting Children's Attention to Print during Shared Reading; Integrating Word Study into Interventions.

Time	Subject	Language/Cognition/Early Literacy Development
8:25-9:00	Arrival	Breakfast
9:00-9:20 (20 minutes)	Circle Time: Sounds and Letters	Oral language warm-up exercises; phonological and alphabetic awareness activities
9:20-9:35 (15 minutes)	Circle Time: Reading and Responding	Interactive read alouds/think alouds using *Open Court Reading Pre-K* Big Books
9:35-9:40	Transition	Clapping and chanting games
9:40-9:55 (15 minutes)	Workshops	Small group reinforcement and scaffolding of skills; emergent writing, oral language development, and print awareness activities (i.e. finding all the letter Ts)
9:55-10:10 (15 minutes)	Integrating the Curriculum	Extending thematic concepts into math, science, social studies curriculum
10:10-10:25	Snack Time	Sound hunts, letter hunts
10:25-11:00	Learning Centers	Language/literacy activities will be integrated into learning centers to provide opportunities for students to practice skills, build vocabulary, and extend background knowledge.
11:00-11:45	Gross Motor Time	Games and engaging activities, such as jumping to syllables in words
11:45-12:30	Lunch/Rest Time	
12:30-1:45	Book Time	Students explore books independently or with a friend
1:45-2:30	Art, Music, Library	Activities will extend the curriculum unit theme
2:30-3:00	Read Alouds and dismissal	Parents and grandparents will be invited to visit the classroom and read to children

Selection Criterion 1, Factor 2, Purpose 3: The BLAST Off Program will increase pre-school children's exposure to high-quality language and literature-rich environments and increase parents' knowledge and skills for supporting children's literacy learning and emergent reading skills in the home. By the conclusion of year-three of the BLAST Off Program, 100% of classrooms will reflect the availability, content, and diversity of reading, writing, and listening materials as measured by the ELLCO Literacy Environment Checklist. The BLAST Off Program will immerse children in the functions and uses of letters and words for reading, writing, and authentic everyday purposes. The proposed program will create learning centers containing age-appropriate materials and equipment in each classroom. The centers will be readily accessible and arranged to facilitate a variety of small group and/or individual activities and will include: creative and performing arts (i.e, drawing materials, paints, crayons, puppets, story telling props); blocks and construction; library centers (i.e., collections of quality children's literature); math centers (i.e., manipulatives, sorting shapes and colors); science and nature (i.e., sand and water tables); writing centers (i.e., alphabet manipulatives, paper, writing tools); and thematic play (i.e., post office, grocery store, play kitchen), and access to technology (i.e., computers, printers, multi-sensory technology). Books will be displayed on open-faced bookshelves so children will be attracted by the covers of the books. Classroom items that children commonly use will be labeled in large, easy-to-read print, so students learn to associate text with real-world objects. Classroom walls will display visually prominent "functional" print (calendars, alphabet charts, pictures showing colors, labels with students' names on desks and cubbies) that will further help students associate print with basic concepts and daily activities while concurrently linking home and classroom routines. Daily schedules will include adult/child interactive reading activities using theme-based Big Books, predictable, repetitive

books that teach patterned language, and books of rhymes that support phonological awareness. Children will have access to a wide range of expository, narrative, pattern, and rhyming books in a variety of sizes that are developmentally engaging, build vocabulary, and extend background knowledge.

In addition, the BLAST Off Program will actively foster the development of early literacy and emergent reading skills in the home. Over the course of the year, every child will receive take home books and read with their families. By the end of the year, each child will have their own library of 36 books. Each week, children will visit the Valley or Tuscarora Library and borrow a book to be read at home with their parents. Once a month, each class will visit the Jenny Mose Family Resource Center for a fun, engaging literacy activity, such as a visit from Mrs. McPuppet (puppet show with literacy theme). Parents and grandparents will be invited to join their children. Literacy Coaches and the Jennie Mose Family Resource Center Director will facilitate a variety of workshops for families as outlined below:

Training	Content	Timeline
Ready, Set, Read Family Literacy Training	Parents will learn about the language of literacy, how children learn to read, how words impact children's learning process, and how to engage children in learning on a daily basis	On-site two-day training provided by EPIC trainers Fall
Peaceful Parents-Peaceful Children	Parenting education based on the principals of Dr. William Glasser's Choice Theory. Topics include understanding behavior, communication skills, discipline strategies, and family literacy activities.	4 week program Fall and Spring
Parent with Heart	Topics include helping your child succeed in school, communication, addiction, step-parenting, discipline, sibling rivalry, child safety, and reading as a family.	10 week program Fall and Spring
Instructions not Included, Parenting 025	Parenting skills for new parents with children birth to age five, including supporting early language and literacy development.	4 week program Fall and Spring

Selection Criterion 1, Factor 2, Purpose 4: Preschool instructional staff will increase their capacity to implement scientifically based language and literacy instruction grounded in reading

research and to effectively link progress monitoring, curriculum and instruction to increase students' early literacy skills; as measured by achievement of individual professional development plan objectives, Literacy Coach mentoring logs, teacher self-reflect, and the Early Language and Literacy Classroom Observations Pre-K (ELLCO Pre-K) measure of five key literacy elements (classroom structure, curriculum, language environment, books and reading opportunities, and print and early writing support). By the end of year-one, 100% of teachers will demonstrate improvement in the effectiveness of their classroom environment as measured by pre and post ELLCO assessments results. Activities will be planned and coordinated by the Project Coordinator in collaboration with the Elementary School Principal and the Literacy Coaches (one per program site). High-quality, intensive, sustained professional development will be classroom focused and delivered through a partnership among expert consultants and program Literacy Coaches. Leading EDGEucation Consultants, Kristi Pierce will come on site twice a month for training and coaching in evidence-based best practices. Each topic will begin with one full-day, formal training in theory, research, and a sequence of instruction followed by two subsequent informal trainings in the classroom focused on the transfer of knowledge and skills to classroom application. Informal trainings will take place in partnership with the Literacy Coaches, and include follow-up dialogue and reflection conversations. Year-one topics will include BAM! Kicking Phonological Awareness up a Notch, Enhancing Oral Language through Dramatic Play, and Bringing Thinking to Light through Literature. Year-two and year-three topics will address six instructional approaches that create learning contexts in which children can explore, learn, and use language in ways that advance their talking, reading, and writing to include: storytelling, shared reading, shared writing, singing and rhyming, show and tell, guided play. Lynn O'Connell, Psy.D. Assistant Professor at Alfred University's School of

Psychology & Counseling will provide training in the Response to Intervention Model. Topics will include understanding language and reading development, administering assessment, interrupting assessment results, making instructional decisions based on data, and grouping students effectively. As part of the training, Dr. O'Connell will instruct teachers in using the Response to Intervention three-tiered model to assess student progress along a developmental continuum and providing appropriate intervention as indicated. Two Literacy Coaches, who will be certified in administering the ELLCO, will provide intensive coaching and mentoring in the classroom. Activities will include meeting individually with teachers to assist in the development of lesson plans that align with a continuum of development, assisting in the identification of weekly goals for children based on progress monitoring tools, suggesting ideas and activities for differentiating instruction to meet the needs of both individual students and small groups of children, and ensuring fidelity to the *Open Court Reading Pre-K* literacy curriculum. Additionally, Literacy Coaches will model best practices in the classroom, observe teachers as they implement new practices and conduct feedback conferences. Each teacher will create an Individual Professional Development Plan which will serve as the framework for targeting coaching and professional development support, focusing classroom observations, structuring feedback discussions, and assessing progress toward identified goals. Two additional Teaching Assistants will be hired to assist with students needing additional support, and to cover for individual teachers, allowing the Literacy Coach and teacher to conference outside the classroom. Additionally, teachers will participate in the Thoughtful Classroom Model which has been adopted as a district-wide initiative. Teachers will meet twice a month in Learning Clubs to discuss the use and refinement of best practices and to conduct lesson studies and practice in their classrooms.

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Training	Provider	Content	Timeline
Job-Embedded Professional Development	Building Literacy Coaches	Coaching and mentoring in the classroom including providing opportunities to practice; observation and feedback; modeling; and support for lesson planning, implementing *Open Court*, and using data to effectively guide instruction.	20 hours per week in individual classrooms based on the needs of students and teachers
Implementing *Open Court Reading Pre-K*	SRA/Mcgraw-Hill Master Teachers	Overview of *Open Court* in September followed by demo lessons in November including a question and answer session.	September 2008 November 2008
Bam! Kicking Phonological Awareness up a Notch	Leading EDGEucation Consultancy	Theory, research, and a sequences of instruction for integrating phonological awareness into common classroom routines such as transitioning from one activity to the next, read alouds, shared reading, lively play with the sounds of language, repeated readings of the same text, chants, songs, games.	15 hours delivered in 3 one-day sessions: October 2008 November 2008 December 2008
Enhancing Oral Language through Guided Play	Leading EDGEucation Consultancy	Optimizing the classroom environment as a context for emerging literacy development through the use of guided dramatic play. Participants will develop dramatic play areas that include literacy props, involvement with print, character scenarios and role plays, and prop boxes that contain items related to the theme.	15 hours delivered in 3 one-day sessions: January 2009 February 2009 March 2009
Bringing Thinking to Light through Literature	Leading EDGEucation Consultancy	Using literature as a basis for designing oral thinking practice; read aloud/think alouds to build emerging literacy skills; graphic organizers to facilitate thinking and oral language development; and prop boxes to target key thinking skills through discovery.	15 hours delivered in 3 one-day sessions: April 2009, May 2009, June 2009
Response to intervention	Lynn O'Connell, Assistant, Psy.D.	Training in the Response to Intervention Model including language/ literacy development, administering and, interpreting assessments, using assessments to effectively group students.	35 hours delivered in 5 full-day sessions and 2 half-day sessions
Teacher Learning Clubs	Thoughtful Education	Shared lesson studies and practice in the classroom.	Twice per month
Family Literacy	Parent Advocate Literacy Coaches	Promoting family literacy in the home and helping parents provide support for children's development of language and literacy using the Every Person Influences Children (EPIC) model.	2.5 hours October 2008

Selection Criterion 1, Factor 2, Purpose 5: The Addison Central School District will incorporate timely, purposeful, and developmentally appropriate assessment tools to accurately gauge students' attainment of the skills critical to reading readiness. Addison's Early Reading First program will institute both formal and informal assessment practices as follows:

Screening and Outcome Assessment: The formal assessment tools used in the program will be the Peabody Picture Vocabulary Test-IV, Receptive (PPVT-IV) to assess students' oral language ability and the PALS (Phonological Awareness Literacy Screening) Pre-K to assess name writing, alphabet knowledge, beginning sound awareness, print and word awareness, rhyme awareness, and nursery rhyme awareness. The PALS Pre-K and PPVT-IV will be administered in September to establish baseline data and will be repeated in June to measure outcomes. Pre-K teachers, with oversight by a literacy coach, will be responsible for administering the assessments. Results will be shared with the Project Director and the outside evaluator. The results of the initial PPVT-IV and PALS assessments will be used for early identification of student needs and will inform instructional practices to address those needs. Teachers will work with the literacy coaches to plan instruction which will best meet the student needs identified through the formal assessment process.

Progress Monitoring: While the BLAST Off Program recognizes the importance of formal assessment protocol, the emphasis of its assessment practices will be on less formal progress monitoring through curriculum-embedded and teacher-developed assessment tools. Prior to the beginning of each *OCR Pre-K* instructional unit, the classroom teachers and teaching assistants will administer the *OCR Pre-K* unit assessment to all students individually. This tool will measure the students' beginning skill level in each of the following areas: phonological and phonemic awareness, print and book concepts, alphabetic knowledge, comprehension, and

vocabulary. The teacher will complete an individual assessment record for each student which will indicate the student's proficiency in the four key literacy areas. (The assessment record consists of a list of indicators of each literacy skill and students are scored simply as Never, Sometimes, or Always demonstrating ability in each area.) Teachers will use the assessment results to identify individual instructional objectives and strategies that best meet each child's instructional needs. The curriculum-based assessment will be administered again at the middle and end of each instructional unit to monitor students' progress. The teachers will work with the literacy coaches to identify strengths and weaknesses of the students. This information will be used to help teachers develop instructional plans and identify strategies to address student needs. Teachers will also administer the PALS Pre-K assessment at mid-year for students who are struggling in order to provide teachers with additional insight into individual student challenges. At the end of the instructional unit, the individual records will be compiled into a class assessment record which will gauge the impact of each instructional unit in *OCR*. Teachers will use the class assessment record to determine which instructional practices have been most effective, and will use the results to guide the instruction of the next unit.

Informal assessment of student progress will also occur within the routine classroom instruction. Teachers will use observation checklists which will quickly chart classroom and individual progress for particular *OCR* lessons. The *OCR* informal assessment tools are designed to be used in the natural classroom environment while children are relaxed and not feeling pressured as they might be by more formal assessment procedures. For example, as part of the instructional unit called *I Am Special*, students will be asked to identify body parts. Teachers will informally assess the students' vocabulary by noting on observational checklists if they are able to properly name body parts. This type of informal assessment will occur throughout the

instructional unit depending upon the individual needs of students. Students who are struggling will receive more intensive one-on-one instruction from the teacher or teaching assistant. On a random basis, the Project Coordinator will observe classroom instruction and testing to ensure that *OCR-Pre-K* protocols are being followed and that screenings/progress assessments are administered correctly. Testing results will be regularly reported to the independent evaluator.

Assessment Tool	**Frequency**	**Evidence**
Screening and Outcome Assessment		
Peabody Picture Vocabulary Test-IV	Beginning and end of year	Oral Language – measures verbal ability – establishes baseline data
PALS Pre-K (All Tasks)	Beginning and end of year	Alphabet knowledge, print and word awareness, beginning sound awareness, name writing, rhyme awareness, and nursery rhyme awareness
Progress Monitoring		
Open Court Pre-K Unit Assessments	At beginning, middle, and end of each unit	Phonological and phonemic awareness, print and book concepts, alphabetic knowledge, vocabulary, comprehension
PALS Pre-K (All Tasks)	Middle of year	Alphabet knowledge, print and word awareness, beginning sound awareness, name writing, rhyme awareness, and nursery rhyme awareness
Open Court Pre-K Observation Checklists	Continuous	Phonological awareness, book and print awareness, learning sounds and letters
Teacher-developed observational checklists	At end of each marking period, more often as needed for at-risk students	Phonological and phonemic awareness, print and book concepts, alphabetic knowledge, vocabulary, comprehension, social skills, cognitive skills, motor skills
Reliability/Validity Data		
Peabody Picture Vocabulary Test – IV – Reliability – Split-half: median: .94; Alternate form: median .89; Test-retest: median: .93. Validity – The PPVT-IV scale with the CASL (Ages 3 – 5): Basic Concepts: r =.50; Antonyms: r =.41; Sentence Completion: r =.54. The Technical References supplement compares PPVT-IV scores of nine special populations with demographically matched control groups. **PALS Pre-K Upper Case Alphabet Recognition** – Reliability - inter-relater reliability .99. Validity – The correlation between the spring PALS Pre-K summed scores and subsequent fall PALS Pre-K summed scores was high and significant. (r=.91, p<.01)		

The Addison Early Reading First assessment system will be strengthened by its established partnership with Alfred University's Lea R. Powell Institute for Children and Families. The

Addison Central School District is one of five high-need, rural school districts partnered with Alfred University (AU) in a U.S. Department of Education grant to develop Response to Intervention systems in grades K-6. The Response to Intervention model calls for the implementation of high-quality, research-based instruction in the general education classroom; universal screening of students both academically and behaviorally to identify those students needing intervention; and using multiple scientific, research-based interventions to address student needs. AU's Dr. Lynn O'Connell will work with BLAST Off program staff to establish multiple tiers of scientific, research-based, developmentally-appropriate intervention strategies. Teachers will be trained in the proper administration, accurate evaluation, and effective use of assessment tools. The Response to Intervention model will be used by the Addison Early Reading First program.

In addition to the student assessments, the district will use the Early Language and Literacy Classroom Observation (ELLCO) to assess the quality of the classroom environment. The ELLCO will measure five key elements that support early literacy development: classroom structure, curriculum, language environment, availability of books and book reading opportunities, and evidence of print and early writing supports in the classroom. The ELLCO Pre-K is specifically designed to measure pre-literacy environments. Literacy coaches will be trained in the proper administration of the ELLCO and will be responsible for evaluating each Pre-K classroom. Teachers will use the assessment results to improve their classrooms and provide the optimum learning environment for their students.

Selection Criterion 1, Factor 3: The proposed BLAST Off program will be coordinated with existing Universal Pre-K, Head Start, and *Reading First* programs; providing Addison CSD students with six years (Pre-K to 3rd grade) of high-quality, intensive, scientifically research-

based literacy skills development and instruction that will support their future academic success. A central component of the project will be the consistent, effective delivery of a common core reading program, *Open Court Reading,* across the grade levels, pre-school through third grade. In addition, all curricula are aligned with the New York State Learning Standards. Pre-K teachers will participate in joint staff development activities with kindergarten through grade three teachers to further support the seamless transition from the Pre-K program to the Reading First program. Twice yearly meetings between Pre-K and kindergarten teachers will establish a communication stream to share information about student needs and instructional practices. The proposed project will build on the success of the existing collaboration between the Addison CSD's Universal Pre-K program and ProAction's Head Start program to bring quality early education to all students and prepare them for a successful transition into kindergarten.

2. QUALITY OF PROJECT PERSONNEL

Selection Criterion 2, Factor 1: Deborah Finamore-Flint, Principal of both Tuscarora and Valley Elementary Schools, will serve as the Project Director/Principal Investigator. Ms. Flint has a Masters Degree in Education, a Certificate of Advanced Study in Educational Administration, and permanent certification as an elementary teacher (N-6) and as a Reading Specialist. In addition to her five years experience as the Elementary Principal, she has three years experience as the District Wide Assistant Principal for Curriculum and Special Projects. As a member of the Addison Central School District's Early Reading Research and Advisory Committee, Ms. Flint participated in the comprehensive review of reading curriculums leading to the selection of both *Open Court* (K-6) and *Open Court Reading Pre-K*. She served on the Planning Team for development of a Reading First Program and subsequently oversaw building implementation of Reading First Programs at both Tuscarora and Valley Elementary Schools.

As the principal of two Reading First schools, Ms. Flint completed the New York State Reading Academy 60-hour training in the essential elements of reading, and attended the annual New York State Principals' Academy and the National Reading First Conferences. Ms. Flint provided critical leadership to fully institutionalize Reading First in kindergarten through third grade after New York State funding ended. She has served as the Preschool Director for eight years. Ms. Flint has nurtured strong collaborative relationships with Steuben County ProAction Head Start and with Steuben County agencies providing early intervention services for special needs children. Ms. Flint has worked collaboratively with the Alfred University Lea R. Powell Institute for Children and Families and Division of School Psychology to integrate the Response to Intervention model into instruction in the elementary schools. She is a member of the Steuben County Family Enrichment Advisory Collaboration, a network of Family Resource Centers that includes the Jennie Mose Family Resource Center, located in Tuscarora Elementary School.

Selection Criterion 2, Factor 2: Upon the awarding of grant funds, the Addison CSD will recruit and hire a Project Coordinator and two Literacy Coaches based on the following qualifications:

Project Director: The successful candidate will be required to have a masters degree and New York State certification in leadership and administration, demonstrated leadership ability, demonstrated mastery of pedagogical and subject matter skills including current scientifically-based reading research and best practices, superior teaching abilities, strong communication skills, and strong interpersonal relationship skills.

Literacy Coaches: Successful applications will be required to have permanent certification in early childhood education, demonstrated mastery of pedagogical and subject matter skills including current scientifically-based reading research and best practices, superior teaching

abilities, strong communication and interpersonal relationship skills and a commitment to professional growth and continued learning.

Other key personnel will include:

Karen Sweeney, Director of the Jennie Mose Family Resource Center will provide family literacy activities and training in parent education. She is credentialed in Family Development through Cornell University and certified in Reality Therapy, Lead Management and Choice Theory through the William Glasser Institute. Ms. Sweeney is also trained in the Effective Parenting Information for Children (EPIC), Systematic Training for Effective Parenting (STEP), and Training for Excellence in Parenting Education (TEPE).

Marsha Patrick, ProAction Head Start Director will provide administrative oversight of the Head Start Program and serve as the liaison for the BLAST Off Program partnership. Ms. Patrick has a Bachelor's Degree in Management and ten years experience as a Head Start/Early Head Start/Universal Pre-Kindergarten Director. Additionally, Ms. Patrick has 10 years experience working collaboratively with school districts to implement a New York State Universal Pre-Kindergarten Program.

Jean Derick, Head Start Education Manager will provide curriculum support for implementing all components of the BLAST Off Program in three Head Start classrooms located in the Valley Elementary School. Ms. Derick has a Masters in Early Childhood and seven years experience as a Head Start/Universal Pre-Kindergarten Education Manager. This has included providing oversight of the Head Start Literacy Curriculum and the integration of the Addison CSD *Open Court Reading Pre-K Curriculum* into the Head Start Program. In addition, Ms. Derick has 19 years experience as an adjunct professor at Corning Community College teaching Infant/Toddler education. She is a certified STEP Literacy Trainer, and she has been

asked to serve as a critical review worker for the New York State Department of Education Pre-K Learning Standards Review Team.

Classroom Teachers: The current teachers are all New York State certified in Early Education with Masters Degrees and 6 or more years of experience. Newly hired teachers will be permanently certified in Early Education.

Teaching Assistants: All Teaching Assistants will have a minimum of Associates Degree and hold a New York State Teaching Assistant Certificate.

Selection Criterion 2, Factor 3: In order to ensure that newly hired instructional staff are highly-qualified to support the development of young children's oral language, cognitive, and early reading skills, Early Reading First funds will be used to hire only individuals who meet the highly qualified standards established by the federal No Child Left Behind Act and the New York State Education Department. This includes: 1) having a bachelor's or higher degree; 2) meeting New York State certification standards for their teaching assignment; 3) demonstrating subject knowledge and teaching skills by passing New York State Teacher Certification Examinations. Additionally, program staff must be willing to work toward professional growth through professional development workshops, trainings, and professional literature; have excellent written and oral communication skills; and be committed to involving families in the program and in the classroom. The program will be open to all qualified applicants, and will not discriminate based on gender, race, national origin, color, disability, or age.

Selection Criterion 2, Factor 3:

Leading EDGEucation Consult, Kristi Pierce will provide formal and informal professional development in evidence-based best practices related to early literacy instruction. Ms. Pierce has a Bachelor of Science in Elementary and Special Education, a Master of Education in Special

Education, and a Supervisory I Certificate. She has extensive experience as a school district administrator, spear-heading both the implementation of a Reading for Results and Reading First Program. She led the establishment of a core reading program in pre-k to grade 9 and oversaw a pre-kindergarten program that served over 200 students in eight elementary schools. Ms. Pierce is trained in the New York State Reading Academy essential elements of reading. She has over 30 years of experience developing and presenting professional development programs at the local, state, and national levels.

Lynn O'Connell, Psy.D, Assistant Professor at Alfred University's School of Psychology & Counseling has a Bachelors Degree in Elementary Education (Pre-K-6), a Masters Degree and Certificate of Advanced Study in School Psychology, and a Doctoral Degree in Psychology. She currently teaches Foundations of Assessment II: Norm Tests, Exceptionality in Learning and Behavior; Foundations of Assessment III: Social-Emotional Assessments; and Intervention III: Consultation and Prevention, Child Interventions at Alfred University. Dr. O'Connell has a six-year history of working with the Addison CSD as a consultant and trainer. She worked closely with the district to implement the Response to Intervention Model in kindergarten through third grade as a component of the Reading for Results and Reading First programs. As part of the BLAST Off Program, Dr. O'Connell will provide training and support for implementing the Response to Intervention Model at the pre-school level.

Apter and O'Connor Associates will serve as the program independent evaluators. Diane Apter has a Bachelors Degree in Elementary Education and a Masters Degree in Marriage and Family Counseling. She is a published author. Her work includes Paving the Way to Kindergarten: Timelines and Guidelines for Preschool Staff Working with Young Children with Special Needs and Their Families and Moving On From Preschool to Kindergarten. Cynthia

O'Connor has a Bachelor of Science in biology and a Master of Public Administration. She has 20 years of public health and human service administration including four years as the Director of Special Children's Services Bureau for Onondaga County. As part of that role, she implemented and administered New York State's Early Intervention and Preschool Special Education Programs. Apter & O'Connor have extensive experience conducting evaluations using rigorous qualitative and quantitative methodologies. They have served as external evaluators for the Syracuse City School District Early Reading First Cycle 1(featured on the federal Early Childhood What Works Clearinghouse) and Cycle 2, as well as the Malone Central School District Early Reading First Program. In addition to Early Reading First, past and current evaluation work includes: Even Start Family Literacy, a technology infusion project for middle schools, a mental health system improvement grant, a community initiative to increase academic performance in a targeted area of Syracuse, NY and Comprehensive School Reform and Statewide School Improvement grants. Apter and O'Connor's vitae are included in appendix.

ADEQUACY OF RESOURCES: Selection Criterion 3, Factor 1:

The BLAST Off Program will be supported by an established collaboration of dedicated stakeholders committed to the goal of creating early literacy centers of excellence in the Addison Central School District. At the onset of the planning process for the Early Reading First grant application, a planning team was formed consisting of district and Head Start Pre-K Teachers, a Special Education Teacher, the district Reading Coach, the ProAction Head Start Director, the Elementary Principal, the Assistant Superintendent for Curriculum and Instruction, the Director of the Jennie Mose Family Resource Center (Title I Parent Advocate), and a parent representative from each of the existing pre-K classrooms. The planning team discussed the Early Reading First program requirements and agreed to implement the following in all Pre-K

classrooms: 1) deliver the *Open Court Pre-K* as the core reading curriculum; 2) extend all Pre-K classes to full day; 3) extend school year to 46 weeks; and 4) attend joint staff development activities. District administrators and the Head Start Director agree to provide all teachers with one day of release time per month for staff development and joint planning activities. All Pre-K teachers will commit to attending all professional development opportunities, including joint planning and reflection activities, to ensure consistent instructional practice in all Early Reading First classrooms. Letters of support are included in the Appendices.

Selection Criterion 3, Factor 2:

The BLAST Off Program will directly serve 120 three- and four-year old children and their families annually. Proposed expenditures will allow for: the hiring of additional staff resulting in a lower staff to student ratio and expansion of instructional time; the purchase of scientifically research-based instructional and assessment materials; the delivery of highly effective professional development; and rigorous evaluation of program goals and objectives. Seventy-two percent of the proposed Year 1 budget will support the hiring and training of early literacy professional staff, 11% of the budget supports the purchase of scientifically research-based supplies and materials, 10.5% of the proposed budget supports contractual costs for outside professional development experts and program evaluation, 2% represents the purchase of equipment for the integration of technology, 2.5% of the proposed budget is allocated for indirect costs, and 2% supports the travel expenses for staff to attend required conferences. The district will continue to support the Pre-K program using Universal Pre-K funding ($269,266), Title I, and district general funds. ProAction will continue to support the program using Head Start funding ($259,493) from the U.S. Department of Health and Human Services.

The existing Pre-K programs do not provide consistent early literacy instruction and teachers are aware of disparities in early literacy skills for children entering the district kindergarten programs. The current Head Start classrooms offer 34-week programs and current district classrooms offer 40 week programs. Two of the current district classrooms offer only a half-day program. Early Reading First grant funds will allow for all Pre-K classrooms to expand to full-day instruction and run for 46 weeks per year. This will allow teachers to implement a consistent curriculum across all classrooms and children will receive equal instruction time. This will support the overall goal of providing high-quality early literacy instruction to all children and improving their ability to succeed academically in the future.

While the existing Pre-K instructional staff is highly qualified, professional development activities are currently limited due to budgetary constraints. The proposed budget will provide for highly-effective staff development activities which will enable teachers to: understand and effectively deliver the scientifically research-based *Open Court Pre-K* curriculum; identify and implement differentiated instructional practices in their classrooms; administer, collect, and interpret assessments effectively; and create classroom environments which support the development of early literacy skills.

As a result of the proposed activities, three- and four- year old children will gain the foundational skills which will support their future academic achievement. Currently, teachers observe that students now entering kindergarten require two to four years of instruction to perform at proficient first grade standards. By preparing students to enter kindergarten ready to learn to read, the Addison Central School District anticipates a reduction in costs for remedial reading instruction in the higher grades.

QUALITY OF THE MANAGEMENT PLAN - <u>Selection Criterion, 4, Factor 1</u>

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Goal: Accelerate the age-appropriate development of alphabet knowledge, phonological awareness, print awareness, and oral language skills for preschool children from disadvantaged families.				
Benchmark	**Project Activity**	**Timeline**	**Achievement Indicator**	**Responsible Persons**
Establishment of two new pre-school classrooms; expansion of all classes to full-day, 46 week sessions.	Recruit and hire additional staff. Recruitment of three and four-year old children for the expanded program; equip new classrooms	September – October 2008	All project positions are filled; new expanded classes will be operational	Project Director Head Start Director
Consistent SBRR literacy curriculum will be implemented in all program classrooms.	Purchase revised *Open Court Reading Pre-K;* Implement *OCR Pre-K* in all program classrooms.	September 2008 and ongoing	Literacy Coaches mentoring logs; pre/post ELLCO; teacher self-reflection	Project Coordinator Literacy Coaches Classroom Teachers
Baseline data established	Administer PALS Pre-K and PVT-IV	September 2008 September 2009 September 2010	Baseline data is collected	Project Coordinator Literacy Coaches Independent Evaluators
The Response to Intervention process will be in place	Administer progress monitoring assessments; identify students at risk of failure; adjust instruction to meet individual needs	3 times/year; more frequently for children progressing at a slower rate than their peers	SBRR intervention strategies are embedded into daily instruction	Project Coordinator Literacy Coaches Classroom Teachers Response to Intervention Consultant
Students increase their early literacy and oral language skills.	Administer PALS Pre-K, compile and analyze data; complete a summative report	June 2009 June 2010 June 2011	80% of students will achieve benchmarks on the PALS Pre-K; 80% of students will score about the 40 percentile on the PVT	Project Director Project Coordinator Head Start Director Literacy Coaches Classroom Teachers Independent Evaluators
Goal: Increase pre-school children's exposure to high-quality language and literature-rich environments and increase parents' knowledge and skills for supporting children's literacy learning and emergent reading skills in the home.				
Benchmark	**Project Activity**	**Timeline**	**Achievement Indicator**	**Responsible Persons**
Classrooms will exhibit the characteristics of a language and literacy-rich environment	Interactive read alouds; Equip classrooms with abundant reading and writing (continued)	The number of teachers whose classrooms exhibit all the ELLCO Literacy Environment	ELLCO Literacy Environment Checklist	Project Director Project Coordinator Head Start Director Literacy Coaches

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	materials, books and print materials; thematic learning centers; and prominent displays of functional print	Checklist elements will be: 20% by June 2009 60% by June 2010 100% by June 2011		Classroom Teachers
Parent workshops	Family literacy activities Parenting workshops Take home books for children to read with their families	Family literacy activities will be offered monthly. Parenting workshops will be offered in the Spring and Fall	The number of parents attending family literacy activities and workshops will increase by 50% for each year of the program	Project Coordinator Literacy Coaches Jennie Mose Family Resource Center Director
Goal: increase preschool teachers' knowledge and skills for implementing scientifically-based language and literacy instruction grounded in reading research and using assessments to drive instruction and identify children at risk for reading failure.				
Benchmark	**Project Activity**	**Timeline**	**Achievement Indicator**	**Responsible Persons**
A coaching and mentoring process is in place	Recruit and hire two Literacy Coaches; Literacy Coaches will provide coaching and mentoring in the classroom	September 2008 and ongoing	All classroom teachers are receiving weekly coaching/mentoring in the classroom from a Literacy Coach	Project Director Project Coordinator Literacy Coaches
Certified ELLCO administrators are in place	ELLCO administration training	September 2008	The Project Coordinator and Literacy Coaches are certified to administer the ELLCO	Project Coordinator Literacy Coaches
Teachers will complete 92.5 hours of formal professional development in addition to classroom coaching	*Open Court Pre-K* training; Response to Intervention training; Leading EDGEucation training; Family Literacy Training	Professional development timeline is in the chart on page 14	Individual Professional Plan objectives; Literacy Coaches mentoring logs; pre/post ELLCO; teacher self-reflection	Project Coordinator Literacy Coaches Classroom Teachers

Selection Criteria 4, Factor 2: The Addison Early Reading First BLAST Off Program will implement a continuum of purposeful and developmentally appropriate assessment tools which will be used to gather progress data (*see Criterion 1, Factor 2, Purpose 5)* for evaluation purposes. The programs will use valid and reliable assessments to measure student progress as well as changes in instructional practices and classroom environments. The BLAST Off Program will establish feedback loops between program stakeholders to ensure that progress data is shared and used appropriately to assess the effectiveness of program activities and measure achievement of program goals. Pre- and post- screening and outcome assessment results will be compiled and reviewed by the Project Coordinator. Results will be forwarded to the Project Director and the External Evaluator. The Project Director will share this information with the BLAST Off Advisory Committee. The committee will analyze the data to gauge program effectiveness and may suggest revisions, if needed, to strengthen the program and support the achievement of program goals. The External Evaluator will use the data to determine the extent to which the program has achieved its stated goals and objectives and will provide interim and year-end reports to the Project Director and the Advisory Committee (*see Selection Criterion 5, Factor 1).*

Progress monitoring data will be collected by instructional staff and will be used by teachers and Literacy Coaches to inform instructional practice. Progress monitoring data will be examined by the External evaluator for evidence of alignment between student/classroom instructional need and instructional practices. This analysis will ensure that teachers are differentiating instruction to support students in making adequate progress in developing early literacy skills.

Selection Criterion 4, Factor 3: Project Director, Deborah Finamore-Flint will devote 10% of her time to serving as the Project Director/Principal Investigator. This will include providing administrative oversight to the program, hiring new staff, direct supervision for all district program staff, formal staff evaluations, oversight of the project budget, and approving all project purchases. In addition, Ms. Flint will serve as the liaison with the Department of Education's Early Reading First Office, including ensuring all required reports are submitted in a timely manner. Ms. Flint will meet weekly with the Project Director, a representative from Head Start, and the District Director of Curriculum to review the progress of the program. Additionally, Ms. Flint will participate on BLAST Off Advisory Committee.

The **Project Coordinator** will dedicate 100% of his/her time to overseeing the implementation of the BLAST Off Program activities. This will include: meeting weekly with the Project Director, a Head Start representative, and the District Director of Curriculum to report progress and receive direction; scheduling and facilitating quarterly BLAST Off Advisory Committee meetings; training and supervising the Literacy Coaches; collaboratively coordinating professional development activities with outside consultants and the Literacy Coaches; collaboratively coordinating family literacy activities with the Director of the Jennie Mose Center and the Literacy Coaches; coordinating the administration, compiling, and analysis of assessment data, including ensuring that assessments are administered correctly; identifying resources and recommending them to the Literacy Coaches and teachers; assessing classroom and teacher needs, and making appropriate recommendations, and coordinating the purchasing of materials; working closely with the Independent Evaluator to conduct a rigorous evaluation of the program's progress toward meeting the established goals.

3. QUALITY OF THE PROJECT EVALUATION

Selection Criterion 5, Factor 1

Apter and O'Connor Associates will serve as the external evaluators for Addison Early Reading First Program. They will design and conduct a thorough, empirically sound and rigorous evaluation that is responsive to the structure and requirements of the Addison district and will assess the impact on participants (students and teaching staff). The evaluation activities will serve to:

- Determine the extent to which the application's stated goals and objectives delineated in the Management Plan (see Selection Criterion 4, Factor 1, page 27) are achieved and stated benchmarks are accomplished;
- Provide ongoing technical assistance to Management Team and project staff regarding the use of data and collection instruments;
- Provide a synthesis and analysis of qualitative and quantitative data to assess the fidelity to implementation activities (including barriers to implementation);
- Provide synthesis and analysis of quantitative data including disaggregated data by subgroups (special needs, free lunch, site etc.) to evaluate student and teacher outcomes;
- Provide coherent description of program operation, so that successes and lessons learned can be shared within the region, state and county.
- Facilitate program improvement dialogue based on available data and evaluative feedback, including interim and final reports and meeting with all stakeholders

The Project application has described valid and reliable measures that will be used to systematically measure children's outcomes and progress in language and literacy development as well as change in teaching practices and environment (See Selection Criterion 1, Factor 2,

Purpose 5, page 17). Both qualitative and quantitative evaluative methodologies will work in tandem to shed light on the successes and challenges of individual children and facilitate programmatic changes and appropriate staff development.

All analysis required by the Department under GPRA (i.e. percentage showing gain and age appropriate oral language on PPVT-IV Receptive and number of upper case letters identified on PALS, percentage of classrooms/teachers demonstrating improvements on the ELLCO) will be completed as well as a thorough analysis of student progress monitoring data described in this proposal and useful to Addison personnel. Children's scores on the required pre-post PPVT and *PALS Pre-K* Upper Case Alphabet Knowledge will be submitted to Apter and O'Connor for statistical analysis. On-going assessments to target instructional needs and to assist with progress monitoring were also specifically chosen to relate to these annual outcome measures (vocabulary development, phonological awareness, alphabet knowledge, print awareness, and oral language). The remaining components of the *PALS Pre-K* will assess: Name Writing, Letter Sounds, Lower Case Alphabet Recognition, Beginning Sound Awareness, Print and Word Awareness, Rhyme Awareness and Nursery Rhyme Awareness. It will be administered by classroom teachers and recorded fall-spring with mid year assessments of children demonstrating risk factors for learning to read (see Selection Criterion 1, Factor 2, Purpose 2, page 8). Coaches and evaluators will make use of the PALS Pre-K web based reporting system as appropriate and to allow for synthesis and analysis of this information. The Open Court Pre K Annual Screening, Observation Checklists and Unit Assessments will also be consistently collected by ERF teaching staff for progress monitoring. These results will be examined by Apter and O'Connor for a match between student/classroom instructional need and instructional practices. This review as well as systematic content analysis of coaches' progress notes, classroom observations

and teacher interviews will be used to ensure that teachers are differentiating instruction to assist students to making adequate progress on critical measures of early reading throughout the year. A user-friendly excel data collection system, developed for ERF by Apter & O'Connor will be used by coaching and clerical staff to enter test scores and submit them for statistical analysis to the evaluators.

Change in the quality of teacher instructional practices and classroom environments will be captured through several sources of data. The ELLCO will provide data for statistical analysis of pre-post classroom environment change. The evaluation of professional growth will include systematic content analysis of coaches' progress notes. Data will be supplemented by classroom observations and interviews with teachers to discover their perceptions of their own growth, changes in instructional practices and impact on their students. The framework of the relationship of professional development/coaching to actual teacher need and demonstrated change in practice and environment will drive the analysis. Finally, to discover impact that ERF has on parents' awareness of pre-literacy components and the importance of home carry over, Apter and O'Connor will develop a survey that staff will administered to parents of ERF students (post test only) and analyzed for impact of the program from the parent's perspective.

All surveys, additional progress monitor and data collection methods will be reviewed with ERF stakeholders to assure that the investigation is culturally competent and that it will produce strategies for program improvement without placing undue burden on the day-to-day operations of the program.

Selection Criteria 5, Factor 2

Qualitative measures will include: 1) participant observation during component activities for descriptive and implementation information; 2) focused interviews with staff and

key stakeholders for perceptions of implementation, meeting program goals and impact on students; 3) systematic review of lesson plans, coaches notes and other documentation for evidence of implementing SBRR; 4) content analysis of program generated documents (e.g. progress notes, meeting minutes, workshop evaluations, etc) for evidence of a match between professional development needs, ERF activities and teacher change; 5) surveys with participant parents to illuminate level of awareness and practice of pre-literacy skill development activities, awareness of their connection to school success and their level of engagement with schooling.

Quantitative measures will use standard statistical methods to test for significant growth in students and in classroom environments on the assessments described in the proposal. Specifically, Analysis of Variance (ANOVA) for repeated measures will be used to evaluate whether or not: 1) there is significant growth between pre and post classroom environmental assessments; 2) there are significant improvements in assessment scores between the Fall and Spring for all students, regardless of demographic risk factors (special needs, free/reduced lunch status, etc.); 3) there is significant growth in mean assessment scores during the course of the school year. Restriction of analysis to students who are assessed in both Fall and Spring (i.e., the repeated measures design) allows each student to serve as his/her own control with respect to time and curriculum effects, which in turn increases the power of the assessments to detect differences when they truly exist and also increases the precision of the estimated mean assessment scores.

The chart below offers preliminary evaluation questions and methodology.

Project Goals/Objectives and Purposes	Evaluation Questions and Methodology
Professional development for staff that is based on SBRR knowledge of language, cognitive and early reading development that will assist in developing each preschooler's oral language (expressive and receptive language including vocabulary development), phonological awareness (rhyming, blending, segmenting), print awareness and alphabet knowledge (letter recognition). **Provide preschool children with cognitive learning opportunities in high quality language and literature rich environments** so that children can attain the fundamental knowledge and skills necessary for optimal reading development in K and beyond.	Were the components implemented as designed? How fully? Challenges? Modifications? Did the quality of classroom environments improve? How has PD impacted teacher instructional practices? ✓ Structured interviews with pre-school staff/site and project administrators/Coaches/consultants ✓ Document review ▪ Reports, attendance tallies, workshop evaluations, Individualized Professional Development Plans, Coaches progress notes documenting PD ✓ Teacher survey to ascertain increase in knowledge of SBRR components ✓ Participant observation at project team and advisory board meetings ✓ Classroom observations
High quality oral language and print rich environments in order to acquire oral language skills, phonological awareness, print awareness and alphabet knowledge including students with disabilities. **Demonstrated activities and instructional materials based on SBRR** to support the age appropriate development of language, cognitive and early reading skills. Integrate instructional materials and programs based on SBRR into existing preschool programs.	Were the curricula, instructional and assessment activities implemented as designed? Challenges? Modifications? Differences between sites? ✓ Structured interviews with pre-school staff/ administrators ✓ Statistical analysis of classroom environment improvement (pre-post ELLCO scores) ✓ Classroom observation ✓ Qualitative analysis of ERF team progress notes (coaching activities, assessment driven instruction, implementation)
Language and literacy competence in pre-school children & continued school literacy success Identify preschool children who are at risk for reading failure and adjust instruction and program accordingly (assessment driven) Demonstrated age appropriate development of: - Letter recognition - Knowledge of letter sounds, blends - Understanding of phonemes and letters - Vocabulary and oral comprehension) the use of complex vocabulary - Knowledge of the purpose and convention of print	Do the students in ERF demonstrate significant growth in language and literacy competence? Do the students in ERF demonstrate sustained success in school as compared to non-ERF. ✓ Statistical analysis of assessments noted in project:, PPVT/, PALS (all components) --Pre-Post (Fall – Spring); By classroom ;By demographic risk factors (i.e. Special Needs) ✓ Comparison of children's scores to age appropriate benchmarks on screening/monitoring tools (Open Court/PALS-PreK) and/or benchmarks set by funders ✓ Systematic review of progress assessments for match to instruction ✓ Longer term follow up of ERF/non-ERF to Grade 1 for sustained effects using PPVT, Dibbles, (in Years 2 and 3)
Increased parent knowledge and resources to support children's pre-literacy learning and school success	Were components implemented as designed? Challenges? Modifications? Did parents demonstrate increased knowledge and involvement in child's learning? ✓ Structured interviews with staff/project administrators; consultants ✓ Parent survey(post) ✓ Review of documents (i.e. attendance, EPIC evaluations)

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **5609-Mandatory_Addison_Appendix_A.doc**

Attachment 2:
Title: Pages: Uploaded File: **9124-AddisonERF_End_Notes.doc**

Attachment 3:
Title: Pages: Uploaded File: **2357-Apter_Vitae_08.doc**

Attachment 4:
Title: Pages: Uploaded File: **622-COConnor4_08.doc**

Attachment 5:
Title: Pages: Uploaded File: **5327-Flint.doc**

Attachment 6:
Title: Pages: Uploaded File: **8842-OConnell2.doc**

Attachment 7:
Title: Pages: Uploaded File: **7292-Pierce.doc**

Attachment 8:
Title: Pages: Uploaded File: **9027-ElementaryPrincipalLetter.pdf**

Attachment 9:
Title: Pages: Uploaded File: **3503-FamilyResourceCenterLetter.pdf**

Attachment 10:
Title: Pages: Uploaded File: **3996-PreKTeacherLetter.pdf**

Attachment 11:
Title: Pages: Uploaded File: **9520-ProActionLetter.pdf**

Attachment 12:
Title: Pages: Uploaded File: **6463-Addison.pdf**

Attachment 13:
Title: Pages: Uploaded File: **3723-AddisonSPOC.doc**

APPENDIX A

Addison Early Reading First Program

The New York State Education Department has classified Addison as a "high-need district". Twenty percent of district families are living in poverty (below national poverty rate); 59% of Tuscarora Elementary School students and 78% of Valley Elementary School students qualify for free/reduced lunch (National School Lunch Guidelines). Five percent of district students meet the McKinney-Vento definition of homeless. 33% of parents have less than a high school education or a GED. Only 13% of district parents have a BA/BS degree compared to a State average of 27.4%; 20% are illiterate/marginally literate; 9% receive some form of public assistance; 6% are unemployed; and 9% have a severe mental/physical health problem. Addison families struggle with limited opportunities for advancement, escalating unemployment, the out-migration of large/small businesses, a declining tax base, geography that effectively isolates the Addison community, and the absence of public transportation. There are no YMCAs/YWCAs, Boys and Girls Clubs, malls, museums, coffee houses, performance or other cultural venues in the area.

The Addison Central School District, in partnership with ProAction Head Start, currently provides pre-school programming for 87 children in 2 half-day and 4 full-day programs. 62% of children qualify for free/reduced lunch; 26% of children are from single-parent families; 21% of children have language/speech disabilities; 2% are visually or hearing impaired; 3% have other health-related issues; and 2% have behavioral plans. Less than 1% of students are minorities, and all students are English language proficient. The population density of the area served by the school district is twelve students per square mile. Until children enter school, many are effectively isolated from frequent social contact and are unaccustomed to being away from

home. This isolation causes delays in the development of social skills needed for success in school and creates an additional barrier to learning. As a result, many district children need two years of preschool experience to be able to enter kindergarten ready to learn to read.

The current configuration of classes includes three district 4 year-old classrooms (one full-day and two half-day); two Head Start full-day classrooms (one 4 year-old and one 3 year old); and one self-contained special education classroom. The special education classroom, located at Tuscarora Elementary School, is separated from one of the district full-day 4 year-old classrooms by a folding wall. This wall is opened daily for the morning activities to provide full-inclusion of students with special needs into all program activities. Additionally, the Jennie Mose Family Resource Center, a drop in center supporting family literacy and parent/child interaction activities, is located in Tuscorara Elementary School, which provides teachers, students, and families easy access to high-quality family literacy and parent/child interaction activities. An overview of the current pre-school programs is below.

Current Pre-School Programs

Program Site	Program	Half-Day	Full-Day	3 Year-Olds	4 Year Olds
Valley Elementary School	Addison Universal Pre-K		1		18
Tuscarora Elementary School	Addison Universal Pre-K (regular education)	2			31
	Addison Special Education		1	4	4
	ProAction Head Start		2	16	14
TOTALS		**2**	**4**	**20**	**67**

Detailed overviews of the two existing partnering programs (Addison Central School District and Head Start) are outlined on the following two pages.

Addison Central School District

Universal Pre-Kindergarten Program

Program Location	▪ Tuscarora Elementary School ▪ Valley Elementary School
Current Enrollment	▪ 49 regular education four-year old children ▪ 8 special education three and four-year-old children
Free/Reduced Lunch %	▪ Tuscarora: 58% ▪ Valley: 78%
Children from Single Parent Families	▪ 13%
Minority Population	▪ Less than 1% ▪ There are no students who are English Language Learners
Children with Special Needs	▪ 2 children with visual or hearing impairment ▪ 8 children with language/speech disabilities ▪ 2 children with a health-related need ▪ 2 children with a behavioral plan ▪ Special Education classroom serving 8 children with mental retardation, Down syndrome, cerebral palsy, autism, emotional disturbances, visual and hearing impairments
Program Hours	▪ Tuscarora: 2.5 hrs/day x 5 days/week x 40 weeks ▪ Valley: 7.0 hrs/day x 5 days/week x 40 weeks
Basic Instructional Program	▪ New York State Universal Pre-Kindergarten Program ▪ *Open Court Reading Pre-Kindergarten* curriculum
Staff and Qualifications	▪ Tuscarora: 2 certified teacher, 2 teaching assistant, 1:1 teacher aides as indicated by individual education plans ▪ Valley: 1 certified teacher and 1 teaching assistant
Primary Funding Source	▪ Universal Pre-Kindergarten (regular education classroom) ▪ District General Funds and Steuben County pre-school special education funds (special education classroom)
Early Reading First Impact	▪ Expansion of 2 half-day classes to 2 full-day classes at Tuscarora ▪ Creation of a new full-day class for four-year old children at Tuscarora ▪ Creation of a new full-day class for three-year old children at Valley ▪ Extension of all programs to 46 weeks per year ▪ Expansion of the program to serve both three and four-year old children ▪ Consistent, effective implementation of the *Open Court Reading Pre-K* literacy curriculum across all district and Head Start classrooms ▪ Increased implementation of SBRR curriculum materials ▪ Increased use of assessments to effectively guide instruction ▪ Increased SBRR professional development ▪ Increased family literacy activities

ProAction of Steuben and Yates Counties, Inc.

Program Location	▪ Tuscarora Elementary School
Current Enrollment	▪ 14 three-year old children ▪ 16 four-year old children
Waiting List of students	▪ 19 children
Free/Reduced Lunch %	▪ 100%
Children from Single Parent Families	▪ 50%
Minority Population	▪ 0%
Children with Special Needs	▪ 8 children with language/speech disabilities
Program Hours	7.0 hrs/day x 5 days/week x 34 weeks
Basic Instructional Program	▪ Head Start Program; *Creative Curriculum; Second Step* (social/emotional development) ▪ New York State Universal Pre-Kindergarten Program (in collaboration with Addison CSD); *Open Court Reading Pre-Kindergarten*
Staff and Qualifications	▪ 2 certified teachers ▪ 2 teaching assistants (AA, CPA, or CDA)
Primary Funding Source	▪ Department of Health & Human Services Universal Pre-Kindergarten funds (collaboration with Addison CSD)
Early Reading First Impact	▪ Extension of all programs to 46 weeks per year ▪ Increased alignment with Addison CSD pre-school program and Reading First Program ▪ Consistent, effective implementation of the *Open Court Reading Pre-K* literacy curriculum across all district and Head Start classrooms ▪ Expanded access for three-year old children ▪ Increased implementation of SBRR curriculum materials ▪ Increased use of assessments to guide instruction ▪ Increased SBRR professional development ▪ Increased family literacy activities

The proposed configuration of the BLAST Off Early Reading First Centers of Excellence is detailed in the chart on the next page:

Proposed Early Reading First Program

Center of Excellence	Tuscarora Elementary School	Valley Elementary School
# Classrooms	5 full-day	2 full-day
Children to be Served	60 four year-olds (6 special education students) 24 three year-olds (6 special education students)	18 four year-olds 18 three year-olds
Free/Reduced Lunch %	68%	78%
Minority Population	0%	0%
Single Parent Homes	29%	15%
Special Needs of Children	▪ Children with language/speech disabilities ▪ Children with health-related needs ▪ Children with plans addressing behavioral issues ▪ Special Education classroom will serve children with mental retardation, Down syndrome, cerebral palsy, autism, emotional disturbances, visual and hearing impairments	
Attending Hours	7.0 hrs/day, 5 days/wk x 46 weeks	7.0 hrs/day, 5 days/wk x 46 weeks
Instructional Program	*Open Court Pre-K* for early literacy skills development; New York State Universal Pre-Kindergarten Program	
Funding Sources	NYS Universal Pre-kindergarten; Title I; District General Fund; Department of Health & Human Services; Early Reading First Grant Funds	
Early Reading First Impact	▪ Extend all programs to 7 hours a day and 46 weeks a year ▪ Increase number of students served from 87 to 120 (38% increase) ▪ Increase implementation of SBRR curriculum materials ▪ Increase use of data to inform instruction and measure effectiveness of program ▪ Increase in professional development grounded in SBRR ▪ Increase in parental/family involvement ▪ Increase number of highly qualified staff trained in Early Literacy Development	

APPENDIX B – Endnote Citations

[1]Hart, B., & Risley, T.R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children.* Baltimore, MD: Paul H. Brookes.

[2]Storch, S.A., & Whitehurst, G.J. (2002). Oral Language and Code-Related Precursors to Reading: Evidence from a Longitudinal Structural Model. *Development Psychology,* 38, 934-947.

[3]Snow, C.E., Burns, M.S., & Griffin, P. (Eds.) (1998). *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press.

[4]*Results with Open Court Reading,* McGraw-Hill Education in collaboration with the Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (www.mheducation.com.)

[5]*Open Court Reading Pre-K,* Florida Center for Reading Research, 2005. (http://www.fcrr.org.)

[6]*Elementary School Curriculum Program and API: A More Detailed Examination,* EdSource, April 2006. (http://www.edsource.org/pub abs simstu.05.cfm.)

[7]New Standards. (2001) *Speaking and Listening for Preschool Through Third Grade.* Washington, DC: National Center on Education and the Economy; Pittsburgh, PA: Learning Research and Development Center of the University of Pittsburgh.

[8]Armbruster, B.B., Lehr, F., & Osborn, J. (2001). *Teaching our youngest: A Guide for Preschool Teachers and Child Care and Family Providers.* Washington, DC. Early Childhood-Head Start Task Force.

[9]Justice, M. Justice, Vukelich, Carol. Achieving Excellence in Preschool Literacy Instruction, The Guilford Press, 2008, p 200.

[10] Ibid, p 211.

[11]National Reading Panel. (2000). *Teaching Children to Read: An Evidence-based assessment of the scientific research literature on reading and its implications for Pre-K Research Foundation reading instruction.* Washington, DC: National Institute of Child Health and Human Development (http://www.nationalreadingpanel.org)

[12]Tunmer, W.E., Herriman, M.L., & Nesdale, A.R. (1998). Metalinguistic Abilities and Beginning Reading. *Reading Research Quarterly,* 23, 134-158.

[13]Burns, M.S., Griffin, P., & Snow, C.E. (Eds.) (1999). *Starting Out Right: A Guide to Promoting Children's Reading Success.* Washington, DC: National Academy Press.

[14]Justice, M. Justice, Vukelich, Carol. Achieving Excellence in Preschool Literacy Instruction, The Guilford Press, 2008, p 204.

[15]Bowman, B.M., Donovan, S., & Burns, M.S. (Eds.) (2000). *Eager to Learn: Educating our Preschoolers.* Washington, DC: National Research Council.

[16] Snow, C.E., Burns, M.S., & Griffin, P. (Eds.) (1998). *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press.

[17] Justice, M. Justice, Vukelich, Carol. Achieving Excellence in Preschool Literacy Instruction, The Guilford Press, 2008, p 199.

VITA

Dianne Apter
(b)(6)
(b)(6) (home) (315) 430-2695 (work) (b)(6)

EDUCATION

Syracuse University, Syracuse, New York. MA Marriage and Family Counseling, Department of Child and Family Studies, College of Human Development, May 1978

University of Maryland, College Park, Md. BS Elementary Education, January, 1968 (Cum Laude)

Teacher Certification: Grades N,K, 1-6

CERTIFICATIONS AND PROFESSIONAL AFFILIATIONS

Certified: CITI Program for the Protection of Human Research Subjects, SUNY Health Science Center, Institutional Review Board

Member in good standing American Evaluation Association

EMPLOYMENT

Apter & O'Connor Associates (Co-Owner) Private consultation,evaluation and technical assistance to human service agencies

- Project Evaluator: Children's Health Innovation Project (CHIP) Federally funded MCH systems change to improve mental health services to children/adolescents and their families.(2006 to present)
- Project Evaluator: Malone Central School District Early Reading First Federal Demonstration Project (2005-present)
- Project Evaluator: Syracuse City School District Early Reading First Federal Demonstration Project (2004-present)
- Technical Assistance: Getting To Outcomes with Results Oriented Services; Consultation to NYS County Deptment of Social Services for NYS Office of Children and Families (2007 to present)
- Facilitation of and Technical Assistance: Literacy Task Force of Onondaga County—an Initiative of the Central New York Community Foundation (2006-present)
- Technical Assistance and Evaluation: American Immunization Registry Association (2007)
- Technical Assistance and Research: Child Care Council of Onondaga County Early Literacy Project (2005) & Madison County (2006)
- Technical Assistance: Consortium for Worker Education and the NY Union Child Care Coalition Facilitated Enrollment Project (2006)
- Technical Assistance Onondaga County Health Department Immunization Registry (2006)
- Technical Assistance: Wayne County Task Force for Run Away Youth.(2006)
- Local Project Evaluator, Wayne County Jail Family Literacy Even Start (2000-2005)
- Local Project Evaluator, Onondaga County Even Start (1996 to present)
- University of Massachusettes/SUNY Upstate Health Science Center
  Robert Wood Johnson Health-e-Technologies Initiative (2003-2005)
- Project evaluator (consultant with Office of Professional Development, Syracuse University) NY State Schools In Need of Improvement (2001-2004)
- Project evaluator (consultant with Office of Professional Development, Syracuse University) Watkins Glen School District Comprehensive School Improvement (2001-2004)
- Local Project Evaluator, LaFayette School District /Onondaga Nation Family Literacy Program (2002-2004)
- Local Project Evaluatior, Oswego County Even Start (1999 to 2003)
- Consultant for Madison-Oneida BOCES Pre-K Assessment Project (1996)

Center on Human Policy, Syracuse University

- Director, The Early Childhood Direction Center (NY State Education Department funded program serving children with special needs and their families--1979 to 2002)
- Instructor: Inclusion and the Law (Fall Semester 1998 to 2001)
- Instructor, Clinical Skills With Families: Strategies and Practice in Family Centered Care. (Summer, 1995)
- Director Regional Planning Grant (NY State Health Department funded program to plan and advise on Early Intervention for Infants and Toddlers 1988- 1991)
- Director, Community Service Facilitation Project for Medically Fragile Children(NY State funded 1991-1994)

Empire State College — Independent Study Tutor (Working with adult learners seeking Bachelor Degree) 1988 to present)

The Bridge Program — Family Advocate, Supervisor (1970- 1977)

Jowonio — Teacher (1972-1973)

North Syracuse Central Schools — Teacher (1968-1972)

OTHER WORK EXPERIENCE

Syracuse City School District — Project Coordinator, Paving The Way To Successful Transition to Kindergarten (1997 to 1999)

Lemoyne College — Instructor, Approaches to Maladaption (Summer, 1978)

Family Counselor — Marriage and Family Counseling Services, Syracuse University & Onondaga Pastoral Counseling Services (graduate internships, 1976-78)

PUBLICATIONS

Apter, D. (2001). Review of h*andbook of early childhood intervention.* Mental Retardation 39(1), 66-68.

Barnes. E, Apter, D. and Zubal, R (2001). Paving the Way to Kindergarten: Timelines and Guidelines for Preschool Staff Working with Young Children with Special Needs and Their Families.

Apter, D and Winschel, A. (1997). Moving On From Preschool to Kindergarten. Syracuse, NY: Paving the Way

Apter, D. & Walker, P. (1997). The early childhood inclusion network: One community's effort to promote child care inclusion. The Association of Severely Handicapped Newsletter, 14-16.

Apter, D. (1996). Review of *babies with Down Syndrome: A new parents' guide.* Mental Retardations 34(6), 400-401.

Apter, D. (1994). From dream to reality: A participant's view of the implementation of P. L. 99-457. Journal of Early Intervention, 18 (2), 131-140.

Apter, D. & Songer, N. (1994). New collaborations: Professional-family partnerships, In G. Ensher & D. Clark (eds). Newborns as Risk: Medical Care and Psychoeducational Intervention. Maryland: Aspen 347-364

Apter, D. (1992). Utilization of community resources: An important variable for the home-school interface. In S,. Christenson and J. Conoley, Home School Collaboration: Enhancing Children's Academic and Social Competence. Maryland: National Association of School Psychologists.

Apter, D. , Alciati, D. Masterpaolo, A. & Eron, N. (1991). The Family Resource Guide. Syracuse, NY: Health Systems Agency.

Apter, D. (1978). Working with Kids; Teachers, Children and Special Needs; Parenting (a pamphlet series). Washington, DC: National Institute of Mental Health.

WORKSHOPS AND PRESENTATIONS (selected listing)

Numerous presentations, classes,workshops and training delivered to public school administrators, physicians, nurses and other medical personnel, parent groups, teachers and other school personnel, social service and community agencies on topics such as:

Getting to Outcomes
Evaluation 101
Conducting an Internal Evaluation of Your Program
Building Collaborative Programs and Services
Family Centered Service Coordination
Working with Families: A Family Systems Approach
Community Service Organization
Legislation Affecting Children with Disabilities and Handicapping Conditions
Developing Inclusive Programs for Preschool Children
Planning for Smoother Transitions (Early Intervention to Preschool and Preschool to School)

RECENT PROFESSSIONAL PRESENTATIONS (2000-PRESENT)

"Past to the Present: Utilizing a Unique Lens to Drive Our Evalution Work" Panel Chair;
"Applying Family Systems Theory to the Craft of Program Evaluation". American Evaluation Association Conference, Toronto, Canada, Fall 2005.

"Using a Logic Model for Evaluation: The School Improvement Grant" American Evaluation Association Conference, Atlanta GA. Fall, 2004

"The New York State Professional Development Model for Evaluators", American Evaluation Association Conference, Atlanta GA. Fall, 2004

"Standardizing Evaluation Requirements: Challenges for Evaluation Independence", American Evaluation Association Conference, Reno, Nevada. Fall, 2003

"Even Start, Local Evaluation and Systems Change" American Evaluation Association Conference. Washington DC, Fall 2002

"Path to Quality: What Local Evaluation Can Contribute" National Even Start Conference, Washington DC, Fall, 2002

PROFESSIONAL AND COMMUNITY ACTIVITIES

Peer reviewer and reviewee of evaluation reports: assessed other evaluator's work and was recipient of peer review for my evaluations to New York State Even Start and The American Evaluation Association
New York State Child Care Council Coalition Work Group on a Quality Rating System for Early Care nd Education, member
United Way: Success By Six of Onondaga County; Policy Council Member, Chair: Educare committee
Volunteer Community Funding Grant Application reader (current)
Board member, Friends of Jowonio School (current)
New York State Interagency Coordinating Council for Early Intervention, chaired eligibility sub-committee

AWARDS

2000 Award recipient from the Child Care Council of Onondaga County "Friend of Children"

1999 Award recipient from Jowonio School 30th Anniversary for Services to Children and Families

1993 Award recipient from Governor Mario Cuomo, Decade of the Child for "outstanding service to children with disabilities and their families"

1987 Award recipient from NYS Commission on Quality of Care for the Mentally Disabled for "outstanding advocacy efforts the significantly enriched the lives of persons with developmental disabilities".

CYNTHIA O'CONNOR, MPA

(b)(6)

PROFESSIONAL EXPERIENCE

20 years of public health and human service administration including extensive experience in · program development, direction and evaluation · public budgeting · regulatory compliance · personnel · grant management

APTER & O'CONNOR ASSOCIATES
Co-Owner/Partner Sept 2003- Present
Professional training and management consultation for human service agencies including program development and implementation, professional development, data system design and analysis, needs assessments, strategic planning and program evaluation. Recent contracts include Syracuse City School District and Malone Central School District Early Reading First, several Even Start Family Literacy Programs, Child Care Solutions, Madison County Child Care Council, Onondaga County Department of Social Services, University of Massachusetts, Syracuse University Central New York Community Foundation, St. Joseph Hospital Comprehensive Psychiatric Emergency Program- Children's Health Innovation Project

ONONDAGA COUNTY HEALTH DEPARTMENT
Management Consultant Oct. 2000-Oct 2007
Oversee grant funded public health immunization initiatives, including contract management, physician relations, public education and promotion and personnel · Implement NY State Immunization Registry for 14 County Central New York Region

Director, Special Children's Services Bureau Jan. 1996 – June 2000
Implemented and administered New York State's Early Intervention and Preschool Special Education programs for Onondaga County · Administered Infant Health Assessment Program and Physically Handicapped Children's Program · Managed annual budgets totaling over $28 million and staff of 40 · Managed contracts of all agency and itinerant service providers · Assured compliance with all relevant legislation and regulation · Oversight of quality assurance, policy development, program evaluation, medical records, statistical reporting and analysis, and 3rd party billing

Public Health Administrator Oct 1993 – Oct. 1995
Administrator for Department of 350 employees with an annual budget exceeding $40 million · Direct oversight of department-wide fiscal operations, personnel, program management, physical services, legal and regulatory compliance and legislative relations · Bureaus included Maternal and Child Health, Environmental health, Health Promotion, Communicable Disease, Special Children Services, Correctional Health, Medical Examiner, Public Health and Forensic Laboratory, Surveillance and Statistics

Director of Pregnancy C.A.R.E. Program April 1990 – Oct 1993
Managed multi-disciplinary prenatal care program including clinical, education, counseling, outreach and advocacy services. · Coordinated County infant mortality prevention initiatives · Wrote & managed several grants · Promoted Infant Mortality Action Plan to the Legislature, professional associations, community agencies and local media

ST. VINCENT'S SCHOOL FOR BOYS San Rafael, CA
Full-time Volunteer Sep 1989 – April 1990
Developed and directed educational activities, campus ministry, and recreation events at a residential treatment center for abused/neglected boys. · Designed and implemented emancipation program for foster children.

ONONDAGA COUNTY HEALTH DEPARTMENT
Information Systems Coordinator Feb. 988 – Sept. 1989
Assessed and developed data systems · Trained staff in personal computer use · Provided statistical analysis for comprehensive Community Health Assessment ·Authored and implemented client tracking system for New York State Adolescent Pregnancy Prevention Services Project. This system was the statewide prototype for the New York State Council on Children and Families.

CENTRAL NEW YORK HOSPITAL ASSOCIATION
Administrative Coordinator 1986-1987
Developed strategic planning sessions for boards of trustees · Analyzed quality of care, legislative, financial, and regulatory health care issues.

EDUCATION

MASTER OF PUBLIC ADMINISTRATION, December 1986
Maxwell School of Citizenship, Syracuse University
- Research Assistant at SU Institute for Energy Research 1985-1986
- Policy Analyst Intern at U.S. Dept. of Health and Human Services 1986

BACHELOR OF SCIENCE, May 1984
College of Arts and Sciences, Syracuse University Major: Biology
- Medical Research Internships - Cornell and Upstate Medical Schools

PROFESSIONAL ACTIVITIES – SELECT

- Co-author and presenter of several abstracts at CDC National Immunization Conferences
- Leadership Greater Syracuse Graduate
- United Way- Community Impact Team Member & Chair, Basic Needs Committee
- Committee Member of Success By 6 – Legislative and Educare Committees
- Child Care Council Board Member; Board President 2 years
- Syracuse City School District's Preschool Policy Advisory Board
- Central NY Council on Adolescent Pregnancy Program Committee and Board Member
- Member of American Public Health Association and National Evaluation Association
- Extensive public speaking and educational presentations on public health and early childhood related topics to local Legislature, media, pediatric and family practice grand rounds, physician practices, professional associations, Maxwell student forums, Lemoyne College special education classes, State and local maternal and child health conferences and numerous community organizations

COMMUNITY SERVICE

- Volunteer work, board membership and leadership positions for several human service and advocacy organizations and agencies; i.e., Brady Faith Center, Central New York Girl Scouts, United Way, Dorothy Day House, Habitat For Humanity, , Near Eastside Adventures

Deborah A. Finamore-Flint

(b)(6)

Home: (b)(6) **Cell:** (b)(6)

Work: 607-359-2261 **Fax:** 607-359-4507

OBJECTIVE

A position as an elementary principal in which I can be effective when involved with faculty, staff, students, community, encourage collaboration, open mindedness, and change to better the education of every student.

EDUCATION

C.A.S. Degree (Certificate of Advanced Study in Educational Administration),
State University at Brockport, Brockport, New York, August 1994

M.S. Degree in Education, Elmira College, Elmira, New York, August 1988

B.S. Degree in Elementary Education, State University at Cortland,
Cortland, New York, May 1984

A.S. Degree in Early Childhood, State University at Farmingdale
Farmingdale, New York, May 1981

CERTIFICATION

New York State Permanent School District Administrator, August 1994

New York State School Administrator and Supervisor, August 1994

New York State Permanent Reading Specialist (K-12)

New York State Permanent Elementary Education (N-6)

TEACHING EXPERIENCE

Tuscarora Elementary School, Addison School District, Addison, New York
Kindergarten level, September 1999 to December 1999

Tuscarora Elementary School, Addison School District, Addison, New York
First/Second grade level Loop, September 1997 – June 1999

Tuscarora Elementary School, Addison School District, Addison, New York
First grade level, September 1990 to June 1997

Valley Elementary School, Addison School District, Addison, New York
Third grade level, September 1989 to June 1990

Valley Elementary School, Addison School District, Addison, New York

Kindergarten level, September 1986 to June 1989

Valley Elementary School, Addison School District, Addison, New York
First grade level, September 1984 to June 1986

ADMINISTRATIVE EXPERIENCE

Addison Central School District, Elementary School Principal
July 2003 to Present

Addison Central School District, District Wide Assistant Principal for Curriculum And Special Projects, January 2000 to June 2003

Addison Central School District, Preschool Director
January 2000 to Present

Addison Central School District, Title I Coordinator
January 2000 to June 2003

Addison Central School District, 504 Coordinator
January 2000 to Present

Addison Central School District, Test Coordinator
January 2000 to June 2003

Addison Central School District, Community School Director, Includes Latch Key and Jennie Mose Family Resource Center
January 2000 to June 2003

PROFESSIONAL ORGANIZATION

Business & Professional Women's Club, Bath, New York, 1990 to Present
New York State Prekindergarten Association, January 2000 to Present
New York State Elementary Principals Association, January 2000 to Present
Choice Steering Committee, Corning, New York, January 2000 to June 2003

COMMUNITY/SCHOOL ORGANIZATIONS

District Level Team, Addison School District, September 1989 to January 2003
Community School Advisory Board, Addison, New York, January 2000 to June 2003
Parent Teacher Association (PTA), Addison School District, September 2002 to Present
Parent Teacher Organization (PTO), Addison School District
Established in 1990 for the Tuscarora Elementary School, Addison, New York
Organized/Established in 1986 for the Valley Elementary School, Cameron, New York
St. Catherine's Parish Trustee, Addison, New York, September 1998 - Present

INTERESTS

Children, Reading, Antiques and Collectibles
Involved in all community events and activities

Lynn M. O'Connell, Psy.D.
Alfred University
Division of School Psychology & Counseling
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6/08

CURRENT APPOINTMENT

Assistant Professor: Division of School Psychology & Counseling, Graduate School, Alfred University
Alfred, NY

AREAS OF SPECIALIZATION

- Response to Intervention
- Organizational Change and School Reform in Rural Schools
- Academic Assessment & Intervention
- Early Literacy Development
- School Consultation & Pre-Referral Teams

PROFESSIONAL LICENSE/CERTIFICATION

- NYS Licensed Psychologist

EDUCATION

Doctor of Psychology	Alfred University, Alfred, NY School Psychology, 2002 *Dissertation Topic*: Qualitative Collaborative Action Research as an Approach to Program Evaluation: Application in a Rural Elementary School
Certificate of Advanced Study	Alfred University, Alfred, NY School Psychology, 2002
Master of Arts	Alfred University, Alfred, NY School Psychology, 2000
Bachelor of Arts	State University of New York at Plattsburgh Elementary Education PK-6 (Magna Cum Laude); Minor in Psychology, 1998

PROFESSIONAL EXPERIENCE

Assistant Professor	Alfred University, Alfred, NY; 8/05 to present Graduate School, Division of School Psychology
Visiting Assistant Professor of School Psychology	Alfred University, Alfred, NY; 8/02 to 8/05 Graduate School, Division of School Psychology
Adjunct Instructor	Alfred University, Alfred, NY; Spring 2001 Psychology Department, Child Interventions

TRAINING GRANT

2007-2011 Federal Training Grant, US Department of Education, Combined Priority for Personnel Preparation Grant Competition. *Training School Psychologists to Implement Response to Intervention in Schools. Grant #H325K07030.* Co-Director & Principal Investigator. Amount Awarded = $665,064.

NON-COMPETITIVE GRANTS

10/03	Woodcock-Munoz Foundation – Assessment Materials	$6,000
9/03	Woodcock-Munoz Foundation – Assessment Materials	$246

SCHOLARLY ACTIVITIES

Journal Articles

O'Connell, L. M. (2008). Systematic and organizational obstacles in the 'Tale of the Reading Coach:' A commentary. *Journal of Educational and Psychological Consultation, 18*(2), 156-166.

Manuscripts in Preparation

Elmore, A. & O'Connell, L. M. (2008). Predictive validity of the DIAL-3 to early literacy skills: Phonemic awareness and alphabetic principle.

Fugate, M. & O'Connell, L. M., & Tremaine, E. (2008). Letter names and letter sounds as an indicator of alphabetic principle.

O'Connell, L. M. (2008). Evaluating K-3 reading programs: Application in a rural, high-needs district.

O'Connell, L. M., Atlas, J., & Sanders, A. (2008). Perceptions of school staff regarding sexual minority youth.

Presentations of Research

O'Connell, L. M. & Fugate, M. (2008, March). *Traps, triumphs, and tiers: Lessons from RTI implementation in five rural schools.* Paper presentation at the 28th Annual Convention of the American Council on Rural Special Education, Charleston, WV.

Fugate, M., & O'Connell, L. M. (2006, March). *The roots of response to intervention: How to meet the needs of all students in rural schools.* Paper presentation at the 26th Annual Convention of the American Council on Rural Special Education, Lexington, KY.

O'Connell, L. M., & Fugate, M. (2004, March). *Building collaborative processes in rural schools.* Paper presentation at the 24th Annual Convention of the American Council on Rural Special Education, Orlando, FL.

O'Connell, L. M. (2003, November). *A qualitative collaborative action model for school change: An approach to program evaluation.* Paper presented at the 32nd Annual Conference of the New York Association of School Psychologists, Albany, NY.

O'Connell, L. M., Guiney, K. M., Taylor, S. R., Fugate, M., & Faherty, E. (2001, August). *Introduction of collaborative processes in the rural school system.* Poster presentation at the 109th Annual Convention of the American Psychological Association, San Francisco, CA.

O'Connell, L. M., Guiney, K. M., Taylor, S. R., Young, H., Fugate, M., Faherty, E., and Keith, T. Z. (2001, March). *Implementing collaborative processes in rural schools: Successes and stresses.* Poster presentation at the 33rd Annual Convention of the National Association of School Psychologists, Washington, DC.

O'Connell, L. (1999, November). *The relationship between phonological processing and reading: An intervention for children with a language-learning impairment.* Paper presented at the 28th Annual Convention of the New York Association of School Psychologists, Bolton Landing, NY.

Presentations to Schools, Professional Groups, & Agencies

O'Connell, L. M. (2008, April). *Dynamic Indicators of Basic Early Literacy Skills: Administration and scoring.* Professional development training presented to Sullivan West Central School, Jeffersonville, NY.

O'Connell, L. M. (2008, May). *NYSED individual evaluation procedures: What are they and how can they help your child?* Presentation to the Advocacy Center's Lay Advocate training participants, Olean, NY.

O'Connell, L. M. (2008, May). *Data-based decision-making with DIBELS, ERDA-2, & CTOPP.* Professional development training for intervention teachers at the Addison Central School District, Addison, NY.

O'Connell, L. M. (2008, May). *Dynamic Indicators of Basic Early Literacy Skills: Administration and scoring.* Professional development training presented to Sullivan West Central School, Jeffersonville, NY.

O'Connell, L. M. (2008, January). *Dynamic Indicators of Basic Early Literacy Skills: Administration and scoring.* Professional development training presented to Allegany-Limestone Central School, Allegany, NY.

O'Connell, L. M. (2008, January). *Dynamic Indicators of Basic Early Literacy Skills: Administration and scoring.* Professional development training presented to Arkport Central School, Arkport, NY.

O'Connell, L. M. (2006, October). *Response to intervention: How to meet the educational needs of all students.*

Presentation to the Greater Southern Tier BOCES: CSE Chairperson Advisory Council Meeting.

O'Connell, L. M. (2006, October). *Improving reading outcomes in children PK to third.* Presentation to Hornell City School District Professional Staff.

O'Connell, L. M. (2006, April). *NYSED individual evaluation procedures: What are they and how can they help your child?* Presentation to the Advocacy Center's Lay Advocate training participants, Mt. Morris, NY.

O'Connell, L. M. (2006, March). *Overview of the DIBELS: The whats, whens, hows, and whos of improving instruction.* Professional development training for the elementary staff at the Queensbury Union Free School District.

O'Connell, L. M. (2006, February). *Core, supplemental, and intervention materials for teaching the Big 5.* Professional development training for PK-2 teaching staff of Newfield Central School District, Newfield, NY.

O'Connell, L. M. (2006, January). *Big 5 reading components.* Professional development training for PK-2 teaching staff of Newfield Central School District, Newfield, NY.

O'Connell, L. M. (2005, October). *DIBELS: Interpreting and using data to drive instruction.* Professional development training for the Tompkins, Seneca, & Tioga (TST) Board of Cooperative Educational Services (BOCES). Presentation to South Seneca, Newfield, & Trumansburg Elementary School Personnel, So. Seneca, NY.

O'Connell, L. M. (2005, September). *Adolescent mental health issues: Treatment strategies and prevention programs.* Presentation to the School-Nurse-Teachers of Clinton County, Plattsburgh, NY.

O'Connell, L. M. (2005, September). *Introduction to DIBELS: Dynamic Indicators of Basic Early Literacy Skills: Administration and scoring rules.* Professional development training for the Mt. Vernon School personnel involved in the Pearson Education Research Study, Mt. Vernon, NY.

O'Connell, L. M. (2005, September). *Unlocking the numbers: Interpretation of the DIBELS scores.* Professional development training for Tompkins, Seneca, & Tioga (TST) Board of Cooperative Educational Services (BOCES); Presentation to the South Seneca, Newfield, and Trumansburg K-2 Teaching Staff, South Seneca, NY.

O'Connell, L. M. (2004, September). *DIBELS Proficiencies.* Professional development training for Addison Central School first grade teachers, Addison, NY.

O'Connell, L. M. (2004, April). *Dynamic Indicators of Basic Early Literacy Skills: Administration and scoring.* Professional development training presented to Addison Central School Teaching Assistants, Addison, NY.

O'Connell, L. M. (2004, January). *Reading development and reading interventions.* Professional development training presented to Addison Central School Instructional Support Team members, Addison, NY.

PROFESSIONAL ACTIVITIES - CONSULTANTSHIPS

- Addison Central School, Addison, NY. Consultant for implementation of NYSED State *Reading for Results & Reading First* grants; Reading Curriculum and Instruction

PROFESSIONAL AFFILIATIONS:

- American Psychological Association - Division 16
- National Association of School Psychologists
- NY Association of School Psychologists

PROFESSIONAL CERTIFICATIONS:

Dynamic Indicators of Basic Early Literacy Skills, Nationally Certified Trainer, 11/05
Equine Assisted Growth & Learning Association, Level 1 Trainer, 10/05
Lay Advocacy Certification, Advocacy Center for Children and Families with Disabilities, 5/05

PROFESSIONAL CREDENTIALS:

New York State Department of Education Licensed Psychologist
#015878-1, 4/04

New York State Department of Education Provisional Certification of Qualification in School Psychology
#127609836, 9/02

New York State Department of Education Provisional Certification of Qualification in Elementary Education N-6
#127609836, 5/98

Kristi Pierce

(b)(6)

Offering 30+ years of Achievement in Developing Productive Student-Focused Environments to Maximize Learning Experiences

Dedicated, resourceful education professional with proven ability to:

- Create and monitor policies and practices that promote a safe and literate learning environment
- Ensure a culture that encourages continuous improvements for teachers and students
- Develop an environment that encourages open communications with colleagues, students, and the community
- Mentor educators in the creation and implementation of class instruction, lesson plans, and student assessment in conjunction with state learning regulations

Detailed educational knowledge and core skills include:

- Student-Centered Instruction
- Program Development
- Parental and Community Involvement
- Attendance and Grade Reports
- Individual Education Plans
- Curriculum Development and Implementation
- Training and Development
- Budgeting and Forecasting
- Team-Building
- Educational Administration
- Classroom Management
- Instructional Programming
- Grant Development and Implementation

EDUCATION

Supervisory I Certificate Program, Mansfield University, Mansfield, PA

Master of Education in Special Education, Mansfield University, Mansfield, PA

Bachelor of Science in Elementary and Special Education, Northern Illinois University, DeKalb, IL, awarded Summa Cum Laude

CREDENTIALS

New York State Certification – SAS/SDA
Pennsylvania Certification – Supervisory I/Special Education K-12/Elementary Education
Illinois Certification – Special Education K-12/Elementary Education

PROFESSIONAL EXPERIENCE

leading EDGEucation consultancy, Elmira, NY (2005-Present)
Consultant
Houghton Mifflin Harcourt (2005-Present)
Per Diem Consultant
Elmira City School District, Elmira, NY (1993-2005)
Director of Instruction, Program Supervisor, Elementary Assistant Principal
Northern Tioga School District, Elkland, PA (1978-1993)
Supervisor of Special Education, Teacher (EMR/LD 7-12)
Greater Lafayette Area Special Services, Lafayette, IN (1976-1978)
Teacher (LD 1-5)
Leland Community Unit District #1, Leland, IL (1974-1976)
Teacher (LD/EH K-8)

RECOGNITION

BLAST Intermediate Unit #17 Wellsboro, PA (1989-90) -
Annie Sullivan Award

PROFESSIONAL DEVELOPMENT (Highlights)

- 4MAT (Nationally Certified Trainer) – About Learning
- New York State Reading Academy – Voyager
- Control Theory/Reality Therapy - BOCES
- Dimensions of Learning – ASCD
- Cooperative Learning – BOCES
- Co-Teaching - ASCD
- Action Research - NSDC
- Differentiated Instruction - ASCD
- Shaping Positive School Cultures - NSDC
- Reading Styles - CARBO
- Bully Proofing – Creating Caring Communities
- Multi-Age Classrooms - SDE
- Curriculum Mapping - ASCD

- Framework Observation - PATHWISE
- 7 Habits of Highly Effective People – BOCES
- A Framework for Understanding Poverty – AHA Process
- Reading in the Content Area - McREL

PRESENTATIONS (Highlights)

Local

- Essential Elements of Literacy – ECSD Staff Development
- Bully Proofing – ECSD Parent Training
- Reading the Walls: Making the Most of Word Walls – ECSD Staff Development
- Classroom Walk-Through – ECSD Staff Development

Regional

- Action Research – BOCES Staff Development

State:

- Iguanas and Others: We're All in This Together – NYS Multi-Age Conference
- BAM! Kicking Literacy Up a Notch for Preschool Learners – NYSAEYC Conference
- From Drama to Dromedary: Enhancing Oral Language Through Guided Play – NYSAEYC Conference; RAEYC Conference
- Bright Ideas: Bringing Thinking to Light – NYSAEYC Conference

National

- Setting the P.A.C.E. for Change: A Building-Wide Approach to Systemic Restructuring – NASBE Conference

PROFESSIONAL MEMBERSHIPS

- Association of Supervision and Curriculum Development
- National Staff Development Council
- New York State Association for the Education of Young Children

COMMUNITY INVOLVEMENT

- Junior League of Greater Elmira-Corning

REFERENCES

- Available upon request

ADDISON ELEMENTARY SCHOOLS

Deborah F. Flint, Principal
dflint@addisoncsd.org

Tanya Loomis, Dean of Students
tloomis@addisoncsd.org
7 Cleveland Drive
Addison, New York 14801
607-359-2261
607-359-4507

June 6, 2008

Betsy Stiker, Superintendent
Addison Central School District
One Colwell Street
Addison, NY 14801

Dear Mrs. Stiker:

As the Addison Central School District's Elementary School Principal, I am excited to serve as the Project Director for the BLAST (Building Literacy Awareness, Skills and Training) Off Program, which will establish Early Reading Learning Centers in the Tuscarora Elementary School and Valley Elementary School.

The implementation n of an Early Reading First program will greatly benefit preschool students at the Addison Central School District. Many of the district's children come from families where reading is not emphasized in the home. As a result, many enter preschool with severe expressive and receptive language delays. The Early Reading First Program will expand our current program to include three-year olds, providing children with two years of literacy education before entering kindergarten. The expanded school year will also help enhance the literacy skills learned during the programs helping children succeed academically. Additionally, teachers and children will benefit greatly from extensive, research-based professional development available to preschool educators. Finally, we will be expanding our ongoing relationship with Head Start by implementing the Pre-K Open Court curriculum across all of the Prekindergarten classrooms, increasing our collective capacity to prepare preschool children to enter kindergarten ready to read.

The District is proud of the dedicated, highly qualified pre-kindergarten teachers who work daily to prepare preschool children for kindergarten. Under their leadership, the pre-kindergarten classrooms have become inviting, stimulating, literacy-rich environments designed to build young children's early literacy and language development. The Early Reading First Program is an exciting opportunity to take what we already do well and move it to excellence. I am enthusiastically committed to this opportunity to provide our early learners with a positive beginning toward academic success.

Sincerely,

Deborah Flint
Principal, Tuscarora Elementary
Principal, Valley Elementary

Jennie Mose Family Resource Center

Karen Sweeney
Parent Center Director

7 Cleveland Drive
Addison, NY 14801

607-359-3839 or 607-359-2261
607-359-4507 Fax
ksweeney@addison.wnyric.org

May 30, 2008

Dear Mrs. Stiker,

The Jennie Mose Family Resource Center has been an integral part of the Addison Central School for the past 19 years. Our mission has always been to provide support, information and education to the families in and around the Addison Central School. We have been fortunate to have the school's support through Title I funding, United Way and New York State Office of Children and Family Services along with occasional special interest grants that we have pursued over the years.

The physical layout of the center is much like what you would find in an early childhood classroom along with adult sitting and an infant sleeping and play area. We have a dramatic play area, blocks, train set, exploration/hands on/manipulative tables, along with gross motor toys. As children are playing in a safe informal environment, parents have an opportunity to network with other parents and discuss childrearing practices with the staff. We offer parenting classes/series and support groups, throughout the school year. We continue drop-in hours throughout the year, including summer and school breaks.

This past year we implemented an Adult Learning Center with our local BOCES providing the instruction. It has been a wonderful opportunity for our community members to work towards their GED and better prepare them for entry level colleges courses.

We are continually seeking new and innovative programs that will help parents better equip their children to become successful students. We are a member of the Family Enrichment Collaborative which is comprised of three other family resource centers located in Steuben County. We are getting ready to launch a county wide marketing plan: Just A.S.K. (Advice, Support, Knowledge). Educated parents create educated children which results in a healthier community. Our by line: the Jennie Mose Family Resource Center is "where building strong families is what it's all about".

We welcome the opportunity to implement Early Reading First initiatives whenever, wherever possible throughout the Addison Central School District.

Sincerely,

Karen Sweeney
Director, Jennie Mose Family Resource Center

June 3, 2008

Betsy Stiker, Superintendent
Addison Central School District
One Colwell Street
Addison, NY 14801

Dear Mrs. Stiker:

As preschool educators, we are strongly committed to preparing all children for success in kindergarten and beyond. Many of our students come from low income families and enter preschool with severe expressive and receptive language delays. Additionally, many of these children come from families where reading is not emphasized in the home. Research shows that children who are exposed to reading at an early age learn more quickly, score higher in reading and math assessments, and are more likely to enjoy reading and learning as adults.

The implementation of an Early Reading First program will greatly benefit preschool students at the Addison Central School District. While we currently have a strong preschool curriculum, an Early Reading First program will strengthen our efforts in early literacy by providing additional full-day instruction for our three- and four-year old students. We are strongly committed to supporting the following Early Reading First program components:

- Implementation of a scientifically-based reading program with an emphasis on oral language development, phonological awareness, alphabet knowledge and awareness of print conventions;
- Addressing the developmental needs of our students;
- Administering screening assessments to identify at-risk students and develop strategies to address student needs; and
- Participating in professional development opportunities in early literacy.

Reading is a critical skill in today's society, and key to a child's academic success. A highly-qualified, research-based, preschool level early literacy program is critical to laying these foundations. An Early Reading First grant will provide the resources necessary to advance the educational development of our students and start them on the path to becoming life long learners.

(b)(6)

Beth Anderson
Tuscarora Pre-K Teacher

(b)(6)

Wilda Carpenter
Tuscarora Pre-K Teacher's Assistant

(b)(6)

Missy Proudfoot
Tuscarora Special Education
Pre-K Teacher

(b)(6)

Anna Mae Gardner
Valley Pre-K Teacher

(b)(6)

Nancy K. Smith
Valley Pre-K Teacher's Assistant

ProAction
of Steuben and Yates, Inc.

Steuben Office Building
117 E. Steuben Street Bath, New York 14810-1600
Phone: 607-776-2125 or 1-800-553-2033
Fax: 607-776-2723
E-mail: proaction@proactioninc.com Web: http://www.proactioninc.com

Steuben County
117 E. Steuben St.
Bath, NY

Administration Offices

Employment & Training Services

Energy Programs

Family Development Adult Services

Family Development Youth Services

Head Start, Early Head Start, Universal Pre-K

Senior Dinner Club and Home Delivered Meals *

Steuben Child Care Project

Steuben Rural Health Network *

Summer Feeding Program

WIC *

Woodhull Community Family Resource Center *

Yates County
417 Liberty St.
Penn Yan, NY

Christmas for the Needy

Energy Services

Head Start, Early Head Start, Universal Pre-K

Office for the Aging

Suicide Hot Line

Youth Services *

* United Way Helps Here

Betsy Stiker, Superintendent
Addison Central School District
1 Colwell Street
Addison, NY 14801

Dear Ms. Stiker,

This letter is written to express Pro Action Head Start - Universal Pre-kindergarten Program's support of the district's application for Early Reading First funds. The Head Start program has served three and four year old children from the Addison area in a collaborative partnership with the school district for 15 years. Beginning in the 2000-01 school year, the school district has contracted with Pro Action Head Start to provide Universal Pre-kindergarten (UPK) services. The UPK partnership helps delineate expectations that the school district has for preschool programs operating in the district. These many years of collaborative experiences ensure that the Addison School District and Pro Action Head Start are in a position of being able to quickly and promptly implement the Early Reading First program.

In support of the Early Reading First Program, Pro Action will

- Continue to work with the district to implement curriculum (such as the Open Court Reading Program) which supports the needs of preschool children.
- Meet Early Reading First program requirements.
- Continue to meet all Head Start Performance Standards.
- Ensure that teachers receive support from management staff relative to the implementation of the Early Reading First program, including opportunities to participate in district-sponsored staff development.
- Ensure that the Head Start program's Education Manager will monitor classroom activities to ensure language and literature rich environments.
- Ensure the ready availability of materials and supplies used to support literacy and language development.
- Take advantage of Pro Action Head Start's previous experience with the ELLCO Toolkit and offer applicable training to staff.

- Utilize the program's experience providing a variety of parent involvement activities and work with the district to develop and provide parent activities which support the parents' ability to enhance their children's literacy and language development.
- Participate in the required Early Reading First federal performance measures utilizing assessment tools as outlined in the Grant Application.

Pro Action Head Start has set a program-wide goal of improving child outcomes in the area of literacy. Program documentation demonstrates that children from lower income families typically enter the program with lower literacy/language skills than their peers from higher income households. The receipt of the Early Reading First Grant in the Addison School District will help offset this disadvantage.

Thank you for your consideration.

Sincerely,

Marsha Patrick
Head Start / Early Head Start / UPK Director

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

GRANTS FINANCE
Room 510W, Education Building
Tel. (518) 474-4815
Fax (518) 486-4899
E-mail: GRANTSWEB@MAIL.NYSED.GOV

MAY 2008

RECEIVED
JUN - 6 2008
Superintendent's Office

570101040000
Addison Csd
1 Colwell St
Addison, NY 14801-1398

Dear Chief Administrative Officer:

The State Education Department has calculated indirect cost rates for the 2008-2009 program year in accordance with the regulations found in United States Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.560-75.564 and 76.560-76.569 and United States Department of Education guidance.

Federal regulations require the use of restricted indirect cost rates for grant programs that prohibit supplanting. The rates for your agency are as follows:

RESTRICTED RATE: 2.5% UNRESTRICTED RATE: 12.0%

Consistent with Department policy, the restricted rates will be used for all categorical grant programs allowing indirect costs. Program specific requirements may further limit indirect cost recovery. The unrestricted rate is used for school food service programs and certain direct funded Federal programs.

These rates are established for a **one**-year period for 2008-2009. Using the data submitted by your agency on its ST-3 Annual Financial Report for Fiscal Year Ending June 30, 2007, the new rates were calculated according to the methodology approved by the US Department of Education - Indirect Cost Group.

Costs considered to be indirect for purposes of calculating your restricted rate are limited to the following ST-3 account codes:

- A1310 Business Administrator
- A1325 Treasurer
- A1420 Legal
- A1460 Records Management
- A1670 Central Printing and Mailing
- A1620 Pro rata share of Operation of Plant
- A5530 Pro rata share of Garage Building
- A1621 Pro rata share of Maintenance of Plant
- A1320 Auditing
- A1345 Purchasing
- A1430 Personnel
- A1660 Central Storeroom
- A1680 Central Data Processing

The maximum dollar amount of indirect costs allowable under a grant can be determined by multiplying the restricted indirect cost rate by the modified total direct cost base (MTDC) of the grant. MTDC is computed as total direct costs less equipment, alterations and renovations, the portion of each subcontract exceeding $25,000 and any flow through funds.

(OVER)

Types of costs that are not treated as indirect in calculating your rate may be allowable direct charges in grant programs, subject to the approval of New York State Education Department program managers. To be approvable, such costs must be:

- Allowable per program specific regulation and policy
- Reasonable and necessary
- Allocable. Grantees must maintain documentation or methodologies that demonstrate that the costs were incurred for grant purposes.
- Supplementary. Costs are considered to supplement and not supplant local effort, if such costs would not be incurred in the absence of the grant funds.

If you have any questions regarding the use of your indirect cost rates, please contact Grants Finance.

Sincerely,

Margaret Zollo
Assistant Director of
Financial Administration

No it is not.

Shelley Wahrlich
Contracts Manager
NYS Office of Homeland Security

Sent from my BlackBerry Wireless Handheld

-----Original Message-----
From: Diane Habeck <DHABECK@gstboces.org>
To: Shelley Wahrlich
Sent: Thu Jan 31 15:22:45 2008
Subject: Grant Application Review

Dear Ms. Wahrlich - Is a grant application for federal funding opportunity CFDA #84.359A, Early Reading First, subject to state review under Executive Order 12372? If so please provide details as to the process of facilitating compliance with the order.

Thank you for your time and attention to this matter.

Diane Habeck

Education Grant Specialist

GST BOCES

(607) 735-3370

dhabeck@gstboces.org

Effective 9/4/07 the Grant Services Office will be relocated to Room 210 at Booth School. The address will be 414 Davis St., Elmira, NY 14901. Our new phone number will be (607) 735-3370.

This message has been sent over the NYSOHS email system.
The contents of this message should be considered private and confidential.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **7715-Mandatory_AddisonBudgetNarrative.doc**

PR/Award # S359B080045

Addison Central School District
BLAST Off Early Reading First Program

PERSONNEL: Project BLAST Off personnel will be supported through a partnership of:

- Universal Pre-Kindergarten funds (2 Addison CSD 4 year-old classrooms and 1 Head Start 4 year-old classrooms)
- Department of Health and Human Services funds (1 Head Start 3 year-old classroom)
- Steuben County Special Education funds (65% of 1 special education classroom)
- Addison CSD General funds (35% of one special education classroom and .10 FTE Project Director)
- Early Reading First funds (2 new classrooms – 1 four-year-old classroom and 1 three-year old classroom); a 1.0 FTE Project Coordinator; 2.0 FTE Literacy Coaches; the extension of 4 Addison CSD pre-school classes from 40 to 46 weeks, and the extension of 3 Head Start pre-school classes from 34 to 46 weeks; and professional development substitutes costs

Personnel	Purpose	Calculation	Year 1	Year 2	Year 3
Project Coordinator (46 weeks)	Provide coordination and oversight of all program activities	$60,000 base salary, 4% increase per year	$60,000	$62,400	$64,896
2 Literacy Coaches (40 weeks)	Provide teacher training, in-classroom coaching and mentoring, and family literacy activities	2 staff x $48,000 base salary, 4% increase per year	$96,000	$99,840	$103,834
Addison Pre-K Teacher for one new 4 year-old classroom	Expansion of 2 half-day 4 year-old classrooms to full-day	1 staff x $45,000 base salary; 4% increase per year	$45,000	$46,800	$48,672
3 Teaching Assistants	Support for the new 4 year-old classroom plus 2 additional floating Teaching Assistants to allow more small group and individual attention for students not making sufficient progress	3 staff x $27,500 base salary; 4% increase per year	$82,500	$85,800	$92,700
2 Literacy Coaches (6 weeks summer)	Extension of program activities from 40 to 46 weeks	2 staff x 6 wks x 35 hrs/wk x $30/hr	$12,600	$13,104	$13,629
4 Addison Pre-K Teachers (6 weeks summer)	Extension of program activities from 40 to 46 weeks	4 staff x 6 wks x 35 hrs/wk x $30/hr	$25,200	$26,208	$27,258

e0

6 Teaching Assistants (6 weeks summer)	Extension of program activities from 40 to 46 weeks	6 staff x 6 wks x 35 hrs/wk x $18.50/hr	$23,310	$24,242	$25,213
1 Head Start Teacher for one new 4 year-old classroom	Expansion of program to 2 years (3 and 4 year olds)	1 staff x $38,250 (34 wks) base salary; 4% increase per year	$38,250	$39,780	$41,370
1 Head Start Teaching Assistant	Support for a new 3 year-old classroom	1 staff x $23,375 (34 wks) base salary; 4% increase per year	$23,375	$24,310	$25,282
3 Head Start Teachers (6 weeks summer)	Extension of program activities from 34 to 46 weeks	3 staff x 12 wks x 35 hrs/wk x $30/hr	$37,800	$39,312	$40,887
3 Teaching Assistants (6 weeks summer)	Extension of program activities from 34 to 46 weeks	3 staff x 12 wks x 35 hrs/wk x $18.50/hr	$23,310	$24,242	$25,213
Addison Professional Development Substitutes	Substitute costs for 4 teachers for 10 days of professional development	4 teachers x 1 day/month x 10 months x $90/day	$3,600	$3,600	$3,600
Head Start Professional Development Substitutes	Substitute costs for 4 teachers for 10 days of professional development	3 teachers x 1 day/month x 10 months x $90/day	$2,700	$2,700	$2,700
TOTAL			**$473,645**	**$492,338**	**$515,254**

FRINGE BENEFITS related to program staff funded by Early Reading First grant funds as outlined in the PERSONNEL Section					
Fringe Benefits	**Purpose**	**Calculation**	**Year 1**	**Year 2**	**Year 3**
Fringe Benefits	Fringe benefits related to Early Reading First funded salaries and substitutes costs	Social Security, (.0765); Teachers Retirement (.08), Employees Retirement (.13), Health Insurance ($12,998 family); Unemployment (.005), and Workers' Comp (.025)	43% $205,859	43% $209,359	42% $213,647
TOTAL			**$205,859**	**$209,359**	**$213,647**

PR/Award # S359B080045

TRAVEL: to the Early Reading First Conference, student travel to and from school for the summer program, and program field trips					
Travel Expenses	**Purpose**	**Calculation**	**Year 1**	**Year 2**	**Year 3**
Early Reading First Conference (Addison, NY to a destination to be determined)	The Project Director, Project Coordinator, and 2 Literacy Coaches will attend the ERF awardees conference	4 staff x ($800 airfare + $150/ night x 3 nights lodging + $75/ day x 3 days meals + $50/day x 3 days ground transportation)	$6,500	$6,500	$6,500
Student bus transportation for 6 weeks summer	Student busing to and from school for 6 weeks extended school year	$1,000/week x 6 weeks (Years 2 and 3 reflect a 16% increase to accommodate rising fuel costs)	$6,000	$6,960	$6,960
Field Trips	Field trips to expose disadvantaged pre-school children to cultural experiences	7 classes x 5 field trips x $250/trip	$8,750	$8,750	$8,750
TOTAL			**$21,250**	**$22,210**	**$22,210**

EQUIPMENT: Program equipment to include interactive whiteboards for integrating technology into early literacy instruction.					
Equipment Expense	**Purpose**	**Calculation**	**Year 1**	**Year 2**	**Year 3**
Portable Interactive Whiteboard Systems	Increase student engagement, cooperative learning, and data-driven instruction using real-time assessment	2 sites x 1 portable system per site x $8,000 per system	$16,000	$0	$0
TOTAL			**$16,000**	**$0**	**$0**

SUPPLIES: Program supplies to include setting up 2 new classrooms, updating the *Open Court Reading Pre-K* to ensure in integration of a consistent, common literacy curriculum across all 7 classrooms, purchase of assessment materials, providing a literacy-rich environment, and family literacy resources					
Supply Expense	**Purpose**	**Calculation**	**Year 1**	**Year 2**	**Year 3**
Learning Center furniture and supplies	Initial set up of two new pre-school classrooms to include furniture for small group activities, thematic play center furniture and supplies	$10,000 per classroom for 2 new classrooms	$20,000	$0	$0
Open Court Curriculum Materials	Integration of a common SBRR literacy curriculum across all classrooms	7 classrooms/updated version	$18,642	$3,500	$3,500
Take Home Books	Books for student to take home and read with their families	36 books x 120 students x $5	$21,600	$21,600	$21,600

Early Literacy Software	Interactive software designed to support early literacy development	7 classrooms x $500	$3,500	$3,500	$3,500
Peabody Picture Vocabulary-IV	Pre/post assessment of student oral language skills	7 classrooms x $390	$2,730	$315	$315
Peabody Picture Vocabulary Record Forms A and B	Pre/post assessment of student oral language skills	7 classrooms x $81	$567	$567	$567
PALS (all subtasks)	Pre/post assessment and mid-year progress monitoring of alphabet knowledge, phonological awareness, and print convention awareness	7 classrooms x $95 (7 teacher kits + consumables)	$665	$665	$665
PALS training video	Ensuring correct administration of the PALS	one video	$15	$0	$0
ELLCO user's guide and tool kit	Assessment of quality of the classroom environment for supporting literacy and language development	4 sets (one per literacy coach + principal + project coordinator) x $50	$200	$200	$200
Print Materials (books, magazines)	Provide students with access to a wide range of genre that engage students, build vocabulary, and extend background knowledge	7 classrooms x $1,000	$7,000	$7,000	$7,000
LeapStart Pre-School Kit	Interactive pre-school technology for building early literacy skills	7 classrooms x $995	$6,965	$3,465	$3,465
Computers	Integration of technology into early literacy activities	2 desktop computers x 7 classrooms x $850	$11,900	$11,900	$0
Printers	Support for printing	1 printer x 7 classrooms x $300	$2,100	$2,100	$0
Teacher Resources	Research-based teachers resources for extending teachers' knowledge of effective early literacy practice	10 staff x $500	$5,000	$5,000	$5,000
Classroom supplies	Classroom consumables, writing materials, art supplies	7 classrooms x $500	$3,500	$3,500	$3,500

PR/Award # S359B080045
e3

PR/Award # S359B080045

Family Literacy Supplies	Workshop supplies and parenting education resources (CD's, videos, parent resource library)		$750	$750	$750
TOTAL			**$105,134**	**$64,062**	**$50,062**

CONTRACTUAL:					
Contractual Expense	**Purpose**	**Calculation**	**Year 1**	**Year 2**	**Year 3**
SRA McGraw	Professional development to include an overview of the revised *Open Court Reading Pre-K*	$1,500 per day x 2 days	$3,000	$3,000	$3,000
Leading EDGEucation Consultancy	Professional development in theory, research, and best practices for building phonological awareness, oral language, and thinking skills	9 professional development sessions x $1,800 per session; 9 coaching/ conferencing sessions x $1,000 per session	$25,200	$25,200	$25,200
Dr. Lyn O'Connell	Professional development in the Response to Intervention Model	$1,000 per day x 6 days	$6,000	$6,000	$6,000
Apter and O'Connor Associates	Independent evaluation of the program's effectiveness	Per Contract	$58,000	$58,000	$58,000
Every Person Influences Children (EPIC)	Parent training for promoting family literacy and helping parents support language and literacy development	Per Contract	$7,000	$7,000	$7,000
TOTAL			**$99,200**	**$99,200**	**$99,200**

TOTAL DIRECT COSTS			**Year 1**	**Year 2**	**Year 3**
TOTAL			**$921,088**	**$887,169**	**$900,373**
TOTAL INDIRECT COSTS @ 2.5%			**Year 1**	**Year 2**	**Year 3**
TOTAL			**$23,027**	**$22,179**	**$22,509**
TOTAL PROGRAM COSTS			**Year 1**	**Year 2**	**Year 3**
TOTAL			**$944,115**	**$909,349**	**$922,882**