U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080043
Grants.gov Tracking#: GRANT00473323

Closing Date: JUN 10, 2008

Table of Contents

Forms

1. *Application for Federal Assistance (SF-424)* e1
2. *Standard Budget Sheet (ED 524)* e6
3. *SF 424B - Assurances Non-Construction Programs* e8
4. *Disclosure of Lobbying Activities* e10
5. *427 GEPA* e12
   - *Attachment - 1* e14
6. *ED 80-0013 Certification* e17
7. *Dept of Education Supplemental Information for SF-424* e18

Narratives

1. *Project Narrative - (Abstract Narrative...)* e19
   - *Attachment - 1* e20
2. *Project Narrative - (Project Narrative...)* e21
   - *Attachment - 1* e22
3. *Project Narrative - (Other Narrative...)* e57
   - *Attachment - 1* e58
   - *Attachment - 2* e67
   - *Attachment - 3* e72
   - *Attachment - 4* e76
   - *Attachment - 5* e81
4. *Budget Narrative - (Budget Narrative...)* e96
   - *Attachment - 1* e97

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

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- ○ Preapplication
- ● Application
- ○ Changed/Corrected Application

* 2. Type of Application:
- ● New
- ○ Continuation
- ○ Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 06/10/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: AppleTree Institute for Education Innovation

* b. Employer/Taxpayer Identification Number (EIN/TIN): 043331760

* c. Organizational DUNS: 160924098

d. Address:

* Street1: 415 Michigan Avenue, NE
Street2: 3rd Floor
* City: Washington
County:
* State: DC: District of Columbia
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 20017

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix: Mr.
* First Name: Ross
Middle Name:
* Last Name: Harold
Suffix:

Title: Coordinator

Organizational Affiliation:

* Telephone Number: 202-488-3990
Fax Number: 202-488-3991

* Email: rharold@appletreeinstitute.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

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

DC Partnership for Early Literacy

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: DC-001
* b. Program/Project: DC-001

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	4,381,325.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	4,381,325.00

*** 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: Jack
Middle Name:
* Last Name: McCarthy
Suffix:

* Title: Managing Director

* Telephone Number: 202-488-3990 Fax Number: 202-488-3991

* Email: jmccarthy@appletreeinstitute.org

* Signature of Authorized Representative: Neela Khin
* Date Signed: 06/10/2008

Authorized for Local Reproduction

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name	Mime Type

AdditionalProjectTitle

File Name	Mime Type

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
AppleTree Institute for Educatio...

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	$ 623,000	$ 654,150	$ 686,858	$ 0	$ 0	$ 1,964,008
2. Fringe Benefits	$ 155,750	$ 163,538	$ 171,714	$ 0	$ 0	$ 491,002
3. Travel	$ 52,815	$ 55,456	$ 58,229	$ 0	$ 0	$ 166,500
4. Equipment	$ 12,000	$ 1,800	$ 1,890	$ 0	$ 0	$ 15,690
5. Supplies	$ 218,632	$ 98,231	$ 103,255	$ 0	$ 0	$ 420,118
6. Contractual	$ 320,745	$ 312,562	$ 321,752	$ 0	$ 0	$ 955,059
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 69,760	$ 68,748	$ 69,785	$ 0	$ 0	$ 208,293
9. Total Direct Costs (lines 1-8)	$ 1,452,702	$ 1,354,485	$ 1,413,483	$ 0	$ 0	$ 4,220,670
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 50,961	$ 53,509	$ 56,185	$ 0	$ 0	$ 160,655
12. Total Costs (lines 9-11)	$ 1,503,663	$ 1,407,994	$ 1,469,668	$ 0	$ 0	$ 4,381,325

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

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: AppleTree Institute for Educatio...	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 Neela Khin	* TITLE Managing Director	
* APPLICANT ORGANIZATION AppleTree Institute for Education Innovation		* DATE SUBMITTED 06-10-2008

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

Tracking Number: GRANT00473323

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: AppleTree Institute * Address: 415 Michigan Ave, NE Washington DC: District of Columbia Congressional District, if known:	
6. * Federal Department/Agency: N/A	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known:	9. Award Amount, if known:
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: Neela Khin * Name: N/A N/A Title: Telephone No.: 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
6788-GEPA08.doc	application/msword

AppleTree Institute for Education Innovation GEPA Statement

AppleTree Institute for Education Innovation's (ATI) mission is to close the achievement gap. With this mission, ATI seeks to ensure the equitable participation of all traditionally under-represented and underserved groups. ATI and all project partners are committed to equitable employment practices and do not discriminate on the basis of gender, race, national origin, color, disability or age. All partner schools are public schools that are open to all children, regardless of race, income, national origin or disability who are residents of the District of Columbia free-of-charge.

ATI will take the following steps to ensure the reduction/elimination of traditional barriers:

Gender Preschool teachers are overwhelmingly female while leadership is often male. ATI is committed to increasing the number of male preschool classroom teachers. Many of the children live in households headed women and they do not have regular contact with a male adult. ATI is also committed to ensuring diversity in the leadership structure and providing career paths for preschool teachers.

- Both genders are represented in ATI's current leadership structure.
- Both genders are represented in project leadership and consultants.
- All included schools recruit actively for male teachers. Three of the five schools have male preschool teachers currently employed.
- ATI has seeks to provide training and leadership development experiences to teachers so that they can be promoted from within.
- SCPCS addresses the unique needs of boys in a predominantly low-income, African-American neighborhood.

Race & National Origin This project will serve low-income children and families in the District of Columbia, most of whom are African-American. One partner school serves a population that includes significant percentages of recent immigrants from South and Central America. ATI strives to create a staff that reflects the diversity of the students the project will serve.

- ATI and partner school recruit new graduates at diverse public universities, historically black colleges and universities and at job fairs targeting diverse candidates.
- All ATI job postings specifically encourage traditionally underrepresented minorities to apply.
- Consultants and leadership selected for this project reflect the diversity of the families served.
- School leaders and teachers at partner schools are racially diverse.
- Partner schools with significant ELL populations have employed one bilingual adult in each classroom and a bilingual receptionist.
- Enrollment materials are created in languages represented in the diverse neighborhoods.
- ATI has seeks to provide training and leadership development experiences to current preschool teachers so that they achieve leadership positions.

Disability All school offer inclusion classrooms for children with identified special needs. All schools comply with IDEA and Section 504.

- ATI and partner schools are in compliance with the ADA.

- ATI and partner schools actively seek to recruit, hire, and promote individuals with disabilities.

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 AppleTree Institute for Education Innovation
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: Jack Middle Name: * Last Name: McCarthy Suffix: * Title: Managing Director
* SIGNATURE: Neela Khin * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Mary Anne

Lesiak

*** Address:**
415 Michigan Ave, NE

3rd Floor

Washington

DC: District of Columbia

20017

USA: UNITED STATES

*** Phone Number:**
202-488-3990

Fax Number:
202-488-3991

Email:
mlesiak@appletreeinstitute.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

Tracking Number: GRANT00473323

Project Narrative

Abstract Narrative

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ABSTRACT

AppleTree Institute for Education Innovation is the lead applicant for a partnership among Septima Clark Public Charter School for Boys, Early Childhood Academy Public Charter School, and the District of Columbia Public Schools. The project meets all three of the Secretary's invitational priorities and will transform five existing preschools into centers of educational excellence that will serve approximately 300 young children annually at-risk of reading failure per year in the District of Columbia.

The project features a standards-based instructional program grounded in scientifically-based reading research that uses *Opening the World of Learning* as its core curriculum and adds *PreK Mathematics* to strengthen children's language and background knowledge. The project will implement a multi-tiered Response to Intervention instructional model that relies on providing additional support for children before they fail in the context of engaging, suitably challenging and developmentally appropriate instruction. Print rich, center-based classrooms that meet the standards outlined in the ELLCO will provide the backdrop for a balance of direct instruction and child-centered exploratory activities. Families will participate in family fieldtrips, receive books and activities for each content them and participate in empirically-based training on supporting their children's developing language and literacy. Annually, teachers, apprentice teachers and paraprofessionals will participate in a 56-hour Institute, 22 hours of workshop and 160 hours of in-classroom coaching. The project will support teachers in assessing children's progress using the PPVT-IV, EVT-II and the TOPEL, and the PALS-PreK for baseline and outcome assessments and the IGDIs, the GRTR and a letter identification/ letter sound task for progress monitoring..

Project Narrative

Project Narrative

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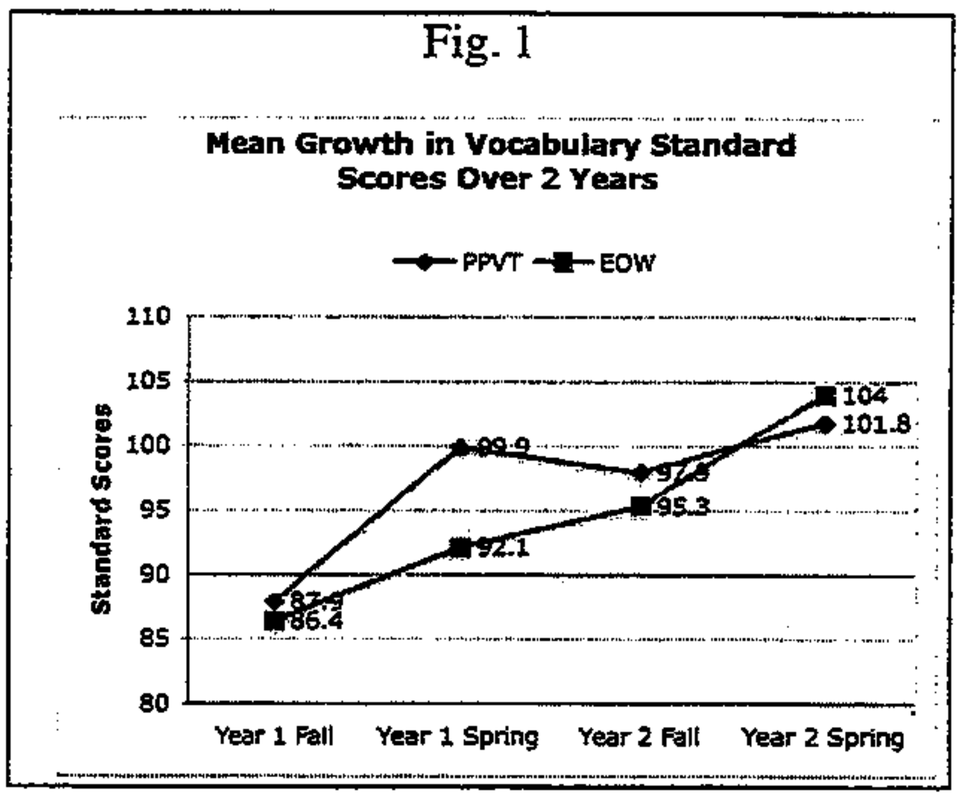
Introduction Young children in DC, like those enrolled at our partner schools, are at the greatest risk for educational failure of any children in the United States. The 2004 National Assessment of Educational Progress (NAEP) documents that 69% of DC fourth-graders do not exhibit even the most basic-level reading skills and only 10% read on grade level. Among African-American students (85% of children in DC) a staggering 73% of fourth-graders fail to achieve basic-level reading. NAEP's Trial Urban District Assessment demonstrates that DC performs last in 4th and 8th grade reading when compared with participating urban school districts, including Los Angeles, New York, Cleveland and San Antonio (USED). Additionally, DC has one of the highest special education placement rates in the nation with nearly 1 in 5 students qualifying. Since reading trajectories tend to be highly stable once formal reading instruction begins (Lonigan, Burgess & Anthony, 2000) and students who perform poorly in reading in the early years are likely to remain poor readers throughout their school careers (Juel, 1988), these data underscore the need for intensive preventive efforts to accelerate preschool children's language and early literacy development.

The DC Partnership for Early Literacy ("the Partnership") was organized to transform five schools serving at-risk young children in the District of Columbia (DC) into preschool centers of educational excellence. The novice applicant, AppleTree Institute for Education Innovation (ATI), is a non-profit with an 11-year history as an effective provider of direct support and technical assistance to educators and schools in the District of Columbia. Using up-to-date knowledge from research and effective practice, ATI piloted a Response-to-Intervention model of instruction at a preschool (Riverside) that serves at-risk children in the District. Figure 1 demonstrates mean growth in receptive and expressive vocabulary over two years by children who benefited from that program. Three-year-old children entered the program at significant risk

PR/Award # S359B080043

for language and literacy deficits. One year later, those children exited the program scoring above the national norm. Data from spring 2007 demonstrate that those 4-year-olds knew 21 letters and all scored within the developmental ranges established by PALS-PreK in letter- sound knowledge and initial sound identification.

Fig. 1



This project features the major components of the Riverside pilot (*Opening the World of Learning* curriculum, RTI instructional model, and professional development). It also builds on ATI's experience with the pilot by including dedicated coaching resources for designing and implementing interventions, greater supports to extend the curriculum into the home, increased access to data through a web-based data management system, and an independent evaluation. This Partnership will (1) improve language and literacy outcomes for nearly 300 children a year (2) improve the instructional practices of over 40 teachers and staff each year and (3) build permanent capacity to deliver quality instruction in four high-poverty neighborhoods with the greatest need.

The District of Columbia Public Schools ("DCPS") joins Early Childhood Academy Public Charter School ("ECA"), Septima Clark Public Charter School for Boys ("SCPCS"), and AppleTree Early Learning Public Charter School ("AppleTree"), and ATI in the Partnership. These Partners are ready to achieve the project's ambitious goals within DC's changing landscape of high expectations for improving teaching, learning, and outcomes.

Selection Criteria 1 –Project Design, *Factor 1 – Up-to-date knowledge from research* This project is grounded in best practice and scientifically-based reading research (SBRR) as defined by Section 1208 of NCLB and draws its design from critical research documents such as the report of the National Reading Panel (NICHD, 2000), *Preventing Reading Difficulties in Young Children* (Snow, Burns & Griffin, 1998), the report of the National Early Literacy Panel (NELP, 2004) and the *Handbook of Early Literacy Research, Volume I & II (*Neuman & Dickinson, 2001, 2006). Table 1 identifies the distinguished partner researchers whose commitment to this project will ensure timely and accurate translation of up-to-date scientific research into practice.

Table 1. Project Research Partners to Ensure Timely Application of Research	
Expert Researcher	Role
Dr. Laura Justice, The Ohio State University; recipient of a Presidential Early Career Award for Scientists and Engineers in 2006 in recognition of her research on preschool literacy intervention; author of *Scaffolding with Storybooks, Shared Storybook Reading,* and *Clinical Approaches to Emergent Literacy Intervention.*	Members of the professional development team; design and provide research-based training for all instructional staff.
Dr. Julie Washington, University of Wisconsin-Madison, Department of Communication Disorders; author *of Malik Goes to School: Examining the Language Skills of African-American Students from Preschool - 5th Grade.*	
Dr. Natalie Rathvon, George Washington University, author of *Early Reading Assessment, A Practitioner's Handbook* and *Effective School Interventions: Strategies for Enhancing Achievement and Social Competence.*	
Dr. Sharon Ramey and Dr. Craig Ramey, Directors of Georgetown University's Center of Health and Education and authors of the landmark Abecedarian study. Craig Ramey is Chairman of the National Board for Education Sciences.	Principal Investigators; inform improvement

Selection Criterion 1– Quality of Project Design, Factor 2 – *Exceptional approach to meeting the statutory purposes. Purpose 1. Existing preschool programs.*

We selected partner schools based on (1) their exceptional commitment to improving their children's reading trajectories and (2) their strong internal capacity and readiness to implement an intensive preschool RTI program to accelerate children's language and early literacy

development in preschool. The Table 2 illustrates that every classroom is led by at least one BA-degreed teacher; some have two. Each preschool has high rates of daily attendance and implements a full-day, standards-driven preschool instructional program with explicit language and literacy performance goals. All provide instructional planning time during the course of the regular work day and have low staff turnover. Despite their diversity in governance and funding sources, each preschool is lead by a passionate, knowledgeable and capable leader (1) committed to attending to the developmental domains of at-risk young children and their families effectively and (2) ready to implement an added component focused on developing oral language, cognition and early reading skills. (*Please see Appendix I for a complete description of participating schools and the children they serve.*)

Table 2. Summary of Participating School Capacity

School	Number of classrooms/ children/SES	Teacher/Staff Qualifications, Other Professional Supports
AppleTree at Amidon	36 3-year old children 2 classrooms 91% African-American 6% Caucasian 3% Asian, 83% FRPL	Lead Teachers –1 MA, 3 BA Paraprofessionals – 2 meeting HQ status Special Education Coordinator, Social Worker (shared with AppleTree, CH)
District of Columbia Public Schools, Amidon	36 4-year old children 2 classrooms 94% African-American 6% Hispanic, 78% FRPL	Lead Teacher – 2 BA, Paraprofessional – 1 with a qualifying score on the ParaPro Special Education Coordinator, Social Worker
AppleTree at Columbia Heights	108 3- and 4-year old children 6 classrooms 73% African/African American 17% Hispanic, 6% Caucasian 4% Asian, 77% FRPL	Lead Teachers –1 MA, 12 BA Paraprofessionals – 6 meeting HQ status 1 adult in each classroom speaks Spanish and English Special Education Coordinator, Social Worker (shared with AppleTree, Amidon)
Early Childhood Academy PCS	80 3- and 4-year old children 5 classrooms 100% African-Amer. , 90% FRPL	Lead Teachers – 1 MA, 4 BA, Paraprofessionals – 2 BA, 3 AA School Psychologist
Septima Clark PCS	26 3- and 4-year old children 2 classrooms 100% African-Amer., 85% FRPL	Lead Teachers – 1 MA, 3 BA

Please see Appendix I for a complete description of schools and the children they serve.

Purpose 2. Activities based on SBRR. Table 3 outlines the Partnership's main goals.

	Table 3. Partnership Goals
1.	All participating children enter at kindergarten with the language, phonological awareness, alphabet knowledge and print awareness skills necessary to achieve success in reading.
2.	All classrooms contain the requisite physical contents and arrangements needed to support the development of children's language and early literacy skills.
3.	All teachers develop high levels of instructional quality and use research-based practices through high-quality, sustained and intensive professional development on the development of children's language, phonological awareness, alphabet knowledge and print awareness.
4.	All children and families transition successfully into K-3 programs aligned with SBRR.

To achieve these goals, the Partnership adopts a comprehensive, outcome-based instructional program based on the results of the meta-analytic study conducted by the NELP (2004). The program includes goals for children's experiences in many developmental domains. Table 4 contains an abridged list of goals for improving young children's language and literacy.

Table 4. Outline of Selected Goals for Improving Children's Language and Early Literacy			
Expressive & Receptive Language	Phonological Awareness	Alphabet Knowledge	Print Concepts
Sample early objectives 1. Uses words to meet needs. 2. Attends to conversations. 3. Follows multi-step directions. *Later objectives* 1. Uses words to share ideas and feelings. 2. Demonstrates age-appropriate use of syntax and morphological forms. 3. Uses conventional social pragmatics in conversation. 4. Uses new words with increasing frequency.	*Sample early objectives* 1. Recites songs, rhymes and poems. 2. Discriminates between sounds that are the same and different. *3.* Separates words into syllables. *Later objectives* 1. Generates rhymes 2. Segments the beginning sound of words. 3. Substitutes beginning sounds to create new words.	*Sample early objectives* 1. Shows interest in letters as forms of written language. 2. Identifies lowercase and uppercase letters in random order. *Later objectives* 1. Provides the most common sounds for letters. 2. Reads simple high-frequency words. 3. Attempts to read words by sounding out individual sounds.	*Sample early objectives* 1. Chooses to read or to pretend to read books. 2. Tracks print from left to right. 3. Shows interest in print as a form of communication. 4. Recognizes own name in print. *Later objectives* 1. Writes own name. 2. Recognizes difference between letters and words. 3. Uses estimated spellings to convey a message.

Additional Selected Outcomes Related to Language and Literacy
Comprehension
1. Links characters' basic emotions to their actions. 2. Predicts what will happen next in the story. Sequences main events. 3. Uses own experiences to understand stories.

More advanced skills (e.g., blending and segmenting phonemes in words, understanding figurative language, writing messages) are sometimes demonstrated by preschool age children who achieve new skills rapidly (Christensen, 2000; Tomblin et al., 2000). Partners will provide children who master more foundational skills with instructional experiences that support the growth of these more advanced skills to appreciate all children's zone of proximal development.

Partners will implement a multi-tiered Response to Intervention (RTI) instructional program that emphasizes early intervention rather than waiting until children fail. While most commonly used to prevent both reading failure and overidentification for special education in the primary years, NAEYC and the National Center for Learning Disabilities endorse RTI for preschoolers (Recognition & Response, n.d.). Key principles of RTI include 1.) Recognizing children's strengths and needs through systematic screening and progress monitoring; 2.) Using multiple tiers of research-based interventions, and 3.) Problem-solving with parents and educators to aid in decision-making (Horowitz, 2006).

Our RTI program has three tiers, or levels of intervention. The **first tier** is the robust instructional program delivered to all children as part of their everyday classroom experience. *Opening the World of Learning* (*OWL*) is the project's core curriculum. *OWL* is a thematic, comprehensive, SBRR early childhood program with specific language and literacy objectives as well as a defined set of daily activities and content to support children's attainment of the objectives. *OWL's* stated academic objectives align with the Partnership's language and literacy outcomes and support the principles of content-centered classrooms (Neuman, 2006) outlined in Table 5.

Table 5. *OWL* Alignment with Principles of Content-Centered Classrooms	
Principle	Implementation through OWL
Children's learning benefits through integrated instruction.	*OWL* is divided into six, 4-week thematic units, (*Family, Friends, Wind & Water, World of Color, Shadows & Reflections, Things that Grow)* to help children develop concepts, vocabulary and background knowledge. Teachers create five shorter units in response to children's interests. Program components (e.g., Story Time, Center Time) are linked to extend and deepen children's learning throughout the day and over a unit.
Teachers balance structure with choice and explicit instruction with exploration.	*OWL* provides for both teacher-directed and child-centered learning. Story Time, Songs, Word Play & Letters, and Small Groups permit teachers to present content directly to students and engage them in stimulating and enjoyable activities (e.g., shared storybook reading, songs, games and activities). In Center Time and Outdoor Play children explore and make choices.
High levels of teacher interaction support learning and scaffold understanding.	Instruction in targeted knowledge and skills is explicit and intentional, beginning in a teacher-directed format and moving toward more independent activities. Initially, teachers provide high support for new concepts through direct and explicit instruction *presented in a playful and appropriate manner for young children*. Teachers then support practice through interesting Small Group and Center Time activities mediated by teachers, leading to children's mastery.
Play supports children's learning. Teachers set the stage.	Children choose centers independently and move freely among centers. Centers include Library, Writing, Art Table, Easels, Investigation Location (puzzles and manipulatives), Exploration Station (sand and water table), Construction Zone, and Dramatic Play. Centers are stocked with materials and activities related to the theme and targeted concepts. For example, during the *World of Color* unit, children read about Max's dragon shirt in the Library; search for prisms in the Exploration Station; work in the ice-cream shop with menus, receipts, order pads and coupons in Dramatic Play; blend colors at the Easels; draw blueprints in the Construction Zone and write letters with colorful markers at the Writing Center.
Self-esteem grows when children are challenged and their reasonable efforts result in achievement.	*OWL* is a challenging program. It contains an explicit scope and sequence that aligns with SBRR and the overall objectives of the Partnership's instructional program. Units have specific language and early literacy goals that increase in complexity with each successive unit. *OWL* also includes sufficient support and practice so that children can attain the goals and begin to develop a history of accomplishment and a sense of self-efficacy.

Table 6 illustrates *OWL's* allocation of classroom time and activities.

Table 6. Time and Activity Description		
OWL Component	Daily Time Group Size	Description and Purpose of Component
Story Time	20 minutes; 9 students in each story group	Shared storybook reading features increased student retelling for each of the four successive readings. The curriculum provides asides, explicit vocabulary supports and suggested open-ended questions. Content of trade storybooks is related to the theme.

Center Time	90-120 minutes throughout the day	Teachers use strategies learned in PD during Center Time to expand children's language and to engage children in extended feedback loops featuring targeted vocabulary, open-ended questions and comments. Teachers use expansion, elaboration, event-casting, and recasting.
Songs, Word Play & Letters (SWPL)	20 minutes; whole-group instruction	Children engage in songs, poems, fingerplays, rhythmic movement and games targeting at phonological awareness, letter name identification and letter-sound identification. In this context, teachers provide direct instruction in skills.
Small Groups	25 minutes; 6 children per group	Teachers lead small-group activities that support foundational concepts in literacy, math, science and social studies. These activities support children gaining content-based vocabulary and background knowledge.
Let's Find Out/Talk About It	15 minutes; whole group	Teachers use models or demonstrations to preview upcoming content or have children reflect on the events of the day.

A strong professional development program will guide teachers in filling *OWL's* existing gaps and modifying instruction for diverse learners. For example, *OWL* exposes children to activities that explore phonological awareness, but does not support explicit instruction for some aspects of phonological awareness development (e.g., rhyme production). Through coaching, teachers will learn how to strengthen these activities so that all children develop essential skills.

Using observational assessments and the direct assessments outlined under Factor 5, RTI Coordinators (RTICs) will help teachers analyze children's strengths and needs. The Partnership will use a dual discrepancy model (Fuchs, 2003) to identify children who score in the bottom quartile on baseline measures and who also display slower growth rates than their peers for targeted **Tier 2** lessons. Teachers and RTICs will craft Tier 2 plans using the resources in Table 7 following model plans provided in Justice et al. (2003) for delivery of small group lessons to at-risk preschoolers. These lessons will be based on individual instructional need, classroom ecologies, developmentally appropriate practices, and child interests. Parents will be encouraged to participate in the planning process, during which in content, duration, intensity, and methods for determining effectiveness will be specified.

Research-based Tier 2 activities will be delivered to individual children or groups of children in their regular classroom environment in addition to Tier 1. In most cases, targeted children will never know that they are receiving anything extra or different from their peers. For example, Tier 2 plans for children who have trouble learning letter names and sounds might include a daily invitation to the Investigation Location to work individually with the teacher using wiki-sticks or alphabet puzzles for 10 minutes during Centers, creating a letter book using pictures of the child's favorite people and objects over several weeks, and playing alphabet bingo with a few selected classmates.

Each Tier 2 plan will include (1) a clear definition of the targeted skill or behavior, (2) procedures and materials necessary for the interventions, (3) who will deliver the interventions and when they will occur, (4) a process to monitor implementation fidelity (is the intervention implemented accurately?) and (5) an evaluation of its effectiveness (is it working?). Fidelity monitors will comprise checklists or recording forms where teachers note the steps in the interaction. Brief appropriate curriculum-based assessments and observations administered in predetermined intervals will help teachers evaluate the effectiveness of Tier 2 lessons. Using this information, teachers, RTICs and parents will carefully monitor children's progress and revise plans as needed, so that valuable learning opportunities are not lost.

Table 7. Resources and Research Basis for Tier 2 Lessons

Construct	Activity/Resource	Research Basis
Language	*Learning Language and Loving It* (Hanen Center), *Read Together, Talk Together* and *Shared Storybook Reading* (Ezell & Justice, 2005) Hampton Brown *Avenues* for ELL children.	Hargrave & Senechal, 2000; Jordan et al., 2000; Lonigan & Whithurst, 1998; Blachowicz and Fisher, 1996; Pease-Alverez, Garcia, & Espinosa,1991.
Alphabet Knowledge	Small-group shared reading of alphabet books; integrated picture and action in mnemonics; activities focusing on children's own names and the names of	Brabham & Lynch-Brown, 2002; Bus & van IJzendoorn, 1988; Bus, van IJzendoorn, & Pellegrini, 1995; Ehri, Deffner & Wilce, 1984.

	important people in their lives.	
Phonological Awareness	*Phonemic Awareness in Young Children* (Adams, Foorman, Lundberg, & Beeler, 1998); *Ladders to Literacy* (O'Connor, Notari-Syverson, & Vadasy, 1996) *Rhymes and Reasons, Literature and Language Play* (Opitz, 2000)	Phillips, et al., 2008; Lundberg, Frost, & Petersen, 1988; O'Connor, Notari-Syverson, & Vadasy 1996; van Kleeck & Gillam, 1998.
Print Awareness	Small-group shared reading that draws attention to print features and concepts	Scarborough, 1998. Justice & Ezell (2002)

Children who do not make sufficient progress in Tier 2 will be considered for **Tier 3** (special education) so they can receive additional individualized specialist support (e.g., work with a speech-language pathologist, occupational therapist, etc.) within the context of their regular classrooms to the greatest extent possible. RTICs will work with specialists to ensure that regular classroom teachers appropriately reinforce the strategies and activities used by specialists for children receiving Tier 3 services.

Purpose 3 – Providing high quality language and literature-rich environments All Partnership classrooms will exceed the standards outlined in the *Early Language and Literacy Classroom Observation Tool* (ELLCO, Smith et al., 2002) as shown in Table 8.

Table 8. Classroom Contents

Classroom Element	Research Basis
Center-based classrooms organized according to the interest areas described under Purpose 2.	Phyfe-Perkins, 1980
Books, literacy-related props and activities linked to the thematic content to stimulate children's functional interactions with literacy.	Morrow, 1990; Neuman & Roskos, 1992, 1999
Approximately 350 books available to children over the course of the year including storybooks, expository text, poetry books, alphabet books and number books.	Morrow & Weinstein, 1986; Wasik & Bond, 2001
Meaningful functional print created by both adults and children for children to use for their own authentic purposes.	Vukelich & Christie, 2004

Materials alone cannot lead to complex and language and literacy-rich play (Neuman & Roskos, 1997; Vukelich, 1991). Rather, teachers serve as critical mediators of children's interactions with literacy props and tools. Teachers will support children's language use and literacy experiences

throughout the day using *OWL's* content and strategies learned in the professional development activities outlined in Purpose 4. They will introduce new concepts and vocabulary for children to use in their play through shared storybook reading and small-group activities (Morrow, 2005). During centers, teachers will take on roles of stage manager, co-player and play leader to promote language and print-rich play (Enz & Christie, 1997). A speech-language pathologist will coach teachers in expanding children's language and will also work with individual children who need additional support in the naturalistic classroom context.

Language is a critical predictor of children's later academic success (Snow, Burns & Griffin, 1998). Low-income young children are far less likely than their advantaged peers to develop strong language and vocabulary skills (Hart & Risley, 1995). This project will include a range of activities designed to broaden and deepen children's experiences to support the development of background knowledge and language for all children.

The first is the inclusion of a supplementary activity-focused mathematics curriculum that will deepen children's vocabulary relating to math and mathematics concepts. A recent meta-analysis linking children's mathematical knowledge, literacy skills, and socioemotional development at school entry with later school achievement found that mathematical knowledge had the greatest predictive power of later achievement (Duncan et al., 2006). In response to this research, the Partnership will supplement *OWL* with *PreK Mathematics* by Alice Klein and Prentice Starkey. (Drs. Klein and Starkey co-wrote the mathematics portion of *OWL*, creating tremendous alignment between the two. *Pre-K Mathematics* provides a wider range of activities and resources plus upward and downward extensions.) *Pre-K Mathematics* is a curriculum designed to develop mathematical knowledge and skills in preschool children through explicit experience with mathematical concepts. Specific mathematical concepts and skills from each

unit are taught in the classroom through teacher-guided small group activities with concrete manipulatives, adding one small group to the daily classroom schedule. A new mathematics activity is introduced each week along with take-home activities that parallel the small-group classroom activities to help parents support their children's mathematical development at home. *PreK Mathematics* includes literature that highlights mathematical concepts and weekly suggestions for integration of materials to support mathematics into other components of the day.

The Partnership will include Living Classrooms, a community-based non-profit that uses local marine and forest resources as a backdrop for hands-on math and science learning for urban children. Living Classrooms will design a weekly program that provides children with science- and math- related programming that is linked to thematic curriculum. For example, during the *Wind and Water* unit, Living Classroom will provide several hands-on classroom-based lessons on water habitats found in the Washington, DC area. The unit will culminate with a tour of the Washington Marina and a ride aboard an historic Chesapeake Bay boat.

Finally, the Partnership will also support parents in creating print- and language-rich environments at home. RTI uses a team approach to design interventions (Horowitz, 2006). The Partnership will employ a parent coordinator who will work to empower families to become active partners in this process. Intensive, empirically based literacy-related family interventions such as those in Table 10 can have a positive impact on children's skill development (Fielding-Barnsley & Purdie, 2003). Parents *can* readily utilize strategies at home to promote their preschool child's language and literacy skills (Justice & Ezell, 2002). Parent education and training will incorporate adult learning theory practices that have been shown to have positive effects on adult behavior and subsequent child outcomes (Landry & Smith, 2006).

Table 10. Strategies to Improve Language- & Print-Richness Outside the Classroom

Component	Research Basis

Read Together, Talk Together trains parents in dialogic reading, an interactive shared picture book reading practice. With repeated readings, the adult and child switch roles so that the child learns to become the storyteller with the assistance of the adult, who functions as an active listener and questioner.	Blom-Hoffman, O'Neil-Pirozzi, Volpe, Cutting, & Bissinger, 2007; Senechal & Cornell, 1993; Whitehurst et al., 1994.
It Takes Two to Talk from the Hanen Center increases the quality of language interactions among parents and children. It emphasizes techniques to expand children's language and trains parents to respond promptly and with interest to children' attempts to communicate.	Hart & Risley, 1995; Landry & Smith, 2006; Weizman & Snow, 2001.

The Partnership will establish rich and diverse lending libraries stocked with books linked to the thematic units. Families will also receive a thematic literacy activity kit containing books, discussion prompts, and activity ideas and materials for each thematic unit. The kit will also include supplies for an activity related to the unit with suggested language supports. For examples, the kit for the *World of Color* unit might include a recipe for Rice Krispies treats, the supplies to make them, a box of food coloring, and a prediction/recording chart. Parents and children make the treats using different colors or combinations of colors and record their experiences. During drop-off and pick-up, teachers will spend 5 or 10 minutes with parents to introduce each kit. The Partnership will also organize six thematically based field trips for parents and children to support parents' use of strategies learned in training. Field trips will be offered at a variety of times to accommodate parent and caregiver work schedules. All family materials and activities will include support for families whose native language is not English. Please see the Language Acquisition Plan for greater detail.

Purpose 4 – Provide professional development based on SBRR. Instructional quality is a key contributor to children's achievement, yet varies immensely across teachers (NICHD ECCRN, 2000). Although professional development is often cited as the key to improvement, teachers rarely receive support in implementing what they have learned in professional development, a key to change in teacher practice (National Research Council, 2001; Ramey & Ramey, 2005).

The Partnership will provide high-quality, sustained and intensive professional development with the goal of (1) *enhancing instructional quality through research-based practices* and (2) *supporting teachers in mastering practical instructional tools (OWL,* RTI components etc.*)* Table 11 outlines the goals for teacher practice, the resources from which professional development will be derived, and the measures for assessing professional development needs and teacher progress.

Table 11. Teacher Core Competencies, Abridged, Resources and Measures for PD

Partnership's Core Teaching Competencies	Curriculum and Research-Based Resources	Baseline and Progress Measures
Teachers establish rich and engaging physical learning environments.	*Building a Foundation for Preschool Literacy* (Vukelich & Christie, 2004); *OWL Teachers' Guide*	*ELLCO* Environmental Checklist
Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.	*Effective School Interventions* (Rathvon, 1999); *Teacher-Child Relationships and Early Literacy* (Pianta, 2006); *Tools of the Mind, The Vygotskian Approach to Early Childhood Education* (Bodrova & Leong, 2007) *Designing Preschool Interventions* (Barnett, 1998)	*Classroom Assessment Scoring System* (CLASS, Pianta & La Paro, 2003); Emotional Support Scales and Classroom Organization Scales.
Teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.	*Shared Storybook Reading* (Ezell & Justice, 2004); *Bringing Words to Life* (Beck, McKeown & Kucan, 2002); *Oral Language and Early Literacy in Preschool* (Roskos, Tabors & Lenhart, 2004) *Learning Language and Loving It* (Weitzman, 1993), *OWL Teachers' Guide*	Ramey & Ramey Observation of Learning Essentials (ROLE, 1998, 2005)
Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.	*Preschoolers at Play, Building Language and Literacy through Dramatic Play* (Wiggins, 2006) & *Vygotskian Perspectives in Teaching and Learning Early Literacy* (Bondrova & Leong, 2006), *OWL Teachers' Guide*	*CLASS-* Instructional Support Scales
Teachers use information and data from a variety of sources to understand children's instructional needs and to improve teaching and learning for young children.	*Response to Intervention, A Practical Guide for Every Teacher (Bender & Shores, 2007) Learning Disabilities: From Identification to Intervention* (Fletcher, Lyon, Fuchs, & Barnes, 2007) *Assessment in Emergent Literacy* (Pence,	*ELLCO-* Approaches to Assessment Scale

	2007) *RTI Toolkit, A Practical Guide for Schools* (Wright, 2007)	
Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.	*One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language* (Tabors, 1997) &*Children with Special Needs in Early Childhood Education* (Paasche, Gorrill, & Strom, 2004).	*ELLCO*-Recognizing Diversity and Facilitating Home Support Scales *CLASS*-Emotional Support Scales

While professional development workshops ensure that all participants have access to high quality information, the Partnership relies primarily on classroom-based coaching to translate new information into change in teacher practice. Rather than hope to find multiple coaches with expertise in early intervention, instructional quality and *OWL* curriculum implementation, the Partnership will employ two specialized types of coaches. Response to Intervention Coordinators will use their knowledge of research-based instruction and interventions to maximize instructional quality in all three tiers while Curriculum Coaches will have expertise *OWL*, the Partnership's core curriculum. RTICs will help teachers improve overall instructional quality and support the implementation of RTI, primarily by coaching teachers on high-quality instruction and the design, implementation and evaluation of Tier 2 interventions. Curriculum Coaches will support *OWL's* adoption with materials support, team collaborative planning, modeling, peer observations and video coaching. Both will undergo intensive training with the professional development consultants during the first months of the grant. They will report to the PD Manager, who will establish processes for collaboration and monitor their implementation.

The project will collect informal data monthly on the *quality* of curriculum implementation using the "Quality Indicators" which are a series of observational protocols created by literacy experts, coaches, and teachers at Riverside, the pilot school. The Quality

Indicators specify the features of high-quality instruction for each *OWL* component and are used during the coaching process to clearly define high-quality implementation of *OWL* and to provide feedback to teachers. (*OWL* is a relatively new product and these types of tools are not available from the publisher.)

The professional development team has established the initial scope and sequence for the project's first year, outlined in Table 12 below. Subsequent years will be based on data from measures of instructional quality, child data, and expressed teacher need.

Table 14. Proposed Professional Development Scope & Sequence		
	Proposed Professional Development Topic(s)	**RTIC/Curriculum Coach Focus**
Aug. 5-Day Insti-tute	Language and Literacy Outcomes for At-risk Young Children; Using Response to Intervention to Benefit All Children; Creating Print and Language Rich Environments; Overview of *OWL* Components; Using *OWL* to Support Phonological Awareness, Alphabet Knowledge and Print Awareness; Using Math and Science to Expand Language and Background Knowledge; Classroom Management to Maximize Instructional Time; Involving Families in Children's Literacy; First and Second Language Acquisition Theory, Peer Coaching and Collaboration	Curriculum Coaches meet with teams to introduce the curriculum materials, develop schedules and organize Unit 1, *Family*. RTICs work with teaching teams to set up their classrooms according to ELLCO standards & *OWL* requirements. They also help teams refine classroom management procedures, screen children, and conduct initial parent interviews.
	Data Collected to Inform Professional Development	
	Teachers administer *PALS-PreK* Letter ID subtask for children and Parent Reading Belief Inventory at enrollment; Evaluator collects Teacher Knowledge Survey. *For information on these measures and procedures, see response to Selection Criterion 5.*	
Sept. ½ Day Work shop	Maximizing Language Opportunities and Concept Development while Minimizing Directive Language; Setting the Stage for High-Quality Language Interactions During Dramatic Play, Structured English Immersion for English Language Learners	Curriculum Coaches support implementing all components of *OWL* within each school's schedule. RTICs focus on establishing positive classroom instructional environments and helping teacher make adjustments to meet children's needs.
	Data Collected to Inform Professional Development	
	Project staff, coaches, and assessors collect baseline ELLCO & CLASS scores and baseline PPVT, EVT, TOPEL and CMA child data. (*For information on these measures and procedures, see response to Selection Criterion 5.*) Curriculum Coach videotapes	

	Centers Meeting and Center Time for each team, teacher self-assesses using Center Time Quality Indicator and shares assessment with Curriculum Coach.	
Oct. ½ Day Work shop	Using Books with a Purpose; Types of Books for Children, Sharing Books to Increase Children's Language, Promoting Phonological Awareness & Small-Group Storybook Reading, Choosing Books for Diverse Populations, Utilizing Hampton Brown *Avenues*	Curriculum Coaches support Unit 2 *Friends* and focus on *OWL's* Story Time component. RTICs focus on shared storybook reading, language expansion strategies and supporting book sharing outside of whole and small-group storybook reading.
	Data Collected to Inform Professional Development	
	Teachers complete TCRS (*see response to Selection Criterion 5)* Curriculum Coaches conduct observations and collect Quality Indicators-Storybook Reading.	
Nov. ½ Day Work shop	Why Progress Monitor? The Role of Observational and Direct Assessment in Planning Developmentally Appropriate Instruction for Young Children	Curriculum Coach supports teachers in developing two Break Week units in response to student interest. RTICs support progress monitoring in the classroom.
	Data Collected to Inform Professional Development	
	Teachers collect progress monitoring data 1 (*For specific procedures, see response to Selection Criterion 1, Factor 2, Purpose 4*); Peers collect Quality Indicator-Progress Monitoring through peer observation process.	
Dec ½ Day Work shop	Differentiating Instruction to Meet the Needs of All Children; Utilizing Progress Monitoring Data and Classroom Observations to Improve Teaching	Curriculum Coach supports Unit 3 *Wind and Water* and focus on *OWL's* Small Group component. RTICs focus on maximizing small-group instruction and developing, implementing and evaluating Tier 2 interventions.
	Data Collected to Inform Professional Development	
	Coaches collect Quality Indicator-Small-Group Instruction.	
Jan 3 Day Insti-tute	How Children Learn, Balancing Explicit Instruction and Exploration; Advanced Behavior Support, Helping Children Attend, Persist, Cooperate and Use Language to Solve Problems; Developing Culturally Responsive Classrooms, Kindergarten Transition.	Curriculum Coaches support Unit 4 *World of Color*. RTICs help teachers balance explicit teaching and intentional exploration and develop implement and evaluate Tier 2 interventions.
	Data Collected to Inform Professional Development	
	RTICs, Curriculum Coaches and project staff collect ELLCO and CLASS mid-year scores. Peer "coaches" videotape one another on teacher-selected *OWL* component.	
Feb ½ Day Work shop	Trajectory of Phonological Awareness Skills; Strategies that Support the Development of PA; Developing Phonological Awareness in Children Learning Two Languages	Curriculum Coaches support teachers in developing two Break Week units in response to student interest and concentrate on *OWL's* Songs, Word Play and Letters component. RTICs

		focus on developing teacher's understanding of research-based strategies that build phonological awareness and continue with Tier 2 activities.
	Data Collected to Inform Professional Development	
	Curriculum Coach collects Quality Indicator-Songs, WordPlay and Letters; Teachers collect progress monitoring data 2.	
Mar ½ Day Work shop	Building Background Knowledge and Vocabulary Through Children's Experience; Maximizing Family and Community Cultural Resources	Curriculum Coaches support Unit 5 *Shadows and Reflections* and focus on *PreK Mathematics*. RTICs focus on language expansion strategies and continue helping teachers develop, implement and evaluate Tier 2 interventions.
	Data Collected to Inform Professional Development	
	Peer "coaches" collect Quality Indicator-Let's Talk About It/Let's Find Out About It.	
Apr ½ Day Work shop	Letters and Letter Sounds; Supporting Children Writing; Estimated Spelling	Curriculum Coaches support Unit 6 *Things that Grow*. RTIC's focus on incorporating opportunities for children's writing throughout centers and continue helping teachers develop, implement and evaluate Tier 2 interventions.
	Data Collected to Inform Professional Development	
	Teachers collect progress monitoring data 3.	
May ½ Day Work shop	Reflection on Professional Growth; Portfolio Sharing	Compiling children's portfolios for transition; organizing materials for next year
	Data Collected to Inform Professional Development	
	Project staff, coaches, and assessors collect end of year ELLCO & CLASS scores and PPVT, EVT, TOPEL & CMA child data. (*For information on these measures and procedures, see response to Selection Criterion 5.*) Teachers complete TCRS and administer *PALS-PreK* Letter ID subtask for children. Evaluator collects Teacher Knowledge Survey and Parent Reading Beliefs Inventory.	

In addition to these activities, the English Language Acquisition Coordinator will support teachers throughout the year using the structured immersion observation protocol outlined in the Language Acquisition Plan.

Table 12. Professional Development Activities for All Instructional Staff

Activity	Intensity	Description
Semi-annual	A 5-day Summer	Expert-led workshops provide research-based information

Institutes	Institute and 3-day Winter Institute will be held annually. (Approx. 56 hours/ year)	and practical strategies. Dr. Justice, Dr. Washington, Dr. Rathvon, the Project Director and the PD Manager will determine the annual scope and sequence of workshops based on available child data, data from classroom measures (ELLCO, CLASS, ROLE) and teacher surveys.
Monthly Workshops	Nine 2.5-hour workshops will be held annually. (Approx. 22 hours/ year)	Monthly workshops led by Dr. Justice, Dr. Washington, Dr. Rathvon, and other identified experts will feature, demonstrations, discussions and guided practice using resources in Table 11. Teachers will share videotapes of their own exemplary practice.
In-class Coaching	3-5 hours per week per classroom (Approx. 160 hours/ classroom/year)	RTICs help teachers translate the information presented in workshops into change in classroom practice through planning, modeling, side-by-side co-teaching, observation and feedback for Tier 1. In Tier 2, RTICs work with teachers to design, implement and evaluate Tier 2 academic and behavioral interventions. In Tier 3, RTICs facilitate communication among teachers and specialists so teachers can extend support into regular classroom activities.
Collaborative Peer Coaching and Instructional Planning	3-5 hours per week per classroom (Approx. 160 hours/ classroom/year)	Curriculum Coaches help teams utilize the adopted curricula through planning, modeling, side-by-side co-teaching, observation, and feedback. They support collaborative planning and implementation of the *OWL* and *PreK Mathematics* through bi-weekly building/building team planning meetings. They also facilitate focused peer observations and video coaching four times per year.
Teacher Reflection and Portfolio Development	1 hour per month (Approx. 10 hours/year)	Through ongoing consultation, teachers compile a portfolio of videos, observational forms, and reflective notes documenting their progress towards mastering the Partnership's Core Competencies for Teachers.

Finally, instructional and project staff will be able take advantage of local college and university resources to meet their individual professional development needs and deepen their knowledge of SBRR and effective best practices. The Partnership will defray 100% of the cost of tuition and fees for up to 3 credit hours a semester for undergraduate and graduate level coursework related to SBRR, early childhood education, special education, reading, or other related topics. The professional development leadership team will review the syllabus for each course prior to the student's enrollment in order to ensure that the course is aligned with SBRR and Partnership goals.

Purpose 5 – Use screening reading assessments The RTI model uses data collected through baseline assessments and regular progress monitoring (described in Table 16) to improve teaching and learning for all children. Teachers will monitor progress through regular observations and direct assessment. RTICs will scaffold teachers' abilities to implement progress monitoring by initially sharing the responsibility of collecting data.

Progress monitoring will be used consistently to improve teaching and learning for all children. Teachers will monitor progress through regular observations of children and through direct assessment. RTICs will scaffold teachers' abilities to implement progress monitoring by initially sharing the responsibility of collecting data with the teachers. As teachers become more comfortable and efficient with the process, direct support for progress monitoring will fade.

To ensure that teachers, principals, Curriculum Coaches, and RTICs have access to data and data analysis tools, the Partnership will develop a secure database that can be accessed using the Internet. Data from progress monitoring will be used during the coaching process to plan whole-group, small-group, and individual instruction as well as to monitor of children's growth.

Table 16. Comprehensive Assessment & Progress Monitoring System

Construct	Baseline Screening (September & May)	Progress Monitoring (3 times/yr)
Language	Peabody Picture Vocabulary Test-IV (Dunn & Dunn, 2007); nationally normed measure of receptive vocabulary Expressive Picture Vocabulary Test-II (Williams, 2007) nationally normed measure of expressive vocabulary	*Individual Growth and Development Indicators* (Missall & McConnell, 2004); one-minute timed picture naming task. Using local norms from pilot project correlated with end of year PPVT/EVT scores.
Phono-logical Awareness	Test of Preschool Early Language (TOPEL), Phonological Awareness subtest; measures word elision and blending abilities	*Get Ready to Read*-(Whitehurst et al., 2000) a brief assessment designed to assess children's knowledge of phonological awareness and phonics, book conventions, print and writing.
Print Concepts	TOPEL, Print Knowledge subtest; measures early knowledge about written language conventions and form	

Alphabet Know-ledge	PALS-PreK; Criterion based letter identification (GPRA required measure) and letter-sound correspondence tasks	Project created letter identification and letter sound task (random letter array with 26 letters)

Selection Criterion 1– Quality of Project Design, *Factor 3 – Coordination with similar efforts.*

Two policy initiatives are changing the District of Columbia's early childhood education landscape to make this proposed project exceptionally strategic, timely and significant. In May, 2008, the District Council enacted the Pre-K Enhancement and Expansion Act of 2008, which specifies quality enhancements to ensure that universal access to preschool leads to increased academic achievement. The Act requires preschool programs to establish policies to use data to improve educational outcomes for children. This project's success will create model preschool centers of excellence that will influence preschool quality across sectors. The second initiative involves the mayoral takeover of the DCPS. Chancellor Michelle Rhee, the Mayor's appointee, has approached ATI for support on improving the quality of the DCPS preschool program. We are working with her leadership staff in early education and the successful transition of existing DCPS preschool classrooms into a preschool center for educational excellence has potential for replication across the city and could have a positive impact on tens of thousands of at-risk young children.

Partnership goals exceed the DC early learning standards, ensuring that participating children will be well prepared for Reading First (RF) aligned kindergartens. In addition, the project provides systematic interventions to enhance teacher-student relationships, given accumulating evidence that the quality of teacher-child relationships has a direct, powerful and durable effect on children's academic and social outcomes, beginning in the early school years (Hamre & Pianta, 2001; Pianta, 2006).

SCPCS, DCPS, and ECA all serve children in kindergarten through third grade. To ensure that preschool children's gains are continued in elementary school, the Partnership will

assist partner school leadership in evaluating the alignment of their early reading programs with SBRR. The partnership's school leaders will access and gain expertise with tools (ELLCO, PPVT, etc.) and practices (progress monitoring, RTI) that are applicable in their early elementary grades through their participation in this project. When beneficial, kindergarten and first grade teachers will attend appropriate workshops.

AppleTree serves 3- and 4-year old children exclusively. The Partnership's parent coordinator will work with families to identify potential receiving schools and work with AELPCS families to help transition children successfully into kindergartens aligned with RF and SBRR.

Selection Criterion 2 – Quality of Project Personnel, *Factor 1 – Qualifications of the project director*. Mary Anne Lesiak will serve as project director. Ms. Lesiak presently serves as the Director of Education for ATI and is responsible for managing growth with continuous improvement, longer-term strategic planning as well as day-to-day operations. Ms. Lesiak led the development, implementation and evaluation of the RTI pilot project at Riverside. She has substantial knowledge of the federal Early Reading First program as well as experience in large-scale implementation of SBRR in diverse early childhood settings. From 2002-2005, Ms. Lesiak was the U.S. Department of Education program manager for ERF, where she led national peer review, technical assistance, and monitoring efforts. Her resume is included in the appendices.

Selection Criterion 2 – Quality of Project Personnel, *Factor 2 – Qualifications of key project personnel*. ATI and all project partners are committed to equitable employment practices and do not discriminate on the basis of gender, race, national origin, color, disability, or age. ATI strives to create a staff that reflects the diversity of the students the project will serve. ATI recruits new graduates at diverse public universities, historically black colleges and universities and at job

fairs targeting diverse candidates. All ATI job postings specifically encourage traditionally underrepresented minorities to apply.

High-quality implementation is dependent on knowledgeable, dedicated, and flexible staff. Table 17 outlines the training, qualifications, and experience of proposed personnel. The project will also support a portion of the salaries of existing Early Intervention/Special Education coordinators at the schools, all of whom are licensed special education teachers. The project will require an expansion of their duties to include working directly with classroom teachers on meeting the needs of all children and participating in Tier 2 planning with teachers and families.

Table 17. Brief Position Descriptions and Qualifications

Positions Description	Qualifications
Lead Teachers – Plan and deliver instructional program to students. Lead instructional team. Communicate with parents.	All lead teachers have a minimum of a BA degree. Approximately half of the participating teachers degrees are in early childhood education, elementary education, or another related field.
Paraprofessionals – Support instruction and classroom management under the direct supervision of the lead teacher.	All partners are subject to the NCLB highly qualified paraprofessional requirements, meaning that they have as AA degree or have achieved a qualifying score on the ParaPro assessment.
Professional Development Manager – 1.0 FTE. Coordinate professional development team activities. Supports the RTICs and Curriculum Coaches and ensures that classroom-based coaching and professional development is research-based, responsive to teacher and classroom needs. Lead teachers' portfolio development.	Master's degrees in education, reading early childhood education or equivalent; Demonstrated educational leadership, organizational, and writing skills. Understanding of research and professional literature on adult learning theory and school change process.
Response to Intervention Coordinators – 3.0 FTE. Supports teachers in maximizing all 3 Tiers and mastering the teacher core competencies. Tier 1: Helps teachers create print and language rich environments, implement scientifically-based instructional practices, develop responsive, well-managed classrooms Tier 2: Uses data to help teachers identify students who need support. Works with teachers to design, implement and	Master's degree in early childhood education, elementary education, early childhood special education, special education, reading or equivalent. Demonstrated mastery and understanding of academic and behavioral interventions for young children. 3 years of experience working with young children with diverse learning needs. Ability to communicate and collaborate.

evaluate research-based interventions. Tier 3: Maximizes teacher capacity to participate fully in MDT/IEP process. Coordinates with Special Education Specialists to ensure adequate consultation time with teachers. Works with teachers and specialists to support specialists work in the classroom.	
Curriculum Coach – 2.0 FTE Works with teachers in building teams to support curriculum role-out and implementation. Supports teachers in using the curriculum intentionally and purposefully. Facilitates peer coaching.	Bachelor's degree in early childhood education, elementary education or equivalent. 2 years of experience in implementing *Opening the World of Learning* with a high degree of fidelity. Ability to collaborate, communicate and document.
Data Manager – Oversees all data collection, analysis and management activities. Leads major data collection, including hiring contract assessors. Manages training for contract assessors. Ensures accuracy and availability of data. Trains teachers and administrators in use of database.	Master's degree in education, educational statistics, statistics or equivalent. 3 years of experience working in education. Demonstrated familiarity with the principles of assessment for young children.
Parent Coordinator – Directs all parent activities. Designs and distributes parent literacy kits, organizes family fieldtrips and coordinates *Read Together, Talk Together* and *It Takes Two to Talk* parent trainings.	Bachelor's degree, experience working with low-resource families, preferably in an educational context.
English Language Acquisition Coordinator – Manages the implementation of the English Language Acquisition Plan at all sites.	Bachelor's degree with certification related to supporting English Language Learners or five year's demonstrated experience in supporting children and families who are English Language Learners. Bilingual preferred.

Selection Criterion 2 – Quality of Project Personnel, *Factor 3 – Qualifications of project consultants*. The strategic significance of this Partnership has attracted the support of recognized leaders in early education research. Dr. Laura Justice is a leading researcher in language, literacy and early intervention, a professor at the Ohio State University, and recipient of a Presidential Early Career Award for Scientists and Engineers in 2006 in recognition of her research. Dr. Julie Washington's research focuses on understanding cultural dialect use in young African American children with a specific emphasis on language assessment, Specific Language Impairment, and

academic performance. In addition, her work with preschoolers focuses on understanding and improving the emergent literacy skills necessary to support later reading proficiency in high-risk groups. Dr. Natalie Rathvon, author of *Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence* and *Early Reading Assessment: A Practitioner's Handbook*, brings expertise on assessment and intervention. Dr. Sharon Ramey and Dr. Craig Ramey are often-referenced leading researchers in this field who have led numerous randomized control trials of early childhood educational programs over the past 35 years, including the landmark Abecedarian project and Montgomery County, Maryland's 2002 ERF grant. *The vitae for all consultants are included in the Appendices.*

Selection Criterion 3 – Adequacy of Resources, *Factor 1 – Demonstrated commitment of each partner*. Our partners are committed and ready to implement this program. The Partnership will hold quarterly leadership meetings to include all school principals, the project director, professional development manager, assessment manager, RTICs, Curriculum Coaches, the evaluator, and at least one member of the professional development team to ensure that the project meets each partner's needs and maintain support within each organization. The purpose of these quarterly leadership meetings will be to assess progress toward established goals, review implementation, and determine whether any necessary changes to implementation are necessary. The Partnership will also hold monthly management conference calls and disseminate a monthly newsletter for all staff, teachers, and families. *Please see the appendices for letters demonstrating the commitment of each partner school and staff.*

Selection Criterion 3 – Adequacy of Resources, *Factor 2 –Extent to which costs are reasonable*. The needs of children in Washington, DC, are considerable and the potential impact of creating educational centers of excellence that change the trajectory of children's learning, and

potentially their lives, is profound, yet the average cost per child (approx. $4,500) is lower than many ERF funded projects. Designed to create a replicable model for systemic change in the early education of young children in our nation's capital--through a collaboration that provides intensive support to children, families and teachers--the Partnership is a investment with tremendous leverage on more than the 1,000 (approximately) children it will serve.

With a focus on providing intensive professional development for staff at all levels and devoting resources to instructional quality, the project is designed to build capacity within each participating organization so those schools can continue to be centers of excellence after the project is completed. The proposed budget supports Partnership activities adequately and efficiently. Salaries are appropriate for Washington, DC, which has the 4th highest cost of living in the country and where a first-year public school teacher earns $42,000/year plus benefits.

Selection Criterion 4 – Quality of the Management Plan, *Factor 1 – Adequacy of the plan to achieve the objectives on time, within budget.* The timelines and benchmarks included in Table 18 specify the Partnership's first year management plan and reflect the commitment to be fully implemented with quality by January 1, 2009. The management plan for subsequent years will be developed based on first-year results and partner feedback.

Selection Criterion 4 – Quality of the Management Plan, *Factor 2 –Adequacy of procedures for ensuring feedback and continuous improvement.* Continuous evaluation and improvement through quantitative and qualitative data form the foundation of partnership activities. The Response to Selection Criterion 1 outlines the formative and summative data collection and analysis procedures that will be used by the partnership and professional development leadership teams to inform continuous improvement. During these teams' regular meetings, data collected via the online database (child outcome, instructional quality, parent and teacher survey data, etc.)

will be used to improve future project activities. The Partnership's commitment to continuous improvement is evident in the selection of an expert evaluator who will conduct a randomized control trial to measure the impact of project activities.

Selection Criterion 4 – Quality of the Management Plan, *Factor 3 –Extent to which time commitment of key personnel are adequate*. The project is adequately staffed to ensure success, efficiency and to begin full implementation by January 1, 2009. Key project personnel, including the project director, assessment manager, RTICs, Curriculum Coordinators, Parent Coordinator, and English Language Acquisition Coordinator are all full-time staff. Their job descriptions have been crafted to maximize productivity throughout the yearly cycle of activities. Three full-time RTICs and two full-time Curriculum Coaches will serve 17 classrooms, allowing sufficient time for concentrated coaching and teacher support. Project consultants have dedicated sufficient time to fully participate in project activities.

Table 18. Year One Management Plan			
Timeline Key: Q1: August-October, Q2: November-January, Q3: February-April Q4: May-July			
Goal 1. All participating children arrive at kindergarten with the language, phonological awareness, alphabet knowledge and print awareness skills necessary to achieve success in reading.			
Benchmarks		*Indicator*	*Responsibility*
Hold 2-day project leadership meeting; review all activities, timelines, requirements, and tasks.	Q1	Meeting agendas; established detailed workplan with benchmarks and indicators	Project Director
Hire PD Manager, RTICs, Curriculum Coaches, Assessment Manager, ELA Coordinator, Parent Coordinator,	Q1	Positions filled by qualified candidates	Project Director
Schedule quarterly leadership meetings & weekly conference calls; begin project newsletter	Q1-Q4	Calendar on file; dates disseminated; newsletter archives	Project Director
Execute contract with independent evaluator	Q1	Contract on file	Project Director

Order all general and ELL curriculum materials and books, including bilingual lending library	Q1	Order documents, invoices	Project Director, ELA Coordinator, Parent Coordinator
Order all assessment instruments	Q1	Order documents, invoices	Assessment Manager
Execute contracts with Living Classrooms	Q1	Contracts on file	Project Director
Recruit and hire temporary contract assessors for baseline child outcome assessment.	Q1	Assessor contracts on file; background investigations complete; training complete	Project Director, Assessment Manager
Hold week-long training with RTICs & Curriculum Coaches, Parent Coordinator, ELA Coordinator	Q1	Agendas; invoices	PD Manager PD Consultants
Hold assessment training	Q1	Agendas, sign-in sheets, evaluations	PD Manager, Assessment Manager
Complete baseline child outcome assessments	Q2	Child data in database; *In future years, this will be a Q1 activity.*	Assessment Manager
Create IGP for all ELLs based on child outcome assessments, including WAPT	Q2	IGPs in student files ; *In future years, this will be a Q1 activity.*	ELA Coordinator RTI Coordinator Teachers
Design Family Literacy Kits and Culture Toolkits	Q2	Outline of Family Literacy Kit and Culture Toolkit contents and alignment with curriculum complete	Parent Coordinator, ELA Coordinator
Order Supplies for Family Literacy Kits and Culture Toolkits	Q2	Purchase Orders	Parent Coordinator ELA Coordinator
Implement Progress Monitoring	Q2-Q4	Child data in database; Included in Tier 2 plans	Assess. Manager, Curriculum Coaches, RTICs , Teachers
Assemble and Distribute Family Literacy Kits	Q2-Q4	Distribution Logs; Completed and Returned Recording Forms	Parent Coordinator ELA Coordinator
Living Classrooms begins working with students	Q2-Q4	Lesson plans, sign-in logs, teacher evaluations, invoices. *In future years, this will begin in Q1.*	Project Manager
Goal 2. All classrooms contain the requisite physical contents and arrangements needed to support the development of children's language and early literacy skills.			
Conduct baseline ELLCO	Q1	ELLCO data for all classrooms in database	Assess. Manager
Environment needs analysis complete; supplies ordered	Q1	Order documents, invoices	Curriculum Coaches, RTICs

Coaches distribute materials as available; support teachers in maximizing use.	Q1-Q3	Materials distribution log; coaching logs	Curriculum Coaches, RTICs
Conduct mid-year ELLCO	Q2	ELLCO data for all classrooms in database	Assess. Manager
Environment needs analysis complete; supplies ordered	Q1	Order documents, invoices	Curriculum Coaches, RTICs
Conduct end-of-year ELLCO	Q4	ELLCO data for all classrooms in database	Assess. Manager
Goal 3. All teachers develop high levels of instructional quality and use research-based practices through high-quality, sustained and intensive professional development on the development of children's language, phonological awareness, alphabet knowledge and print awareness.			
Complete baseline CLASS/ROLE assessments	Q1	CLASS/ROLE data for all classrooms in database	Assess. Manager
Execute contracts with PD consultants Justice, Washington & Rathvon	Q1	Contracts on file; 3 to 8 PD days per year plus quarterly planning meetings and consultancy	Project Director
Finalize schedule for monthly professional development planning meetings	Q1	Schedule complete; disseminated to all professional development team members	PD Manager
Finalize agenda for 5-Day Institute and first four months of workshops.	Q1	Schedule complete; disseminated to all project and school personnel	PD Manager, Dr. Justice, Dr. Washington, Dr. Rathvon
Complete monthly SIOP	Q1-Q4	Monthly SIOP observations on file for all classrooms serving ELLS	ELA Coordinator
Complete mid-year CLASS/ROLE assessments	Q2	CLASS/ROLE data for all classrooms in database	Assess. Manager
Weekly coaching begins for all classrooms, begin implementing Quality Indicators (PD Table)	Q1-Q4	Coaching logs, completed Quality Indicators; Quality Indicator data in database	PD Manager, Curriculum Coaches, RTICs
Implement PD Institutes and Workshops plan outlined in Table X	Q1-Q4	Agendas, sign-in sheets, evaluations	PD Manager
Complete end of year CLASS/ROLE assessments	Q4	CLASS/ROLE data for all classrooms in database	Assess. Manager
Goal 4. All children and families transition successfully into K-3 programs aligned with Reading First. (Many activities overlap with Goal 1.)			
Collect baseline Parent Reading Belief Inventory, Teacher Beliefs Survey, and Teacher Child Rating Scale	Q1	Completed surveys; Survey and TCRS data in database	Parent Coordinator, ELA Coordinator, Assess. Manager
Invite K and 1st grade teachers to PD.	Q1	Notification on file; sign-in sheets	Project Director

Evaluation of K-1 reading instruction w/ SBRR	Q2	Survey and observation analyzed; meeting agendas; completed plans	Project Director
Collect baseline summative Parent Reading Belief Inventory, Teacher Beliefs Survey, and Teacher Child Rating Scale	Q4	Completed surveys; Survey and TCRS data in database	Parent Coordinator, ELA Coordinator, Assess. Manager

Selection Criterion 5 – Quality of the Project Evaluation, *Factor 1 –evaluation is thorough, feasible and appropriate and Factor 2 – Evaluation includes the use of objective performance measures related to the intended outcomes and will produce quantitative and qualitative data.*

The partnership's independent external evaluation will assess the extent to which the project has achieved its goals. Dr. Sharon Ramey and Dr. Craig Ramey, frequently-cited research leaders in this field, will conduct the independent evaluation. Their extensive qualifications are discussed under Quality of Project Personnel.

The Partnership evaluation will include a randomized control trial (RCT), which is feasible due to the charter school enrollment procedures in the District of Columbia. Charter schools with applications that exceed available placements must hold a lottery. The Partnership will recruit those children and families for the control group. In order to encourage participation, parents will be offered a nominal remuneration and age-appropriate literacy-related materials for their home.

Early Reading First project evaluations must strike a balance between rigorous research that yields informative data for the field through independent data collection and the desire to build organizational capacity and commitment of project participants (teachers, administrators) to using assessment data to monitor and improve classroom quality and child learning beyond the life of the project. The Partnership will pilot a new method of data-collection that will allow partner schools to build capacity and ensure the integrity of the data collected. To the greatest extent possible, project participants (assessment staff, coaches, teachers) will be trained to use

measures relevant to their positions (ELLCO/CLASS for coaches, PALS-PreK for teachers etc.). In order to ensure the reliability of data collected, trained independent assessors will make unscheduled spot checks to prevent unintended examiner drift.

Project Evaluation Table 19 outlines the indicators, the measures and their psychometric properties, and the data collection timeline for the project's independent evaluation. Baseline child-level data are used to inform instruction, and to serve as indicators of the child's developmental progress at time of enrollment in ERF classrooms; all children will participate in all assessments as part of their educational program. Parents will be informed of the use of assessment data to evaluate the ERF program, with full protection of child and family anonymity and privacy. Parents will be informed of their right to exclude their child's data from the evaluation if they so choose. This follows the recommendations of the National Academy of Sciences about IRB procedures in studying educational program effectiveness, particularly for at-risk and minority children. The evaluation will be reviewed and approved by Georgetown University's IRB.

Table 19. Evaluation Goals, Indicators and Measures		
Goal 1. All participating children arrive at kindergarten with the language, phonological awareness, alphabet knowledge and print awareness skills necessary for reading acquisition.		
Indicator	Measure/Psychometric Properties	Schedule
The percentage of participating children who achieve the national norm in receptive vocabulary. (Required GPRA measure)	Peabody Picture Vocabulary Test IV (Dunn & Dunn, 2007) Nationally normed measure of receptive vocabulary; test-restest r=.93	September and May of each project year. Assessment coverage will be 100%.
The percentage of participating children who make significant gains (standard score gains $\geq$ 4) in the development of their receptive vocabulary. (Required GPRA measure)		
The percentage of participating children who achieve the national norm in expressive vocabulary.	Expressive Picture Vocabulary Test IV (Williams, 2007) Nationally normed measured of expressive vocabulary; test-restest r=.93	
The percentage of participating children who make significant gains (standard score		

gains ≥ 4) in the development of their expressive vocabulary. (Required GPRA measure)		
The percentage of participating children who achieve the national norm in phonological awareness.	Test of Preschool Early Literacy (TOPEL) Phonological awareness subtest (Lonigan, et al., 2007) Coefficient alpha=87; reliability=.83	
The percentage of participating children who can identify 17 letters of the alphabet. (Required GPRA measure)	PALS-PreK Uppercase Letter ID subtest. PALS-PreK (Invernizzi, et al., 2004) a random array of 26 letters.	
The percentage of participating children who achieve kindergarten readiness benchmarks in print concepts.	TOPEL, Print Knowledge Subtest, Coefficient alpha=95; reliability=.89	
The percentage of participating children who achieve the national norm in mathematics.	Children's Math Assessment (Klein & Starkey, 2004) Uses manipulative materials to assess young children's mathematical knowledge; Cronbach's alpha=898; r=.91	
The percentage of participating children who make significant gains (standard score gains ≥ 4) in mathematics.		
Goal 2. All classrooms contain the requisite physical contents and arrangements needed to support the development of children's language and early literacy skills.		
Indicator	Measure/Psychometric Properties	Schedule
The percentage of participating classrooms that achieve rating of excellence (≥ 90% of all possible points) on measures of classroom quality.	ELLCO Literacy Environmental Checklist: Measures the support for language and literacy provided by the classroom contents.	September, January and May of each project year.
Goal 3. All teachers develop high levels of instructional quality and use research-based practices through high-quality, sustained and intensive professional development on the development of children's language, phonological awareness, alphabet knowledge and print awareness.		
Indicator	Measure, Psychometric Properties & Description	Schedule
The percentage of teachers who achieve rating of excellence (mean score ≥6 on 7 point scales) on CLASS 1.) Emotional Support Scale, 2.) Classroom Management Scale 3.) Instructional Support Scale and 4.) Student Outcome & Literacy Support Scale.	Classroom Assessment Scoring System (CLASS, Pianta & La Paro, 2003); Measures quality of classroom climate and instructional interactions in the areas of emotional support, classroom organization, and instructional support.	September, January and May of each project year.
The percentage of classrooms that achieve	Ramey & Ramey Observation	September,

ratings of excellence on the ROLE (Ramey and Ramey Observation of Early Learning Essentials.	of Learning Essentials (ROLE) (1998, 2005) Codes minute-by-minute activities re: specific classroom instruction, provision of seven "learning essentials," and classroom management.	January and May of each project year.
The percentage of teachers who gain significant knowledge of effective practices to support children's language and early literacy development	Teacher Knowledge Survey adapted from the Cunningham Survey (2004) and the CIERA Questionnaire on Teacher Beliefs and Practices about Early Literacy Instruction (Burgess et al., 2001).	September and May of each project year.
Goal 4. All children and families transition successfully into K-3 programs aligned with Reading First.		
Indicator	Measure/Psychometric Properties	Schedule
The extent to which participating children transitioned into kindergartens with core reading programs and instruction aligned with Reading First and the 5 pillars of reading instruction.	Beginning Reading Materials and Teacher Beliefs; a teacher survey of materials and instructional practices used to teach beginning reading. Adapted from Mesmer, 2006.	In October, in years 2 and 3 of the grant.
The percentage of participating children who have positive dispositions toward school and learning at the end of their preschool year.	What I Think of School (Reid & Landesman, 1988) Assesses young children's perceptions of school. Highly sensitive to early school problems (Ramey, Lanzi, Phillips, & Ramey, 1999)	In May of years 1, 2 and 3 of the project.
The percentage of end of year kindergarten and first-grade students who achieve benchmarks in letter-naming fluency, initial sound fluency and nonsense word reading.	Dynamic Indicators of Basic Early Literacy Skills (DIBELS, Good & Kaminski, 1996)	For K, May of years 2 and 3 of the grant, for 1st-graders, year 3 of the grant.
The percentage of mid-year kindergarten students who achieve appropriate school-related behavior competencies (task orientation, behavior control, assertiveness and peer social skills).	Teacher Child Rating Scale (Hightower, et al., 1986)	In December of years 2 and 3 of the grant.
The percentage of parents/caregivers whose knowledge of their children's developing language and literacy increases.	Parent Reading Belief Inventory (Debaryshe, 1990)	September and May of each grant year for all

		participating parents.

Data analytic strategy. The Rameys will have primary responsibility for designing the data entry, monitoring, and analysis plans. Consistent with our project's goal of long-term sustainability and building capacity for future data collection and practical use of assessment data, the Rameys will design easy-to-use data entry screens that will also generate profile and summary scores for classrooms and children. Data analysis will be approached at five levels: (1) ongoing descriptive reports about data quality, accuracy, completeness, and agreement with random checks; (2) descriptive summary statistics for each classroom and major groups of children (e.g., those with identified special needs, those who are English language learners, boys versus girls) that display distributions of data (and their central tendencies and variances) graphically and numerically, to be provided to classrooms and the ERF team three times per year (fall, winter, and spring); (3) comparative statistics that focus on the association between classroom instruction and child outcomes, the ERF children and the "waiting list" Comparison group children, and progress of successive cohorts of children in the ERF project (both the new project and the previously funded ERF project) (note: we will primarily apply repeated measures ANOVAs and MANOVAS and other comparable multiple regression approaches that permit taking into account baseline differences in children and classrooms) ; (4) model building that will consider more detailed information about the children, the teaching team, the school environment, and the children's family background to estimate the magnitude of impact from a higher quality, exemplary ERF program on children's academic achievement trajectory; and (5) exploratory data analyses that build upon the interactive knowledge of the ERF participants and the evaluators, who will jointly ask questions (generate hypotheses) about factors that may be

influencing classrooms and children (such as neighborhood level influences, children's attendance, overall classroom composition, school quality indicators). Through the partnership model, we will write practical reports for the ERF project, as well as selecting findings that will of interest to wider practitioner and community audiences. The Rameys will conduct in-person data analysis sessions (providing multi-site software programs such as SPSS) with ERF project participants. Most importantly, the data analytic sessions will provide a natural link to underscoring the evidence base for the assessments and the scientific understanding of the factors that promote young children's learning. Authorship for the reports generated by the evaluation and the working sessions will be shared appropriately, and we will encourage joint local, regional, and national presentations of the findings from the Evaluation study.

Although the major focus will be on the assessments listed above in Table 19, the local evaluation will include qualitative and documentation data about the extent to which proposed activities occur, such as participation rates in professional development, the distribution and amount of in-classroom mentoring supports, attendance at planned Partnership meetings, etc. The Rameys will conduct annual telephone interviews with all ERF staff and participants about their experience, focusing on suggestions for strengthening the ERF project each year.

Project Narrative

Other Narrative

Attachment 1:
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Attachment 2:
Title: Pages: Uploaded File: **2342-letters08.pdf**

Attachment 3:
Title: Pages: Uploaded File: **5391-Exisiting08.pdf**

Attachment 4:
Title: Pages: Uploaded File: **2378-lap08.pdf**

Attachment 5:
Title: Pages: Uploaded File: **9092-vitae08.pdf**

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AppleTree
Early Learning
Public Charter School

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

Main Office
415 Michigan Ave., NE
McCormick Pavilion
Washington, DC 20017
Phone: (202) 488-3990
Fax: (202) 488-3991

Amidon Campus
401 I Street, SW
Washington, DC 20024

Phone: (202) 646-0094
Fax: (202) 646-0095

Columbia Heights Campus
2750 14th Street, NW
Washington, DC 20009

Phone: (202) 667-9490
Fax: (202) 667-9493

June 5, 2008

We are committed to improving the educational opportunities and school readiness for the students in our classes through participation in AppleTree Early Learning Public Charter School's Early Reading First Grant. We understand that Early Reading First is an initiative of the US Department of Education designed to prepare preschool children "to enter kindergarten with the language, cognitive, and early reading skills necessary for reading success, thereby preventing later reading difficulties." We are aware that this process will be a three year collaborative effort and that we will be constantly reflecting on our practice to improve the opportunities for our students and their families. Specifically, we agree to the following requirements of this project:

- Genuinely reflect on our current teaching practices and how we may best serve all students.
- Participate actively in weekly coaching.
- Implement the Opening the World of Learning (OWL) curriculum.
- Align our teaching with Scientifically Based Reading Research and the specific requirements of the ERF project.
- Utilize information obtained from child assessments for lesson planning and individual planning for children.

Through our participation in the project, we will receive extra support from coaches and other experts in the classroom, materials and supplies to improve the print-richness of the classroom, and stipends for professional development help outside of regular school hour.

(b)(6)

SEPTIMA CLARK

PUBLIC CHARTER SCHOOL

compete. achieve. contribute.

AppleTree Early Learning Public Charter School
415 Michigan Ave, NE
McCormick Pavilion, Third Floor
Washington, DC 20017

To Whom It May Concern:

Septima Clark Public Charter School is committed to improving the educational opportunities and school readiness for the students in our classes through participation in AppleTree Early Learning Public Charter School's Early Reading First Grant. We understand that Early Reading First is an initiative of the US Department of Education designed to prepare preschool children "to enter kindergarten with the language, cognitive, and early reading skills necessary for reading success, thereby preventing later reading difficulties." We are aware that this process will be a three year collaborative effort and that we will be constantly reflecting on our practice to improve the opportunities for our students and their families. Specifically, we agree to the following requirements of this project:

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(b)(6)

Should you have any questions, please give me call at (202) 583-1706.

Sincerely,

Jenny DuFresne
Founder/Head of School

4625 G Street, SE Washington, DC 20019
Phone: 202-583-1706 Facsimile: 202-583-1709
www.scpcs.org

At the Septima Clark Public Charter School, preschool to eighth grade boys master advanced academic skills and knowledge to compete, achieve, and contribute in academic institutions of distinction.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

AppleTree Early Learning Public Charter School

Main Office
415 Michigan Ave., NE
McCormick Pavilion
Washington, DC 20017
Phone: (202) 488-3990
Fax: (202) 488-3991

Anacostia Campus
401 I Street, SW
Washington, DC 20024
Phone: (202) 646-0094
Fax: (202) 646-0095

Columbia Heights Campus
2750 14th Street, NW
Washington, DC 20009
Phone: (202) 667-9490
Fax: Fax: (202) 667-9493

June 4, 2008

We are committed to improving the educational opportunities and school readiness for the students in our classes through participation in AppleTree Early Learning Public Charter School's Early Reading First Grant. We understand that Early Reading First is an initiative of the US Department of Education designed to prepare preschool children "to enter kindergarten with the language, cognitive, and early reading skills necessary for success, thereby preventing later reading difficulties." We are aware that this process will be a three year collaborative effort and that we will be constantly reflecting on our practice to improve the opportunities for students and their families. Specifically, we agree to the following requirements of this project:

- Genuinely reflect on our current teaching practices and how we may best serve all students.
- Participate actively in weekly coaching sessions.
- Implement the Opening the Word of Learning (OWL) curriculum.
- Align our teaching with Scientifically Based Reading Research and the specific requirements of the ERF project.
- Utilize information obtained from child assessments for lesson planning and individual planning for children.

Through our participation in the project, we will receive extra support from coaches and other experts in the classroom, materials and supplies to improve the print-richness of the classroom, and stipends for professional development help outside of regular school hours. The staff of the AppleTree Early Learning Public Charter School, Anacostia campus, is fully committed to participating in the components of the Early Reading First Grant

(b)(6)

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Margaret M. Amidon Elementary School
401 I Street, S.W.
Washington, DC 20024
Ph. (202) 724-4867 *Fax* (202) 724-4868

John N. Goodrum, Principal

Dear Madame/Sir:

We at Amidon Elementary School are committed to improving the educational opportunities and school readiness for the students in our classes and through participation in AppleTree Early Learning Public Charter School's Early Reading First Grant. We understand that Early Reading First is an initiative of the US Department of Education designed to prepare preschool children "to enter kindergarten with the language, cognitive, and early reading skills necessary for reading success, thereby preventing later reading difficulties." We are aware that this process will be a three year collaborative effort and that we will be constantly reflecting on our practice to improve the opportunities for our students and their families.

Specifically, we agree to the following requirements of this project:

- Genuinely reflect on our current teaching practices and how we may best serve all students.
- Participate actively in weekly coaching.
- Implement the Opening the World of Learning (OWL) curriculum.
- Align our teaching with Scientifically Based Reading Research and the specific requirements of the ERF project.
- Utilize information obtained from child assessments for lesson planning and individual planning for children.

Through our participation in the project, we will receive embedded professional development, extra support from coaches and other experts in the classroom, materials and supplies to improve the print-richness of the classroom, and stipends for professional development help outside of regular school hour.

(b)(6)

Early Childhood Academy
Public Charter School

4025 9th Street, SE Washington, DC 20032 202-373-0035 office 202-373-5586 fax

June 4, 2008

To Whom It May Concern:

Early Childhood Academy Public Charter School is committed to improving the quality of educational experiences of our students through participation in Apple Tree Early Learning Public Charter School's Early Reading First Grant. We understand that Early Reading First is an initiative of the US Department of Education designed to prepare preschool children "to enter kindergarten with the language, cognitive, and early reading skills necessary for reading success, thereby preventing later reading difficulties." We are aware that this process will be a three year collaborative effort and that we will be constantly reflecting on our practices to improve the opportunities for our students and their families. Specifically, we agree to the following requirements of this project:

- Genuinely reflect on our current teaching practices and how we may best serve all students.
- Participate actively in weekly coaching.
- Implement the Opening the World of Learning (OWL) curriculum.
- Align our teaching with Scientifically Based Reading Research and the specific requirements of the ERF project.
- Utilize information obtained from child assessments for lesson planning and individual planning for children.

Through our participation in the project, we will receive extra support in the classroom from coaches and other experts, material and supplies to improve the print-richness of the classroom, and stipends for professional development and training outside of regular school hours.

(b)(6)

cc: T. Ingraham/aeb

	AELPCS Amidon	*DCPS Amidon Elementary*	*AELPCS Columbia Heights*	*SCPCS*	*Early Childhood Academy PCS*
Total Classrooms	2	2	6	2	5
3-Year-Old Children	36		54	14	34
4-Year-Old Children		36	54	12	46
MA Degreed Lead Teachers	1		1	1	1
BA-Degreed Lead Teachers	3	2	12	3	4
Average Lead Tenure	2 Years	1 Year	2 Years	1.5 Years	3 Years
Paraprofessionals	2	2	4		5
Average Para Tenure	1 Year	5 Years	3 Years	N/A	2.5 Years
Child: Adult Ratio	6:1	9:1	6:1	7:1	8:1
Current Curriculum	Standards-based	Houghton Mifflin	Standards-based	Core Knowledge	Creative Curriculum + Core Knowledge
Avg. Daily Attendance	90%	87%	90%	89%	88%
Daily Hours	8:00-3:15	8:45-3:00	8:00-3:15	8:00-4:30	8:00-3:00
African American/ African	91%	94%	73%	100%	100%
Hispanic		6%	17%		
Caucasian	6%		6%		
Asian	3%		4%		
Percent Low-Income	83%	78%	77%%	85%	83%
Percent ELL	9%	6%	24%		
Languages Spoken	Portuguese Mandarin	Spanish	Spanish Vietnamese	N/A	N/A

	Shona		Burmese Amharic		
Percent w/ Special Needs	6%	0%	10%	0%	12%
Types of Special Needs	Speech, Dev. Delays	None Identified	Speech, Dev. Delays	None Identified	Dev. Delays

Description of Preschool Programs the Project Would Serve This project will serve five public DC preschool centers. Each serves high-need communities east of Rock Creek Park, a historic dividing line between DC's affluent and disadvantaged populations.

Virtually all children served by the programs exhibit risk factors (i.e., poverty, minority status, low maternal literacy) that are traditionally associated with lower reading performance (Foorman et al., 1998).

The project meets the Secretary's priority related to intensity. Currently, all centers operate full-day programs for all children and serve children for the two years prior to kindergarten. (AppleTree Amidon is an innovative DCPS/charter collaboration established in 2007 to increase the school readiness of three and four-year olds entering Amidon Elementary School (DCPS).) AppleTree currently operates a summer program, If funded, all partners will commit to include summer programming for their students.

The project meets the Secretary's priority for an English Language Acquisition Plan. Please see Appendix III for the Partnership's specific plan for the development of English language proficiency from the start of participating children's preschool experience.

The project meets the Secretary's priority for engaging faith-based organizations in the delivery of services under this program. Georgetown University, a faith-based institution of higher education, will conduct the evaluation of this project.

Capacity for Successful Creation of Centers of Excellence The Partnership is ready to achieve this ambitious project's goals. All partners are established providers of early

childhood education with qualified teachers, appropriately sized, outfitted classrooms, and committed leadership. All have basic libraries, puzzles and manipulatives, child-sized furniture and facilities, and play space and are capable of becoming preschool centers of excellence. All centers implement a standards-based curriculum aligned with the DC Early Learning standards. Teachers have examined *OWL* and have expressed a willingness to implement it and participate in the coaching process.

District of Columbia Public Schools, Amidon Elementary Campus *(AES 400 I St, SW)* Amidon Elementary School is a PreK-6 school that is part of the DC Public School system. Amidon has two preschool classrooms that serve 4-year-old children. Both classrooms are staffed with certified pre-k teachers and highly-qualified paraprofessionals. Children and families at Amidon Elementary have access to a full-time school social worker.

AppleTree Early Learning Public Charter School ("AppleTree") is an independent public preschool open to all three-and four-year olds in the District of Columbia dedicated to closing the achievement gap before kindergarten. Two AppleTree centers will participate in this project: Columbia Heights (2750 14th St., NW) Amidon (400 I St. SW) classrooms average approximately 725 square feet for 18 children. AppleTree staffs each classroom with three adults (two with bachelor's degrees) for every eighteen children. At Columbia Heights, every classroom has at least one adult who speaks both English and Spanish. All AppleTree classrooms are inclusion classrooms. One classroom at Columbia Heights has a dedicated special education teacher. AppleTree also has a full-time social worker and early intervention manager. All children at AppleTree receive hearing, vision and dental screenings.

Septima Clark Public Charter School for Boys ("SCPCS", 400 Chesapeake St., SE) SCPCS is an independent public school founded in 2006 to address the unique needs of boys in Washington D.C.'s economically challenged Wards 7 and 8 where elementary school boys are suspended three times more often than girls, are twice as likely to be in special education than girls, and where three of every four boys cannot read at grade level. SCPCS enrolls preschool-aged boys to begin building the skills for academic and social success. As the first all-boys public charter school in the District, SCPCS's mission is to help boys from preschool through 8th grade master advanced academic skills and knowledge to compete, achieve, and contribute in academic institutions of distinction. SCPCS is committed to helping their preschool and prekindergarten students develop early literacy and numeracy skills to ensure school readiness as students enter kindergarten.

Early Childhood Academy Public Charter School ("ECA", 4301 9th Street, SE*)* The Early Childhood Academy Public Charter School provides a free, comprehensive educational program from preschool to grade 3. ECA's preschool component is a Head Start program and children and families have access to Head Start's comprehensive services. The school's instructional program focuses on language and literacy development, social/emotional growth, and increased numeric and cognitive skills. The goal is to provide the foundation that will enable students to become fluent readers, high-level thinkers, and caring and productive citizens. The school believes a successful home-school partnership is key to the children's ability to learn at optimal levels.

Reading failure is especially likely among children from low socioeconomic background, children who are members of racial minority groups, and among those whose native language is not English (NRC, 1999). Washington, DC, continues to face an influx of families with many different cultural, ethnic, and socioeconomic backgrounds. It is our goal to serve these students in culturally responsive classrooms that meet their cognitive and affective needs. In keeping with that goal, the Partnership's language acquisition plan is a comprehensive approach to young children's English language acquisition via teacher professional development, child-centered instruction focused on language and literacy, and parent partnerships.

A. *Approach for the development of a strong language base* Our approach to teaching and learning is aligned with the public early elementary programs in our area. Hampton-Brown's *Avenues* is the District of Columbia Public School's adopted ESL curriculum for grades K-6. To support our children who are English Language Learners (ELLs) in preparation for possible placement into DCPS, The Partnership will adopt Hampton Brown's *Avenues Pre-K* as a supplemental curriculum. Additionally, instructional staff will be trained and supported in implementation of this curriculum using a Structured English Immersion (SEI) program model.

Components of this model include small-group instruction, as well as primary focus on phonology, morphology, vocabulary and semantics. As these are also noted best practices for early childhood programs, and for at-risk students specifically, the Partnership will utilize the supplementary curriculum and program model with all children in classrooms that serve ELLs.

With the support of the grant, we enhance our three-tiered RTI model with specific supports for ELLs. Tier One includes a strong commitment to supporting families in enhancing their children's language and literacy development. Research has found that "indirect factors including frequency of children's outings with adults, number of maternal outings, emotional

climate of the home, amount of time spent interacting with adults, level of financial stress, enrichment activities, and parental involvement with the schools had a stronger effect on many aspects of reading and writing than did direct literacy activities, such as help with homework" (Auerbach, 1989). Through the collaboration of the parent and ELA coordinators, all parents will receive Family Literacy kits in their native language, funded family outings, and family workshops that will provide opportunities for families to provide their children with targeted enrichment activities aligned with the curriculum (see Purpose 3).

The Partnership will create a Bilingual Lending Library for each school with ELL families. To the extent possible, the library will be filled with age-appropriate books and audio materials representing the languages spoken in the homes of students. Also included in the Lending Library will be Culture Toolkits, similar to the Family Literacy kits parents will be provided with. Culture Toolkits include realia, recipes, pictures from the people or area, language examples, music, and projects for family completion, all from the specific culture of the children represented (Collier, 2008).

RTI, Curriculum Coaches and the ELA Coordinator will work in collaboration with instructional staff to create an Individual Goals Plan (IGP) for each ELL within six weeks of school entry. These IGPs will utilize data from all baseline assessments, as well as information from parent surveys and teacher observations, to inform age-appropriate instruction for the students in the four areas ESL is designed to address: reading, writing, listening and speaking. The written plans will include the current assessment data, along with measurable goals and objectives for the students to attain within the current school year. IGPs will be reviewed with parents at their inception. These living documents will be reviewed after each progress monitoring cycle, and updates will be made according to the latest data and teacher observations

available. At the end of the school year, the team will prepare an updated document that reflects goals mastered and suggested areas of continued focus. This document will be included in students' school folders to help inform instruction for future instructional staff.

The ELA Coordinator will participate in the design of Tier 2 activities. Additionally the ELA Coordinator will assist the teacher and family with targeted tools and strategies to support the child at home. If Tier 3 is necessary, the ELA Coordinator will continue to support the family through the MDT/IEP process.

B. *Explain the instructional strategies, based on best available valid and reliable research, that the applicant will use to address English language acquisition in a multi-lingual classroom* The IES Practice Guide outlines five recommendations for supporting ELLs in elementary school: (1) early screening and progress monitoring; (2) intensive small-group reading interventions; (3) extensive and varied vocabulary instruction; (4) development of academic English; and (5) regularly-scheduled peer-assisted learning opportunities (Gersten, et al., 2007). These same strategies have been found effective in supporting all students at risk for school failure, including native English speakers with low SES, and are cornerstones of the Partnership's RTI program. The Partnership will train all instructional staff in the use of these strategies to build capacity for teaching native English speaking students at-risk for reading failure, and to prepare teachers as our city continues to diversify.

C. *Describe how the Partnership will facilitate the children's transition to English proficiency* All instruction in partner schools is conducted in English. The students enrolled in our partner schools have a variety of native language backgrounds. It is impossible to adequately provide bilingual education to every language represented in our classrooms. The majority of our ELL students are Spanish speakers, and the Partnership has committed to staff each classroom serving

Spanish-speaking ELL students with at least one instructional staff member who is bilingual in English and Spanish. This commitment helps to ensure that students receive transitional native language support as they integrate into their classrooms. It also aids in our goal to create parent partnerships through providing opportunity for regular, sustained conversation between teachers and parents about their children's growth and development.

The Partnership will employ an English Language Acquisition Coordinator to work in conjunction with the RTICs, Curriculum Coaches, social workers, the parent coordinator, the professional development manager, and teachers to ensure that students' cognitive and affective needs are met to the maximum extent possible in the school setting. The English Language Acquisition Coordinator will:

- Serve as member MDT/IEP teams for all ELL students.
- To the extent possible, find and secure home language testing services for students tested for special education purposes.
- Assist teachers in creating classroom interventions and supports for ELL students.
- Provide training and support to RTI Coordinators and Curriculum Coaches in best practices for ELL students.
- Provide support to classroom teachers by creating forms, visual supports, and processes to ensure and monitor ELL student progress toward goals.
- Create parent training and family literacy opportunities to support bilingual families.
- Coordinate school-wide activities to celebrate and the various home cultures represented.

The ELA Coordinator will provide individualized coaching on the Sheltered Instruction Observation Protocol (SIOP) Model to plan, implement and evaluate lesson efficacy for ELLs.

With fidelity of implementation of the SIOP model, student performance has been shown to improve (Echevarria, Short, & Powers, 2006).

D. *Intensive professional development for instructors and paraprofessionals on the development of English language proficiency* In addition to research-driven professional development on SBRR, we propose to provide instructional staff with on-going, interactive PD topics such as:

- Understanding first- and second-language acquisition theory
- Developing a culturally responsive classroom
- Utilizing SEI and implementing Hampton-Brown's *Avenues Pre-K* curriculum
- Designing and implementing effective small group instruction
- Creating and maintaining parent partnerships

These professional development topics will be addressed in a variety of formats. Additionally, the professional development manager will work with local experts in the field of second language acquisition to find for-credit coursework teachers can take advantage of for further capacity building.

E. *Timeline that describes benchmarks for the introduction of the development of English language proficiency and the use of measurement tools* ELLs can be screened on the same early reading indicators as native English language speakers, including phonological awareness, letter knowledge, and word and text reading (Gersten et al., 2007). Additionally, ELLs can and should be tested as regularly as their native English-speaking peers (Gersten et al., 2007). After initial assessment using the WAPT, the DCPS mandated screening measure for students identified by the Home Language Survey, the Partnership will conduct baseline and progress monitoring of all ELL students using the universal measures and timelines previously outlined in this proposal.

Laura M. Justice, Ph.D.
Professor, College of Education and Human Ecology
The Ohio State University

Research Labs:
Preschool Language & Literacy, School of Teaching and Learning, The Ohio State University & Center for Advanced Study of Teaching and Learning, University of Virginia

Education:
- Ph.D., Hearing & Speech Sciences, Ohio University (2000)
- M.Ed., Special Education, Ohio University (1996)
- B.A., English Literature and Language, Ohio University (2000)

Recent Positions:
- 2007--: Professor, School of Teaching and Learning, The Ohio State University
- 2006--: Associate Professor, Curry School of Education, University of Virginia
- 2000-2006: Assistant Professor, Curry School of Education, University of Virginia

Recent Honors:
- Presidential Early Career Award in Science and Engineering (2005)
- Fulbright Scholar for Research and Teaching (2007-2008)
- Annie Glenn National Service Award in Speech-Language Pathology (2007)

Editorial Consultation:
- Editorships:
  - Founding Editor, *EBP Briefs* (2005-2007) (www.speechandlanguage.com/ebp/)
  - Editor, *American Journal of Speech-Language Pathology* (2008-2010)
- Associate Editor, *Language, Speech, and Hearing Services in Schools* (2003--2006)
- Selected Current Editorial Boards: *Early Childhood Services, Early Education and Development, Education and Treatment of Children, Evidence-Based Communication Assessment and Intervention, Journal of Literacy Research, The Reading Teacher,*

Recent Publications:

Recent Peer-Reviewed Articles

Justice, L. M., & Kaderavek, J. (2003). Topic control during shared storybook reading: Mothers and their children with mild to moderate language impairment. *Topics in Early Childhood Special Education, 23,* 137-150.

Justice, L. M., & Pullen, P. (2003). Early literacy intervention strategies: A review of promising findings. *Topics in Early Childhood Special Education, 23,* 99-113.

Welsch, J. G., Sullivan, A. K., & Justice, L. M. (2003). That's my name!: What preschoolers' name writing can tell us about emergent literacy knowledge. *Journal of Literacy Research, 35,* 757-776.

Curenton, S., & Justice, L. M. (2004). Low-income preschoolers' use of decontextualized discourse: Literate language features in spoken narratives. *Language, Speech, and Hearing Services in Schools, 35,* 240-253.

Invernizzi, M., Justice, L., Landrum, T. J., & Booker, K. (2004). Early literacy screening in kindergarten: Widespread implementation in Virginia. *Journal of Literacy Research, 26,* 479-500.

Justice, L. M. (2004). Creating language-rich preschool classroom environments. *Teaching Exceptional Children, 37,* 36-44.

Justice, L. M., & Ezell, H. K. (2004). Print referencing: An emergent literacy enhancement technique and its clinical applications. *Language, Speech, and Hearing Services in Schools, 35,* 185-193.

Justice, L. M., & Kaderavek, J. (2004). Embedded-explicit emergent literacy I: Background and description of approach. *Language, Speech, and Hearing Services in Schools, 35,* 201-211.

Kaderavek, J., & Justice, L. M. (2004). Embedded-explicit emergent literacy II: Goal selection and implementation in the early childhood classroom. *Language, Speech, and Hearing Services in Schools, 25,* 212-228.

La Paro, K., Justice, L. M., Skibbe, L., & Pianta, R. (2004). Relations among maternal, child, and demographic factors and the persistence of preschool language impairment. *American Journal of Speech-Language Pathology, 13,* 291-303.

Skibbe, L., Behnke, M., & Justice, L. M. (2004). Parental scaffolding of phonological awareness: Interactions between mothers and their preschoolers with language impairment. *Communication Disorders Quarterly, 25,* 189-204.

Kaderavek, J. N., Gillam, R., Justice, L. M., Ukrainetz, T., & Eisenberg, S. (2005). School-age children's self-assessment of oral narrative performance. *Communication Disorders Quarterly.*

Justice, L. M., Invernizzi, M. A., Geller, K., Sullivan, A., & Welsch, J. (2005). Descriptive-developmental performance of at-risk preschoolers on early literacy tasks: Associations with age, race, and gender. *Reading Psychology, 26,* 1-25.

Justice, L. M., Meier, J., & Walpole, S. (2005). Learning new words from storybooks: Findings from an intervention with at-risk kindergarteners. *Language, Speech, and Hearing Services in Schools, 36,* 17-32.

Kaderavek, J., & Justice, L. M. (2005). The effect of book genre in the repeated readings of mothers and their children with language impairment: A pilot investigation. *Child Language Teaching and Therapy, 21,* 75-92.

Justice, L. M., Skibbe, L., Canning, A., & Lankford, C. (2005). Preschoolers, print, and storybooks: An observational study using eye-gaze analyses. *Journal of Research in Reading, 28,* 229-243.

Justice, L. M., Kaderavek, J., Bowles, R., & Grimm, K. (2005). Phonological awareness, language impairment, and parent-child shared reading: A feasibility study. *Topics in Early Childhood Special Education, 25,* 143-156.

Ukrainetz, T., Justice, L. M., Kaderavek, J., Eisenberg, S., & Gillam, R. (2005). Artful storytelling: The development of expressive elaboration in fictional narratives. *Journal of Speech, Language, and Hearing Research,* 48, 1363-1377.

Justice, L. M., Bowles, R., Kaderavek, J. K., Ukrainetz, T., Eisenberg, S., & Gillam, R. (2006). The Index of Narrative Micro-Structure (INMIS): A clinical tool for analyzing school-aged children's narrative performance. *American Journal of Speech-Language Pathology, 15,* 1-15.

Justice, L. M., Skibbe, L., & Bowles, R. (2006). Measuring preschool attainment of print concepts: A study of typical and at-risk 3- to 5-year-old children. *Language, Speech, and Hearing Services in Schools, 37*, 1-12.

Justice, L. M. (2006). Evidence-based practice, response-to-intervention, and prevention of reading difficulties. *Language, Speech, and Hearing Services in Schools, 37,* 1-14.

Justice, L. M., Pence, K., Bowles, R., & Wiggins, A. K. (2006). An investigation of four hypotheses concerning the order by which 4-year-old children learn the alphabet letters. *Early Childhood Research Quarterly, 21*, 374-389.

Books

Justice, L. M., & Ezell, H. K. (2002). *The Syntax Handbook.* Eau Claire, WI: Thinking Publications.

Justice, L. M., & Pence, K. (2005). *Scaffolding with Storybooks: A Guide for Enhancing Young Children's Language and Literacy Achievement.* Newark, DE: International Reading Association.

Ezell, H. K. & Justice, L. M. (2005). *Shared Storybook Reading: Building Young Children's Language and Emergent Literacy Skills.* Baltimore, MD: Paul H. Brookes.

Justice, L. M. (2006). *Communication Science and Disorders: An Introduction.* Upper Saddle River, NJ: Merrill Prentice Hall.

Justice, L. M. (Ed) (2006). *Clinical Approaches to Emergent Literacy Intervention.* San Diego, CA: Plural Publishing.

Pence, K., & Justice, L. M. (2007). *Language Development from Theory to Practice.* Upper Saddle River, NJ: Merrill Prentice Hall.

Current Sponsored Research:

Robert Pianta, Principal Investigator; Laura Justice, Co-Investigator: *Observational Assessment of Young Children's Competence.* National Institutes of Health (NICHD), 12/05 to 11/08, $1,881,573.

Robert Pianta, Principal Investigator; Laura Justice & Bridge Hamre, Co-Investigators. *Education Research and Development Centers.* U. S. Department of Education, Institute of Education Sciences: National Center for Research in Early Childhood Education, 6/06 to 5/11, $8,443,000.

Laura Justice, Principal Investigator; Joan Kaderavek, Sara Rimm-Kaufman, Xitao Fan, Marcia Invernizzi, & Robert Pianta, Co-Investigators: *Print Referencing Efficacy.* U. S. Department of Education, Institute of Education Sciences: Reading Scale-Up Competition, 6/05 to 5/09, $2,627,000.

Laura Justice, Principal Investigator; Khara Pence, Alice Wiggins, Sara Rimm-Kaufman, Xitao Fan, & Robert Pianta, Co-Investors: *Efficacy of Conversational Responsiveness Preschool Intervention.* U. S. Department of Education, Institute of Education Sciences: Field-Initiated Evaluation Competition, 6/05 to 5/08, $1,400,000.

Robert Pianta, Principal Investigator; Sara Rimm-Kaufman & Laura Justice, Co-Investigators: *University of Virginia Interdisciplinary Doctoral Training Program in Risk and Prevention.* U. S. Department of Education, Institute of Education Sciences, 9/04 to 9/08, $4,737,000

Robert Pianta, Principal Investigator; Laura Justice, Mabel Kinzie, Xitou Fan, Paige Pullen, John Lloyd, Co-Investigators: *Web Training: Pre-K Teachers, Literacy & Relationships.* National Institutes of Health, National Institute of Child Health and Human Development, 10/03 to 09/08, $5,070,879.

JULIE A. WASHINGTON

UNIVERSITY OF WISCONSIN

Madison, WI
CURRICULUM VITAE

EDUCATION:

Ph.D., Education (Speech and Language Pathology), University of Michigan, 1989.

M.S., Speech and Language Pathology, University of Michigan, 1984.

B.A., English, Spelman College, 1982.

PROFESSIONAL POSITIONS:

Chair, University of Wisconsin, Department of Communicative Disorders, College of Letters and Sciences, Madison, WI, 2007 - present.

Professor, University of Wisconsin, Department of Communicative Disorders, College of Letters and Sciences, Madison, WI, 2006 - present.

Investigator, Waisman Center, University of Wisconsin, Madison, WI, 2006 – present.

Professor, Wayne State University, Audiology and Speech-Language Pathology, College of Liberal Arts and Sciences, Detroit, MI, 2005 - 2006.

Associate Director of Research, Merrill-Palmer Institute, Wayne State University, Detroit, MI 2005 – 2006.

Research Associate Professor, University of Michigan, Center for the Development of Language and Literacy, Institute for Human Adjustment, Rackham Graduate School, Ann Arbor, MI, 1997 – 2004.

Senior Associate Research Scientist, University of Michigan, Institute for Human Adjustment, Rackham Graduate School, Ann Arbor, MI, 1997-2003.

Head, Outpatient Services, University of Michigan, Communicative Disorders Clinic, Ann Arbor, 1991-2000.

Assistant Research Scientist, University of Michigan, Communicative Disorders Clinic, Ann Arbor, MI, 1989-1997.

NATIONAL SERVICE (past 3 years only):

Biobehavioral and Behavioral Sciences Subcommittee, National Institutes of Health – NICHD, Washington, D.C.: November, 2007 – October, 2010.

Commissioner, Commission on Reading Research, National Institute for Literacy, Washington, DC, 2007 – present.

Advisory Board, PreK-Now and The Pew Charitable Trusts, Washington, D.C., 2007 – present. www.preknow.org.

Advisory Board, Reading Rockets, WETA-TV, Washington, D.C., 2006 – present; www.readingrockets.org

Vocabulary and Language Workgroup. Florida Department of Education, Office of Early Learning, Orlando, FL December, 2006.

Special Emphasis Panel, National Institutes of Health – NICHD, Washington, D.C.: November, 2006.

Ad Hoc Member. Child Psychopathology and Development Disabilities Study Section. National Institutes of Health - NICHD, Washington, D.C.: June 2006.

Research and Scientific Affairs Committee. American Speech-Language-Hearing Association, Rockville, MD: April, 2006 – present.

Expert Panel Member. *Setting and Aligning Standards for Florida's Voluntary Prekindergarten (VPK)Education Program.* Florida Department of Education, Orlando, FL: May 10-11, 2005.

Expert Panel Member. *Early Childhood Literacy Research Workshop.* International Reading Association/National Institute on Child Health and Human Development, Washington DC: February, 2005.

PUBLICATIONS (past 3 years only):

Peer-Reviewed Articles :

Thomas-Tate, S., Washington, JA, Craig, HK, & Packard, MEW (2006). Performances of African American Preschool and Kindergarten Students on the Expressive Vocabulary Test. *Language, Speech, and Hearing Services in Schools*, 37, 143 – 149.

Washington, J.A. (2006). Etic and Emic: Some issues of concern in describing the social and linguistic culture of children from diverse backgrounds. *Zero to Three.*

Craig, H.K., Washington, J.A., & Thompson, C.A. (2005). Oral Language Expectations for African American Children: Grades 1-5. *American Journal of Speech and Language Pathology, 14(2), 119 – 130.*

Washington, J.A. & Craig, H. K. (2004). A language screening protocol for use with young African American children in urban settings. *American Journal of Speech and Language Pathology*, 13(4), 329 – 340.

Craig, HK, & Washington, JA (2004). Grade-Related Changes in the Production of African American English. *Journal of Speech, Language, and Hearing Research*, 47(2), 450 – 463.

Craig, H.K., Thompson, C.A., Washington, J.A., & Potter, S.L. (2004). Performances of Elementary Grade African American Students on the Gray Oral Reading Tests. *Language, Speech, and Hearing Services in Schools*, 35(2), 141-154

Thomas-Tate, S., Washington, J.A. & Edwards, J. (2004) Standardized Assessment of Phonological Awareness Skills in Low-Income African American First Graders. *American Journal of Speech and Language Pathology, 13(2).*

Books and Book Chapters (past 5 years only):

Washington, J.A. & Thomas-Tate. S. (in press), *Cultural-linguistic Differences in the Classroom: Teaching the Bi-dialectal Child*, In S. Rosenfeld & V. Berninger (Eds.), Implementing Evidence-based Interventions in Schools. Oxford University Press, Inc.

Washington, J.A. (in press). *Dialects and Childhood Language Disorders*. Handbook of Childhood Language Disorders. Oxford University Press.

Craig, H.K. and Washington, J.A. (2007). *Recent Research on the Language and Literacy Skills of African American Students in the Early Years*. In D.K. Dickinson & S.B. Neuman (Eds.) Handbook of Early Literacy Research, Volume 2. New York: Guilford Press, pp. 198 – 210.

Craig, H.K. and Washington, J.A. (2006). Malik Goes to School: Examining the Language Skills of African-American Students from Preschool – 5th Grade. Boston: Lawrence Erlbaum Associates.

Craig, H.K. & Washington, J.A. (2004). *Language Variation and Literacy Learning*. C.A. Stone & E. Silliman (Eds.). Handbook on Language and Literacy. New York: Guilford Press

GRANTS AND CONTRACTS:

Active

Toward A Neuroscience Of Education: Plasticity, Experience, And Educational Achievement. M.S. Seidenberg, (Principal Investigator), M.W. Alibali, J.R. Edwards, M.C. McDonald, S.D. Pollak, J.R. Saffran, & J.A. Washington (Co-Principal Investigators), Wisconsin Institutes for Discovery Seed Grant Proposal, July, 2007 – August, 2010, $376,606 direct costs.

Morphological Deficits in Specific Language Impairment. L.B. Leonard & J.A. Washington (Co – Project Directors). National Institutes of Health, National Institute on Deafness and Other Communication Disorders, Department of Health and Human Services, 2 R01 DC000458-18, September, 2005 – August, 2008, $458,000 direct costs.

MI-PAL: Michigan Preschoolers Acquiring Language and Literacy. J.A. Washington (Project Director). U.S. Department of Education/Institute of Education Sciences, *Early Reading First*, September, 2004 – August, 2008, $3,100,000, direct costs.

SCIENTIFIC PRESENTATIONS:

Washington, J.A., Packard, MEW, Linenger, B. & Oseilli, F. *Bridging the Language Gap for High Risk Preschoolers*. Early Reading First Annual Conference, New Orleans, LA: March, 2008.

Washington, J.A. *Language Use during Story Re-telling Among African American Children.* Society for Research in Child Development, Boston, MA: April, 2007.

Washington, J.A. & Craig, H.K. *Production of African American English in Elementary Grade Classroom Contexts*. New Ways of Analyzing Variation (NWAV) Annual Conference, Ann Arbor, MI: October, 2004.

Natalie Rathvon, Ph.D.

(b)(6)

LICENSURE AND CERTIFICATION
Licensed Psychologist, State of Maryland #3161
Licensed Psychologist, District of Columbia #1784
Licensed Professional Counselor, Commonwealth of Virginia, #0701-001239

EDUCATION
1993 **George Washington University**
Ph.D. Degree in Clinical Psychology
1986 **George Mason University**
Ph.D. Degree in Education
1974 **Virginia Polytechnic Institute and State University**
M.A. Degree in Education
1970 **Mary Washington College of the University of Virginia**
B.A. Degree in Art History

CURRENT PROFESSIONAL POSITIONS
1995 - **Psychologist and Educational Consultant**
present Private Practice, Bethesda, Maryland
Provide psychological and psychoeducational assessments, professional development training, clinical supervision, and consultation services in school and agency settings

1996 - **Assistant Clinical Professor of Psychology**
present George Washington University, Washington, DC
Provide training and supervision for clinical psychology Ph.D. program graduate students in clinic and school-based placements

RECENT CONSULTATION EXPERIENCE
2005- **Consultant**
present AppleTree Institute for Education Innovation, Washington, DC
Provide professional development, consultation, and intervention planning services to an Early Reading First project in public and public charter preschool settings

2005 - **Consultant**
present Washington Middle School for Girls, Washington, DC
Provide staff development, teacher consultation, assessment and accountability services, and grant development for a two-campus inner-city private school

2004- **Consultant**
2006 Colorado Department of Education, Denver, Colorado
Reviewed assessments for Colorado Reading First and the Colorado Basic Literacy Act; provided professional development to Colorado Reading First service providers; consulted with Department of Education staff regarding assessment measures

2002- **Consultant**
2003 The Psychological Corporation, San Antonio, Texas

Consulted to test publishing company in the areas of new test development, early reading assessment, and academic achievement assessment

SERVICE

Federal Grant Reviews
2006 **Even Start Technical Workgroup Member and Peer Reviewer**
2005 **Even Start Technical Workgroup Member and Peer Reviewer**
2003 **Early Reading First Peer Reviewer**

External Review Boards
2005 **PALS External Reviewer**

Organizational and Project Consultation
2005- **Member, Board of Directors**
present SchoolTalk, Inc., Washington, DC
Member of board of nonprofit corporation that develops models and provides training for dispute resolution and home-school collaboration in special education service delivery
2003- **Team Member**
2005 DC Appleseed Foundation Special Education Project, Washington, DC
Team member on pro bono project designed to assist the District of Columbia Public Schools in improving special education services, especially related to due process hearings
2002- **Consultant**
2004 Children's Law Center, Washington, DC
Consulted to nonprofit organization that provides legal services to at-risk children and their families and caregivers
1995- **Consultant and Trustee**
2003 Options Public Charter School, Washington, DC
Chair of the Board of Trustees, 1995-2001, Trustee, 2001-2003
Consulted to public charter school serving at-risk middle school students

COURSES AND SEMINARS TAUGHT

George Washington University
Personality Assessment (PSYC 208)
D. C. Commission on Mental Health Services
Family Therapy Seminar
Learning Disabilities Assessment Seminar
School Consultation Seminar
George Mason University
Supervision in Counseling (EDUC 598)
Analysis of the Individual (EDGC 604)
Philosophy and Principles of School Counseling (EDGC 620)
Theories and Practices of Elementary School Counseling (EDGC 624)
Theories and Practices of Middle School Counseling (EDGC 626)
Practicum in Counseling (EDGC 790)
Rappahannock Community College
General Psychology (PSYC 201)

PROFESSIONAL MEMBERSHIPS

American Psychological Association - Divisions of Clinical Psychology & School Psychology
International Dyslexia Association
International Reading Association

National Association of School Psychologists
Maryland Association of School Psychologists
Maryland Psychological Association

SELECTED PUBLICATIONS

Evidence-Based School Interventions: Strategies for Improving Student Outcomes. (in press). New York: Guilford Press.

Review of the *Strong Narrative Assessment Procedure.* (in press). In R. A. Spies & B. Plake (Eds.), *The Seventeenth Mental Measurements Yearbook.* Lincoln, NE: Buros Institute of Mental Measurements.

Review of the *Language Processing Test 3: Elementary.* (in press). In R. A. Spies & B. Plake (Eds.), *The Seventeenth Mental Measurements Yearbook.* Lincoln, NE: Buros Institute of Mental Measurements.

Review of the *Developmental Reading Assessment.* (2006). Invited review by the Colorado Department of Education. Available at www.natalierathvon.com.

Academic Interventions. (2004). In C. Spielberger (Editor in Chief), *Encyclopedia of Applied Psychology* (pp. 9-20). San Diego, CA: Academic Press. Invited paper.

Early Reading Assessment: A Practitioner's Handbook. (2004). New York: Guilford Press.

Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence. (1999). New York: Guilford Press.

THE UNMOTIVATED CHILD: STRATEGIES FOR HELPING YOUR UNDERACHIEVER BECOME A SUCCESSFUL STUDENT.

(1996). NEW YORK: SIMON & SCHUSTER.

RECENT PRESENTATIONS

Selecting Effective Early Reading Assessments. (November 5, 2004). International Dyslexia Association Conference. Philadelphia, PA.

Using Diagnostic Assessment to Guide Timely Intervention. (October 22, 2004). Colorado Reading First Conference, Denver, CO.

Evaluation and Assessment of Student Progress. *(August 20, 2003). U.S. Department of Education Early Reading First Technical Assistance Conference. Washington, DC.*

Modified Curriculum Vitae for ERF application
CRAIG THOMAS RAMEY, PH.D.

EDUCATION

1965 B.A. (Psychology), West Virginia University
1967 M.A. (Psychology), West Virginia University
1967 Research Fellow, Rossmore Cortese Institute for Research on Aging and Development,
University of Southern California
1969 Ph.D. (Life Span Developmental Psychology), West Virginia University
1968-1969 Postdoctoral Fellow in Human Development, University of California at Berkeley

FACULTY AND ADMINISTRATIVE POSITIONS (partial listing)

2002 - Founding Director, Georgetown Center on Health and Education (with Sharon L. Ramey)
2002 - Georgetown University Distinguished Professor of Health Studies and Psychiatry
1990-2002 Founding Director, Civitan International Research Center,
University of Alabama at Birmingham, (with Sharon L. Ramey)
1990-2002 University Professor of Psychology, Pediatrics, Sociology, Nursing,
Maternal and Child Health, and Neurobiology, University of Alabama at Birmingham

1997-2002 Director, Alabama's University Affiliated Program for Developmental Disabilities
University Professor, University of Alabama at Birmingham
1990-2002 Professor, Departments of Psychology, Pediatrics, Sociology, Maternal and Child Health, and Nursing, Neurobiology, University of Alabama at Birmingham

1979-1990 Professor, Department of Psychology, University of North Carolina at Chapel Hill
1978-1989 Associate Director, Frank Porter Graham Child Development Center
1975-1989 Director of Research, Frank Porter Graham Child Development Center,

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

AWARDS (partial listing)
National Institute of Child Health and Human Development Fellowship
North Carolina Distinguished Educational Research Award
Simpson-Ramsey Award for Research with Disadvantaged and At-Risk Children
American Psychological Association Award for Exemplary Prevention Programs (for Abecedarian Project and Project CARE)
Administration for Children, Youth and Families Award for Contributions to Head Start Research and Evaluation
Theodore Tjossen Memorial Lecture, University of Washington
Gold Award, National Parenting Publication Award for Parenting Resources for Right From Birth: Building your Child's Foundation for Life and Going to School

Career Scientist Award, The Academy on Mental Retardation
Caroline P. and Charles W. Ireland Prize for Scholarly Distinction
Senator Howell Heflin Award for Statesmanship in World Health and Education
National Institute of Child Health and Human Development Hall of Honor Inductee
2007 Elected Chair of the Institute of Educational Sciences Adviosry Board, DOE
2007 Society for Research in Child Development, Research Contributions to Children's Public Policy

PUBLICATIONS (SELECTED FROM MORE THAN 250 PUBLICATIONS)

Ramey, S.L., & Ramey, C.T. (1992). Early educational intervention with disadvantaged children: To what effect? Applied and Preventive Psychology, 1, 131-140.

Ramey, C.T., & Ramey, S.L. (1998). Early intervention and early experience. American Psychologist, 53, 109-120.

Ramey, C.T., & Ramey, S.L. (1998). Prevention of intellectual disabilities: Early interventions to improve cognitive development. Preventive Medicine, 27, 224-232.

Ramey, C.T., & Ramey, S.L. (1999). Beginning school for children at risk. In R.C. Pianta & M.J. Cox (Eds.), The transition to kindergarten (pp. 217–251). Baltimore: Paul H. Brookes.

Ramey, C.T., Campbell, F.A., & Ramey, S.L. (1999). Early intervention: Successful pathways to improving intellectual development. Developmental Neuropsychology, 16, 385-392.

Ramey, C.T., & Ramey, S.L. (1999). Right from birth: Building your child's foundation for life. New York: Goddard Press.

Ramey, S.L., & Ramey, C.T. (1999). Going to school: How to help your child succeed. New York: Goddard Press.

Ramey, C.T., Campbell, F.A., Burchinal, M., Skinner, M.L., Gardner, D.M., & Ramey, S.L. (2000). Persistent effects of early childhood education on high-risk children and their mothers. Applied Developmental Science, 4, 2-14.

Ramey, C.T., Ramey, S.L., Lanzi, R.G., & Cotton, J.N. (2002). Early educational interventions for high-risk children: How center-based treatment can augment and improve parenting effectiveness. In J.G. Borkowski, S.L. Ramey, & M. Bristol-Power (Eds.). Parenting and the child's world: Influences on academic, intellectual, and social-emotional development. (pp. 125-140). Mahwah, NJ: Erlbaum Publishers.

Ramey, S.L., & Ramey, C.T. (2003). Understanding efficacy of early educational programs: Critical design, practice, and policy issues. In A.J. Reynolds, M.C. Wang, & H.J. Walberg (Eds.). Early childhood programs for a new century (pp. 35-65). Washington, DC: Child Welfare League of America.

Ramey, C.T., & Ramey, S.L. (2004). Early educational interventions and intelligence: Implications for Head Start. In E. Zigler & S. Styfco (Eds.). The Head Start debates (pp. 3-17). Baltimore: Paul H. Brookes Publishing.

Ramey, C.T., & Ramey, S.L. (2004). Early learning and school readiness: Can early intervention make a difference? Merrill-Palmer Quarterly, 50, 471-491.

Ramey, C.T., & Ramey, S.L. (2005) Early childhood education: The journey from efficacy research to effective practice. In Teti, D. (Ed.), Handbook of research methods in developmental science (pp. 233-248). Malden, MA: Blackwell Publishing.

Ramey S.L., & Ramey C.T. (2005). How to create and sustain a high quality workforce in child care, early intervention, and school readiness programs. In M. Zaslow & I. Martinez-Beck (Eds.). Critical issues in early childhood professional development (pp. 355-368). Baltimore: Paul H. Brookes Publishing.

Ramey, C.T. & Ramey, S.L. (2006). Early learning and school readiness: Can early intervention make a difference? In N.F. Watt, C.C. Ayoub, R.H. Bradley, J.E. Puma, & W.A. Lebeouf (Eds.). The Crisis in Youth Mental Health: Critical Issues and Effective Programs: Vol. 4 Early Intervention Programs and Policies (pp. 291-317). Westport: Praeger Press.

Ramey, S. L., & Ramey, C.T. (2006). Early educational interventions: Principles of effective and sustained benefits from targeted early education programs. In S.B. Neuman & D.K. Dickinson (Eds.), Handbook of early literacy research: Vol. 4 (pp. 445-459). New York: Guilford Publications.

Ramey, C.T., Ramey, S.L., & Lanzi, R.G. (2006). Children's health and education. In I. Sigel & A. Renninger (Eds.). The handbook of child psychology: Vol. 4 (pp. 864 – 892). Hoboken, New Jersey: Wiley & Sons.

Ramey, C.T., & Ramey, S.L. (2006). The malleability of intelligence by early intervention. In D. Teti, (Ed.), Handbook of developmental psychology. College Park: University of Maryland Press.

Ramey, C.T. & Ramey, S.L. (2006). Early learning and school readiness: Can early intervention make a difference? In N.F. Watt, C.C. Ayoub, R.H. Bradley, J.E. Puma, & W.A. Lebeouf (Eds.). The crisis in youth mental health: Critical issues and effective programs: Vol. 4 Early intervention programs and policies (pp. 291-317). Westport: Praeger Press.

*Ramey, S. L., & Ramey, C.T. (2006). Early educational interventions: Principles of effective and sustained benefits from targeted early education programs. In S.B. Neuman & D.K. Dickinson (Eds.), Handbook of early literacy research. 2nd Edition. (pp. 445-459). New York: Guilford Publications.

Ramey, C.T., Ramey, S.L., & Lanzi, R.G. (2006). Children's health and education. In I. Sigel & A. Renninger (Eds.). The handbook of child psychology. Vol. 4 (pp. 864 – 892). Hoboken, New Jersey: Wiley & Sons.

Mary Anne Lesiak

EDUCATION

American University — MA, Teaching
Washington, DC — December 2001

University of Maryland, College Park — BA, Government & Politics
College Park, Maryland — December 1988

PROFESSIONAL EXPERIENCE

AppleTree Institute — Director of Education
Washington, DC — 2005 – Present

Coordinate all professional development, technical assistance and evaluation activities, including

- Facilitating strategic and short-term planning and managing daily operations, including human resources, technology, administrative procedures, budgeting, training, assessment, evaluation, reporting and dissemination.
- Coordinating independent evaluation activities. Using formative and summative evaluation data to inform improving programmatic activities.
- Designing and implementing an assessment and accountability system to measure extent to which the program meets established goals and inform program improvement activities.
- Coordinating all activities related to a professional development program for early childhood education teachers and instructional staff who serve at-risk populations.
- Developing job descriptions, evaluation rubrics, performance appraisals and human resources policies and procedures. Recruiting and hiring all grant employees.
- Conducting briefings on current program activities, outcomes and programmatic changes to Institute management, boards of directors, partners and other stakeholders.
- Developing and carrying out dissemination and reporting efforts, including designing web content and print media and making presentations before regional and national audiences.
- Ensuring compliance with all federal, state and local requirements, including EDGAR and relevant OMB circulars.
- Developing annual budget as an expression of overall project mission, goals and strategies in context of uncertain revenue sources. Overseeing all expenditures.

US Department of Treasury, United States Mint — Educational Website
Coordinator
Washington, DC — 2005

- Coordinated all activities related to the development and production of the United States Mint's educational Web site, including researching and designing concepts; tracking standard work process; coordinating programs and projects with the Office of Application Development, developers, quality, assurance engineers, and configuration managers; collaborating with the Office of the General Counsel; and briefing and acquiring reviews and approvals from designated chain of officials.
- Ensured that educational content aligned with core-content standards and reflected educational best practices.
- Ensured that programmatic activities were in accord with applicable legislation and were properly executed.
- Participated in decision-making session and advised on regulatory requirements, policies and the impact of related functions on program performance.

US Department of Education Program Analyst
Office of Elementary and Secondary Education

2002 - 2005

Coordinated all activities related to grant management for Early Reading First (ERF), a discretionary grant program. Including:

- Managed the grant review process, including writing the Federal Register notice, the application package and updated guidance; recruiting readers in accordance with program statute and ED policy; developing and conducting training for Federal and non-Federal panel members and monitors who review and rate applications; developing the slate and necessary accompanying documents; performing analyses of grant activities and budgets; applying special conditions on awards based on weaknesses; issuing award documents and maintaining grant files.
- Created program calendar of activities; ensured program activities met statutory and regulatory deadlines despite obstacles.
- Developed and coordinated national technical assistance activities for grantees based on quantitative and qualitative performance data. Developed annual national conference agenda and content. Designed materials, selected conference site, assisted with specific requests and arranged for speakers.
- Assisted with program accountability activities including on-site and phone monitoring for state-administered and discretionary grants. Participated in the design of the independent program evaluation
- Acted as office primary point of contact for state directors, grantees, applicants and potential applicants. Provided routine guidance on program requirements and selection criteria, Education Department General Administrative Regulations and the OMB cost principles.

- Authored and conducted presentations on program requirements and results for national conferences. Assisted with the composition and editing of program-related documents and testimony. Represented ED at national conferences and interagency workgroups.
- Prepared correspondence on behalf of the Secretary and other ED officials. Prepared responses to inquiries from the White House, Members of Congress and the public.
- Support supervisor and other staff.

American University
Washington, DC

Adjunct Instructor Educational Technology
August 2001 - May 2003
July-August 2006
Supervisor: Dr. Sarah Irvine
Phone: (202) 885-3720

- Planned and implemented instruction designed to support the use of technology in education for pre-service teachers and those participating in the DC Teaching Fellows and Teach for America programs.

District of Columbia Public Schools
Washington, DC

Teacher
Department Head
August 2000 - July 2002
Supervisor: Raymond Miller
Phone: (202) 724-4632

- Planned and implemented standards-driven instruction in US History for diverse learners in an urban middle school setting.
- Solicited resources and built an internet-connected computer lab. Developed computer applications curriculum for sixth and seventh graders.
- Recognized as "Teacher of the Year" for Ronald H. Brown Middle School, 2002.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **6227-Mandatory_BUDGET08.pdf**

The DC Partnership for Early Learning requests support for the following, all of which are necessary and reasonable in order to achieve status as true centers of educational excellence.

Description	Year 1	Year 2	Year 3	Total
PERSONNEL				
Project Director (1.0 FTE)	85,000	89,250	93,713	267,963
Professional Development Manager (1.0 FTE)	70,000	73,500	77,175	220,675
Assessment Manager (1.0 FTE)	50,000	52,500	55,125	157,625
Response to Intervention Coordinator (3 @ 1.0 FTE)	180,000	189,000	198,450	567,450
Curriculum Coaches (2@1.0 FTE)	100,000	105,000	110,250	315,250
Parent Coordinator (1.0 FTE)	50,000	52,500	55,125	157,625
English Language Acquisition Coordinator (1.0 FTE)	50,000	52,500	55,125	157,625
Administrative Assistant/Bookkeeper (1.0 FTE)	38,000	39,900	41,895	119,795
Total Salaries	**623,000**	**654,150**	**686,858**	**1,964,008**
FRINGE				
Standard Fringe Rate of .25 of Salaries	155,750	163,538	171,714	491,002
TOTAL PERSONNEL	**778,750**	**817,688**	**858,572**	**2,455,009**
TRAVEL				
Local Mileage (federal rate .505)				
15 miles/week/PD, Assess Coor, Parent Coor, ELA Coor, RTICs & Curriculum Coaches for 40 weeks/year	2,727	2,863	3,007	8,597
Conference Travel (1 ERF conference + 1 other/year (SRCD, AERA, IRA, NAEYC)) for 6 people/year. (3 project staff and 3 school staff)	30,000	31,500	33,075	94,575
6 Family FieldTrips/Year (300 children+300 parents. Assumes 60% attendance. Bus transportation and average $8 admission/materials per person per trip.	20,088	21,092	22,147	63,327
TOTAL TRAVEL	**52,815**	**55,456**	**58,229**	**166,499**

EQUIPMENT				
High speed laser color copier, printer, scanner to produce teaching supplies, PD materials, and parent materials. Will be networked so that teachers can send to it from their school location. 15% in Years 2 and 3 for maintenance.)	12,000	1,800	1,890	15,690
TOTAL EQUIPMENT	**12,000**	**1,800**	**1,890**	**15,690**
SUPPLIES				
Classroom Curriculum, Curriculum Books, Libraries (All classrooms are budgeted 20% for replacement in Years 2 & 3)	35,185	7,695	8,080	50,960
Furniture, rugs, listening centers to bring classrooms to standards of excellence (SCPCS, MDS,& ECA require significant upgrading) 8@$2500/classroom in the first year. $250 for AELCPS & Amidon in the first year. All classroom budgeted at $250/year in years 2 and 3.	22,750	4,750	4,750	32,250
Classroom Curriculum Supplies (puzzles, manips, theme-related materials for dramatic play, supplies for math and science small groups, materials for the writing center, laminate, mylar, photo paper) $1300/classroom.	22,100	23,205	24,365	69,670
Laptop Computers for 17 Classrooms Software, ($2100/each initial investment, 15%/year for maintenace)	35,700	5,355	5,623	46,678
Digital Cameras for each classroom ($250 for 17 classrooms, 15% for replacement/loss)	4,250	638	669	5,557
Videocameras and video supplies for (4 @ $2500 in year 1, 15%/year for maintenance, $350/year for videotape)	10,000	1,850	2,293	14,143
Laptop Computers for Project Personnel (10 Computers @ 2700/each for initial investment (hardware & set-up); higher cost reflects additional software requirements for data management, video editing, financial management, web editing, desktop publishing based on job requirements. 15%/year for maintenace)	27,000	4,050	4,253	35,303
Supplies for PD (projector, books, giant post-it pads, meals, printing)	19,230	20,192	21,201	60,623

Supplies for Parent Literacy Kits/Culture Toolkits (6 kits/year for approximately 300 families/year. Each kits contains 2-3 books, supplies for an activity and a literacy-related game or prop. $12/kit	21,600	22,680	23,814	68,094
Read Together, Talk Together (4 Kits, 4 Training Videos in Year 1, 15% replacement cost in Years 2 & 3.	1,120	168	176	1,464
Assessment Supplies (6 testing kits each of the PPVT, EVT, TOPEL, TEMA and 17 PALS-Pre-K test kits (1 per classroom) for Year 1 with15% replacement costs in Years 2 and 3. Two forms per child/year.	15,597	5,444	5,716	26,758
Office Supplies ($175 per month for paper, toner cartridges, binder clips etc.) and furniture for new personnel in Year 1 ($400 for 5 new hires)	4,100	2,205	2,315	8,620
TOTAL SUPPLIES	**218,632**	**98,231**	**103,255**	**420,119**
CONTRACTUAL				
Dr. Laura Justice (20 days/year at $1675/day)	33,500	33,500	33,500	100,500
Dr Julie Washington (20 days/year at $1675/day)	33,500	25,125	25,125	83,750
Dr. Natalie Rathvon (20 days/year at $1500/day)	33,500	33,500	33,500	100,500
Evaluation (.05 FTE for Dr. Sharon Ramey & Dr. Craig Ramey, includes .20 FTE for evaluation coordinator and statistician)	88,900	91,567	94,314	274,781
Living Classroom (18 one-hour sessions weekly for 17 classrooms in Year 1. 36 weekly sessions for 17 classrooms in Years 2 and 3.	33,700	70,770	74,309	178,779
PT Contract Assessors (10 Assessors work 20 hours/week for 4 weeks 2 times/year collecting child assessment data. Assessors earn $25/hour.	40,000	42,000	44,100	126,100
Hanen Center Training (Training staff to deliver *It Takes Two to Talk, Learning Language and Loving It)* and training supplies.	26,000	3,400	3,570	32,970
Technology (Support for designing and deploying secure database in Year 1. 15% maintenance in Years 2 & 3.)	23,000	3,623	3,804	30,426
Substitutes teachers so that teachers can attend the monthly 1/2 day workshops during nomral working hours.	5,670	5,954	6,251	17,875
Room Rental for PD (17 days/year @ $175/day)	2,975	3,124	3,280	9,379

TOTAL CONTRACTUAL	**320,745**	**312,562**	**321,752**	**955,059**
CONSTRCUTION	**0**	**0**	**0**	
OTHER				
Rent	48,000	48,000	48,000	144,000
Insurance	11,000	11,550	12,128	34,678
Telecommunications (conference call service for weekly leadership calls)	960	1,008	1,058	3,026
10 cellphones for personnel who travel to multiple sites ($199 for phone; $65/month for service	9,800	8,190	8,600	26,590
TOTAL OTHER	**69,760**	**68,748**	**69,785**	**208,293**
TOTAL DIRECT COSTS	**1,452,702**	**1,354,484**	**1,413,483**	**4,220,670**
INDIRECT COSTS	**0**	**0**	**0**	**0**
STIPENDS				
Stipends for summer program for schools that do not currently operate them.	12,225	12,836	13,478	38,539
Tuition and fees for 3 graduate credits per semester at local universities for teachers and staff. Assumes 10% participation rate and an average rate of $1076/credit hour.	38,736	40,673	42,706	122,115
TOTAL STIPENDS	**50,961**	**53,509**	**56,185**	**160,655**
TOTAL PROJECT COSTS	**1,503,663**	**1,407,993**	**1,469,668**	**4,381,324**