U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080070
Grants.gov Tracking#: GRANT00473581

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* e15
7. *Dept of Education Supplemental Information for SF-424* e16

Narratives

1. *Project Narrative - (Abstract Narrative...)* e17
   - *Attachment - 1* e18
2. *Project Narrative - (Project Narrative...)* e19
   - *Attachment - 1* e20
3. *Project Narrative - (Other Narrative...)* e56
   - *Attachment - 1* e57
4. *Budget Narrative - (Budget Narrative...)* e83
   - *Attachment - 1* e84

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

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

Application for Federal Assistance SF-424

Version 02

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

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

* If Revision, select appropriate letter(s):

* Other (Specify)

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

4. Applicant Identifier:

5a. Federal Entity Identifier:

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

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:** The School Board of Broward County, Florida

*** b. Employer/Taxpayer Identification Number (EIN/TIN):** 59-6000530

*** c. Organizational DUNS:** 077283471

d. Address:

* Street1: 600 Southeast Third Avenue
Street2:
* City: Fort Lauderdale
County: Broward
* State: FL: Florida
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 33301

e. Organizational Unit:

Department Name: School Readiness
Division Name: Curriculum & Instruction

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

Prefix: Ms.
* First Name: Claudia
Middle Name:
* Last Name: Dean
Suffix:

Title: Curriculum Specialist

Organizational Affiliation:

* Telephone Number: 754-321-1951
Fax Number:

* Email: claudia.dean@browardschools.com

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

Broward County, Florida

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

Building Language and 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: 09, 10
* b. Program/Project: 09, 10

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

17. Proposed Project:

* a. Start Date: 09/01/2008
* b. End Date: 08/30/2011

18. Estimated Funding ($):

* a. Federal	1,460,611.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,460,611.00

*** 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 06/11/2008.

○ 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: James
Middle Name: F.
* Last Name: Notter
Suffix:

* Title: Superintendent of Schools

* Telephone Number: 754-321-0000 Fax Number:

* Email: suptnotter@browardschools.com

* Signature of Authorized Representative: Frank Mandley * 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:
The School Board of Broward Coun...

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	$ 725,736	$ 734,190	$ 756,004	$ 0	$ 0	$ 2,215,930
2. Fringe Benefits	$ 159,737	$ 163,180	$ 168,054	$ 0	$ 0	$ 490,971
3. Travel	$ 24,260	$ 24,563	$ 24,881	$ 0	$ 0	$ 73,704
4. Equipment	$ 27,650	$ 0	$ 0	$ 0	$ 0	$ 27,650
5. Supplies	$ 131,725	$ 20,310	$ 20,310	$ 0	$ 0	$ 172,345
6. Contractual	$ 287,398	$ 256,478	$ 246,255	$ 0	$ 0	$ 790,131
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 23,199	$ 18,199	$ 18,199	$ 0	$ 0	$ 59,597
9. Total Direct Costs (lines 1-8)	$ 1,379,705	$ 1,216,920	$ 1,233,703	$ 0	$ 0	$ 3,830,328
10. Indirect Costs*	$ 80,856	$ 72,769	$ 73,775	$ 0	$ 0	$ 227,400
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,460,561	$ 1,289,689	$ 1,307,478	$ 0	$ 0	$ 4,057,728

***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: The School Board of Broward Coun...	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 Frank Mandley	* TITLE Superintendent of Schools
* APPLICANT ORGANIZATION The School Board of Broward County, Florida	* DATE SUBMITTED 06-10-2008

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

Tracking Number: GRANT00473581

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: Not Applicable * Address: Not Applicable Not Applicable Congressional District, if known:	
6. * Federal Department/Agency: Not Applicable	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: Not Applicable Not Applicable * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: Not Applicable Not Applicable
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: Frank Mandley * Name: Not Applicable Not Applicable 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
9113-2008_erf_GEPA.pdf	application/pdf

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA compliance with Section 427 of the General Education Provisions Act (GEPA)

The School Board of Broward County, Florida is an equal opportunity employer and prohibits and policy or procedure which results in discrimination on the basis of age, color, national origin, marital status, race or religion as stated in School Board Policies 4000, 4001, 4001.1 and 5000. In accordance with these policies discrimination is prohibited in recruitment and employment practices; hiring, employment and assignment of personnel; student assignment and extracurricular activities and appropriate policies ensure compliance.

All activities proposed in Broward County Public Schools the Early Reading First Program will be conducted in facilities that are accessible and can adequately serve physically challenged faculty members students.

The Early Reading First Program will benefit Broward County and students in all the participating schools. The project is designed to specifically strengthen early learning for young children and increase the number of highly qualified teachers

This proposed initiative will ensure equitable access to and participation in the program in that it will benefit Broward County preschool sites. The school district's School Readiness Department along with Nova Southeastern University, will work with other district departments and participating schools in meeting the needs of diverse students that will be impacted through the project. To increase the awareness of and participation in the program, materials - as well as instructional and support services - will be culturally sensitive to the needs of all teachers and students. If needed, training materials will be in multilingual formats.

The school district's Equal Education Opportunities Department (EEOD) monitors, coordinates, and recommends action to ensure compliance with this policy. To effectively and fairly resolve conflicts should they arise, the district has established grievance procedures related to equal access for applicants, employees or students alleging discrimination. These procedures, which are administered by EEOD, are accessible for use by students, district employees, and the general public. The EEOD also offers inservice training to increase staff effectiveness in recognizing and correcting biased attitudes. In accordance with the Americans with Disabilities Act, the School Board will provide reasonable accommodations so that proposed activities are accessible to students and faculty members 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 The School Board of Broward County, Florida
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: James Middle Name: F. * Last Name: Notter Suffix: * Title: Superintendent of Schools
* SIGNATURE: Frank Mandley * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Ms.

Claudia

Dean

*** Address:**
600 Southeast Third Avenue

Broward
County

Fort Lauderdale

FL: Florida

33301

USA: UNITED STATES

*** Phone Number:**
754-321-1952

Fax Number:

Email:
claudia.dean@browardschools.com

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: GRANT00473581

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **2926-2008_ERF_Full_Abstract.pdf**

The School Board of Broward County, FL

The School Board of Broward County (SBBC), partnered with Nova Southeastern University (NSU), proposes a comprehensive Early Reading First (ERF) model titled *Building Language and Literacy (BLL)* to improve oral language, phonological awareness, print awareness, and alphabetic knowledge for students in existing preschool programs. In an effort to create five centers of educational excellence, *Opening the World of Learning*, a scientifically-based early literacy program, along with extensive professional development will be used to create a language and print-rich environment that supports the critical components of language and early literacy development.

BLL will provide integrated, intensive language and literacy-based services through the following goals: 1) Implement *Opening the World of Learning (OWL)*, a scientifically-based language and literacy curriculum, 2) Provide families with information on language and early literacy skills; 3) Provide high-quality, ongoing classroom-focused professional development and continued support and mentoring throughout the year to increase preschool teacher knowledge; 4) Provide valid, reliable, and ongoing screening and assessment to identify students at-risk, guide individualized instruction, and evaluate program effectiveness; and 5) Coordinate efforts with appropriate community, state, and federal resources to ensure a smooth transition with Reading First elementary schools.

Evaluation measurements used to assess and monitor student progress will include the PALS-PreK, PPVT, EOWPVT, ESI-R, CLASS, ELLCO, IGDIs and Creative Curriculum Assessments. Workshops and ongoing site mentoring will be conducted along with efforts to bridge learning into the home and community to meet the needs of all students. An English Language Acquisition Plan has been developed to support English Language Learners.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **8300-Mandatory_2008_ERF_TOC_and_Full_Narra_revised.pdf**

Table of Contents

Selection Criterion 1, Factor 1 1

Selection Criterion 1, Factor 2, Purpose 1 3

Selection Criterion 1, Factor 2, Purpose 2 4

Selection Criterion 1, Factor 2, Purpose 3 7

Selection Criterion 1, Factor 2, Purpose 4 11

Selection Criterion 1, Factor 2, Purpose 5 15

Selection Criterion 1, Factor 3 18

Selection Criterion 2, Factor 1 19

Selection Criterion 2, Factor 2 20

Selection Criterion 2, Factor 3 21

Selection Criterion 3, Factor 1 22

Selection Criterion 3, Factor 2 22

Selection Criterion 4, Factor 1 23

Selection Criterion 4, Factor 2 27

Selection Criterion 4, Factor 3 29

Selection Criterion 5, Factor 1 29

Selection Criterion 5, Factor 2 32

Selection Criterion 1, Factor 1: "Early childhood literacy is regarded as the single best investment for enabling children to develop skills that will likely benefit them for a lifetime."[1] The *Building Language and Literacy (BLL)* project encompasses scientifically-based reading research (SBRR) and interventions[2,3] to implement a successful early educational program.[4] *BLL* integrates SBRR with instructional materials and teaching practices to teach skills predictive of reading success. The integrated model focuses on oral language development, alphabet knowledge, phonological awareness, vocabulary development, print awareness, and background knowledge; all essential skills linked to later reading achievement.[5-10]

Children with limited economic resources or who do not speak English are more likely to start Kindergarten further behind their peers and continue to struggle with reading throughout their school career.[11-15] The roots of literacy begin developing prior to kindergarten. The conceptual framework for BLL has the ability to identify, through ongoing assessment, and address, through explicit instruction, each individual child's learning style and needs to support the acquisition of essential early literacy skills. Selected Early Reading First (ERF) Centers currently align to state performance standards and guidelines set forth by their respective accreditation agencies. The curriculum and additional resources have been specifically selected, along with intensive professional development, to meet the needs of students at risk of educational failure.

As supported by current SBRR,[16] *BLL* will enhance preschool children's language, cognition, and early reading skills through empirically-based professional development, curriculum implementation, effective teaching practices, ongoing assessment to identify children at risk for reading failure, an English Language Acquisition Plan (ELAP), family outreach, and inclusion practices. These strategies will incorporate and monitor the explicit and intentional

instructional components essential for reading competence. Teachers will provide a rich environment of literacy and language-related experiences by employing a solid, research-based curriculum, *Opening the World of Learning (OWL),* authored by Judy Schickedanz and David Dickinson.[17-19] The instructional principles of OWL align with scientifically based research on early language and literacy, mathematical development, and social-emotional development. The curriculum systematically builds on oral language development, print awareness, phonological awareness, and letter knowledge. The focus areas played a key role in our curriculum selection as the importance of targeting letter identification, phonological awareness, and oral language is paramount, as all have been linked as predictors of later reading achievement.[20-23] Research has shown that the ability to focus on and manipulate phonemes is critical to reading success[24-26] and the ability to name letters is one of the best predictors of later reading.[27,28] Quality conversations, a focus in OWL, have been associated with increasing children's language and literacy scores.[29,30] Proven research suggesting promising results in improving critical early literacy skills has been conducted on its effectiveness.

The necessary language skills associated with successful reading can be shaped by children's classroom experiences with books, print, and conversations.[31-33] In addition, family outreach, a component found to have positive benefits on children's learning[34] will be used to develop strong, enduring relationships between the home and school environment and encourage literacy activities in the home. Intensive professional development combined with mentoring support, a model found to have a positive impact on classroom environment, teacher behavior and children's receptive language skills, will be implemented.[35-37] Ongoing progress monitoring of the students will take place in order to adapt the curriculum and strategies to meet their individual needs.

Selection Criterion 1, Factor 2, Purpose 1: In 2006-2007, 45% of students entering kindergarten in Broward County were considered at-risk based on the Florida Kindergarten Readiness Screener.[38] *BLL* will provide intense literacy support to five proposed ERF sites serving 451 low-income 3-4 year-old children. The five selected sites that will serve as ERF centers work with 25% of children who speak another language, 15% of students with disabilities, and 95% of the children are from low-income families as determined by federal poverty guidelines (See Appendix). Kids in Distress, one selected site, has two integrated preschool exceptional student education classes where 50% of the students in the class have an identified disability. The appendix illustrates the demographics for each proposed ERF site. Bethune and Drew Family Resource Center, Title I public school sites serving 13 Head Start classrooms, are located at Reading First (RF) and *Superintendent* elementary schools (i.e. schools that have not met adequate yearly progress) within the school district. Kids in Distress, New Mirawood, and Jack and Jill are community sites located in low-income neighborhoods and were selected based on zip codes statistical data compiled by Broward County; these sites feed into RF elementary schools. Ninety percent of the students attending each proposed ERF site receive subsidized childcare funding from the state. All of the programs operate on a full-day (10 hrs), year-round schedule. Each center has the capacity and potential to become a center for educational excellence and was chosen because of close proximity to and coordination with RF sites. The centers, during their participation in previous collaborative projects with SBBC and NSU, have received support through professional development and on-site mentoring to enhance teaching practices and classroom environments. As a result, center classrooms are appropriately equipped and use appropriate curricula, as demonstrated by their accreditation status (see Appendix). Students' average daily attendance (ADA) exceeds 85% at all sites based on data

obtained from subsidized childcare reimbursement and SBBC attendance data. The centers meet the requirements for staff education and stability. Teachers have specific training and experiences in early childhood necessary to attend to developmental domains supported by a quality preschool program while enhancing language, cognition and early literacy skills. They have a Bachelor's degree, Associate's degree, or a Child Development Associate credential, completion of a five-hour literacy course, mandated by the State of Florida, additional professional developmental training and targeted mentoring through collaboration with NSU and SBBC. Staff turnover is low and teachers have extensive experience working in the field (see Appendix).

Purpose 2: The following goals were developed to improve oral language, phonological awareness, print awareness, and alphabetic knowledge:

BLL Project Goals

1) Improve student readiness by implementing a scientifically-based language and literacy curriculum
2) Provide families with information on language and early literacy skills
3) Provide high-quality, ongoing classroom-focused professional development, continued support, and weekly mentoring throughout the year to increase preschool teacher knowledge
4) Provide valid, reliable, and ongoing screening and assessment to identify students at-risk, guide individualized instruction, and evaluate program effectiveness
5) Coordinate efforts with appropriate community, state, and federal resources to ensure a smooth transition with Reading First elementary schools

ERF sites will continue to use The Creative Curriculum as a framework. The core literacy curriculum has been designed to fit with existing curricula. Mentors will work with teachers on how to integrate the literacy-based curriculum with their existing framework. Specific strategies from the ELAP will be used to assist students learning a second language. Individual Education Plans for students with disabilities will continue to be followed. Strategies such as speaking slowly, repetition, using visuals, and pre-planned seating arrangements as well as using short phrases, pausing, and allowing enough wait time for responses will be used (See Purpose 4).

The *OWL* scope and sequence is structured, systematic, and aligned to develop oral language, phonological awareness, print awareness and alphabetic knowledge at different skill levels. Six thematic units (Families, Friends, Wind and Water, the World of Color, Shadows and Reflections, and Things that Grow) provide daily lesson plans for full day instruction and are designed to build on the skills presented in the previous unit. Each unit's guide includes embedded adaptations for English language learners, children with special needs, and mixed-ages (including three year-olds), extension activities, and guided conversation topics. Teachers will receive additional strategies during professional development training (See Purpose 4). Mentors will assist teachers with the implementation of strategies and adaptations as well as provide additional suggestions based on specific needs of individual students.

Scope and Sequence	*Skills and Strategies*										
Components	**Oral Language**	**Activating prior knowledge**	**Print/Book Awareness**	**Book/Print knowledge**	**Reading Interest**	**Vocabulary**	**Comprehension**	**Emergent Writing**	**Phonological awareness**	**Early Word Recognition**	**Letter Knowledge**
Morning Meeting (15 min)	X	X				X	X				
Center Time (90 min)	X	X	X	X	X	X	X	X		X	
Story Time (20 min)	X	X	X	X	X	X	X				
Songs, Words, Letters (20 min)	X	X	X	X	X	X	X		X	X	X
Let's Find Out About It/ Let's Talk About It (20 min)	X	X	X	X	X	X	X	X		X	
Small Group Instruction (25 min)	X	X	X	X	X	X	X	X	X	X	X
End-of-Day Review (20 min)	X	X		X	X	X	X	X		X	
Outdoor Play (35 min)	X	X		X	X	X			X		
Lunch/Snack/Quiet Time	X	X		X	X	X			X		

(75 min)											
Connecting with Families (Weekly)	X	X	X	X	X	X	X	X	X	X	X

Teachers will know what to do through the *OWL* guides, results of screening and progress monitoring tools, professional development, intensive classroom-based mentoring, and the ELAP. The Classroom Assessment Scoring System (CLASS) results will provide teachers with information on classroom management skills, productivity, and interactions. The *OWL Teacher's Guide* provides teachers with a comprehensive daily plan to implement the curriculum and support the development of children's oral language, phonological awareness, print awareness, and alphabetic knowledge. It will be used to plan activities in writing, reading and listening, dramatic play, table activities, blocks, math, science, sand and water, cooking, art and indoor/outdoor large motor activities. Instructional practices utilizing hands-on experiences and examples will assist teachers in the implementation of *OWL* components. Mentors will maintain weekly communication with the teachers to ensure effective curricular delivery and implementation of programmatic strategies based on the needs of the students. *OWL*'s structure allows for explicit, systematic, and intentional instruction of relevant new academic and social concepts while providing children with ample opportunities to practice and generalize those skills through independent activities. In large-group activities (Circle Time; Story Time; Let's Talk About It; Songs, Words, and Letters), concepts and skills are introduced followed by teacher-directed small group instruction, where math, writing, language, and science activities are presented and discussed to build children's background knowledge; discussions are encouraged to develop concepts and strengthen vocabulary. In Center Time, students select centers to explore, extend and refine skills and concepts they have been introduced to in large and small group activities. This balance between explicit directed instruction and self-discovery

optimizes children's learning.[39] Oral language and background knowledge will be enhanced through six thematic units, Big Books, take-home books, and student books (non-fiction, fiction) used for shared (buddy reading), guided, and independent reading and writing activities. The content of the stories will allow teachers to incorporate the arts, math, science, and social studies skills as well as social/emotional and physical development. Dialogic reading techniques, a validated intervention that promotes oral language skills,[40] will be used daily in small and large groups to introduce new vocabulary in context and promote reflective listening. Books used for various instructional activities throughout the entire day and take-home books, reflecting culturally diverse groups and students with disabilities, will allow the students to bring home what they have learned. The project will spend a minimum of four (4) hours per day, five (5) days a week developing each child's language, cognition, and early reading skills. See Scope and Sequence outline. Daily routines and transitions will also focus on increasing these skills.

Purpose 3: The following goals have been identified to improve language and print richness of the environment:

Goals to increase language and print richness of the environment

1) Provide daily, oral language activities to engage children in meaningful discussion in a high-quality language and literacy-rich environment.
2) Use the ELLCO results as a guide to improve a literacy rich environment
3) Provide children access to writing and reading materials throughout the day in various parts of the classroom
4) Increase print richness through various uses of environmental print, student writing, and different genres of books

To enhance literature and print richness of the environment, the Early Language and Literacy Classroom Observation (ELLCO) will be used to determine the quality of classroom literacy materials. Based on the results, additional materials will be purchased or created to ensure a variety of literature and print rich experiences are available. Each classroom will be reflective of students' ethnic backgrounds and abilities and enhanced with Big Books, leveled books in a

variety of genres, core unit storybooks, predictable and rhyming books, culturally and linguistically sensitive books, trade books, non-fiction books, magazines, charts, posters, signs, and labels, displayed at the child's eye level.[41] Accessibility of books and print materials will inspire children to frequently engage in interactions with text. Students will learn how to handle books appropriately as they are explicitly taught about the parts of books such as the front cover, back, title page, and printed words, as well as the roles of author and illustrator. Practical uses of print will be evident by labeling the classroom areas. This includes children's names at eye level areas, posting of routine signs (i.e., proper hand washing), print (books, pamphlets, brochures, maps, recipe cards, menus, lists) and writing materials (clipboards, markers, crayons, pencils, chalk, paint, stamps, paper) available in learning centers. Word walls, pocket charts, manipulative materials such as magnetic boards and letters, message boards, and a student mail center will become integral parts of the print environment.[42,43] During shared reading, key vocabulary will be identified for each book and words will be highlighted for use during teacher-child activities. SBBC will supplement the core curriculum with Read Together, Talk Together, a program that teaches dialogic reading and provides teachers and families with picture books, parent/teacher instructions, and parent/teacher videos. Each classroom will also receive CD/tape players and books in English or other home language recorded on tape/CD for use in the classroom and as part of the take-home program to enrich parent-child reading time. The physical environment will support oral language through a support system including teachers, families, peers, administrators, Mentors, site staff members, and volunteers. Teachers will read daily to students, engage students in creative play, recite nursery rhymes, sing songs, etc. Support members and volunteers will have opportunities to read and interact with the children in small groups or individually. Through repeated interactive language experiences children will

build a strong foundation for reading success. Materials published by students will be displayed throughout the classroom so that they can have conversations about their work. *OWL* provides a framework to present a rich literacy and language environment with intentional instructional strategies to support oral language development by using Big Books, student books, poetry, manipulatives, tapes/CDs, story cards, and developmentally appropriate classroom materials. Reinforcement of stimuli from the child's experiences in his or her environment is needed in order to build and strengthen neural connections necessary for early literacy development.[44] Children's background knowledge will be developed through utilizing real life items, photographs, and informational text that trigger connections with the children. Teachers will facilitate student's background knowledge by asking questions and engaging children in related activities such as connecting stories to their own lives, sharing items from home, and using their imaginations with teachers, families, and classmates. Professional development emphasizing oral conversation strategies that elicit connections will be provided to teachers and families (Purpose 4). Field trips and guests relating to the unit themes will be incorporated to expand background knowledge.

Many at-risk students live in environments with few age-appropriate print resources and activities.[45] Research shows children have a better chance of succeeding in school when their families are involved.[46] *BLL* will include families by sending home a different book and literacy-related materials every week and encouraging parents to check out additional books with parent-child activity cards from the school's lending library to enjoy shared reading time at home. These rich materials will include picture books in English or other home language, books recorded on tape/CD, and materials provided in the Read Together Talk Together program. Families will receive strategies and suggestions from classroom teachers that will help them learn to develop

their children's background knowledge and oral language while supporting positive parent/child relationships during parent nights, conferences, and weekly newsletters. Story time and parent-child events will take place at each center to build relationships and educate parents on reading techniques.

Quarterly parent nights, which will guide parents on how to work with their child to increase language and literacy at home, will be held each year. At least two parent nights will be held concurrently with our Reading First schools to ensure program continuity and continued success. Translation will be available at all parent nights to assist parents who do not speak English as their first language. At the events, parents will be trained in effective reading strategies, such as dialogic reading that focuses on asking "who," "what," "when" type questions; following children's answers with questions; repeating their child's answers; providing assistance as necessary; praising and encouraging; and following the child's interests. This method is taught in SBBC's supplemental curriculum, Read Together, Talk Together and accompanying video that parents will have the opportunity to check-out. In addition, books are accompanied by notecards which include prompts and tips, suggested questions to ask the child, and vocabulary to highlight. This program equips parents with necessary strategies and skills to encourage language development in the home. Teachers will hold parent conferences or conduct home visits each semester to review progress and specific areas in which children are having difficulty, as identified by progress monitoring assessments. They will discuss classroom strategies that address the area of difficulty and suggest ways in which parents can provide intervention in the specific area at home. Additionally, family involvement will be encouraged as family members are invited to volunteer as classroom readers. Training for the volunteers will be provided on

effective reading strategies to engage the children with print, such as dialogic reading (See Purpose 4). As classroom readers, parents will reinforce their skills as literacy teachers.

Purpose 4: The following goals have been identified to increase teacher knowledge and skills.

Goals for Professional Development Program

1) Provide high-quality, research-based professional development through workshops, college course work and onsite follow-up and mentoring
2) Train teachers to analyze assessment results and link them to instructional practices
3) Improve teacher effectiveness through ongoing mentoring

The *content, scope and sequence of professional development* will be conducted through workshops, trainings, college-credit coursework and onsite mentoring as outlined in the chart below. Mentors will develop a professional development plan with each teacher. The plan will focus on those areas needed for successful professional development implementation through building on strengths and addressing areas of need based on the ELLCO, CLASS, and Teacher Skill Checklist. Plans will be reviewed in the middle and at the end of the year to monitor progress. A pre-test, post-test, and evaluation of the learning experience will be given at each workshop/training to measure knowledge gained and usefulness of the material presented. Mentors will use a Teacher Skill Checklist to determine which literacy-related skills have been mastered three times a year. All trainings will have an onsite, follow-up mentoring component.

Scope and Sequence of Professional Development

Timeline	*Title/Content (Frequency/Duration)*	*Method of PD*	*Delivery*
Year 1, 2, 3	Program Orientation for Administrators (3 hrs)	Lecture, Q & A	Coordinator, Mentors
Year 1	CLASS Training for mentors (4 days)	Lecture, observation, Q&A	University if Virginia
Year 1	ELLCO Training for mentors (1 day)	Lecture, observation, Q&A	Brookes Publishing
Year 1	Filemaker Pro Database Training for mentors and NSU evaluators (1 Day)	Hands-on technology	Coordinator
Ongoing	Mentoring - Classroom visits (Bi-Weekly Onsite)	Modeling, planning, co-teaching, observing, exemplary classroom videos	Mentors

Year 1	*OWL* Curriculum Training for ERF staff and teachers (3 days)	Lecture, demonstration, role playing, Q & A	Pearson (publisher), Mentors (ongoing, follow-up onsite)
Year 1	Assessment/Screening Training: Initial/Outcomes & Progress Monitoring (6 hrs)	Lecture, demonstration, role playing, Q & A	NSU (3 hrs), PC, Mentors (ongoing follow-up onsite)
Year 1	Linking Assessment Results to Instructional Practices (3 hrs)	Lecture, demonstration, role playing, Q & A	NSU (3 hrs), Mentors (ongoing follow-up onsite)
Year 1	Best Practices College Course (32 hrs - 8 classes)	Lecture, Small group, projects, research	NSU
Year 1	Diverse Learners, Best Practices (3 hrs; Ongoing follow-up onsite)	Lecture, role playing, Q & A	Coordinator
Year 1	Classroom Assistants Training in Early Literacy Environment/Activities (3 hrs; Ongoing follow-up onsite)	Lecture, demonstration, role playing, Q & A	Coordinator
Year 1, 2, 3	Kindergarten/Pre-Kindergarten Teacher Meetings (2 hrs)	Collaborative Q & A	Mentors
Year 2, 3	Workshops designed based on CLASS and teacher surveys	Lecture, discussion, Q & A	Coordinator, Mentors
Year 2, 3	Early Literacy Practicum College Course (32 hrs - 8 classes)	Lecture, small groups, discussion, projects, portfolio development	NSU
Year 1, 2, 3	Volunteer training on language and early literacy strategies (30 min/multiple times per year as needed)	Demonstration, Q & A	Mentors
Year 1, 2, 3	Learning Communities- Networking for teachers to share best practices and challenges (Twice a month)	Meetings, Conversations	Mentors, Teachers

Professional development for the core literacy curriculum will be held at the beginning of the project in order to build teachers' capacity to teach early literacy, academic, and social skills as well as to train teachers on the implementation of the curriculum. The publisher will draw upon a national training faculty to provide initial training. Future workshops by NSU and the mentors have been designed to give each teacher a thorough understanding of early language and literacy skills as well as strategies for teaching every learner. Mentors will work onsite with the teachers implementing OWL with the Creative Curriculum framework. They will also conduct training in years two and three tailored to the needs of teachers as indicated by responses on the

survey completed by the teacher and mentor, CLASS results at the end of years one and two, and the Teacher Skills Checklist.

Strategies and Materials (see Purpose 2): *OWL* provides a Sing-a-long songs and poems CD, teacher's guide for each unit, core books, picture cards, math activity aids, a Big Book of Poetry, professional development DVD, adaptation booklets for ELL, special needs, and three-year-olds, assessment rubrics, and a Family Connections booklet. Each classroom will be equipped with the Read Together, Talk Together program, home language books on tape/CD, and tape/CD players. Additional language and literacy resources (Purpose 3) will be provided to support and enhance the curriculum and instructional strategies.

Mentors, with a minimum of a Masters degree in early childhood or related field and extensive knowledge and experience in language and literacy development (Purpose 4), will assist each classroom teacher implement the curriculum, build on existing knowledge and best practices, and apply training and course material to meet project goals in the classroom setting, based on student's screening and ongoing assessment results. All mentors will be trained in the effective use of the CLASS, ELLCO, and OWL curriculum. In addition, they will attend all professional development trainings in order to ensure essential carry-over and implementation of newly acquired knowledge and skills with the ERF teachers.

Mentors will visit classrooms on a bi-weekly basis providing mentoring strategies such as relationship building, reflection, providing resources and information, problem solving, modeling and demonstration with the use of exemplary videos (CLASS), training, feedback on OWL implementation, parent involvement activities, and feedback from NSU course instructors. Mentors will also discuss lesson plans, student progress data, and necessary instructional modifications. Teachers and mentors will use the results of the ELLCO and CLASS to target

specific areas of enhancement in the classroom (See Purpose 2 and 3). With each teacher's consent, observation sessions will be filmed. These videotapes will allow teachers, mentors, and administrators to track individual improvement over time and serve to disseminate best practices gained from this project implementation. Mentors will specifically look at how well instruction is aligned with state performance standards and lesson plans, how teachers intentionally teach literacy strategies, and how effectively teachers demonstrate the four key early reading skills. Mentors will have immediate access to an electronic database, online resources, and exemplary best practice videos while working side-by-side with the teachers through the use of laptops and wireless internet cards.

Two college-credit courses will be provided by NSU (funded by the grant) at various sites throughout the district located in close proximity to the ERF sites. Teachers will receive six college-credits for completing the two college-level courses. Best Practices in Emergent Literacy (course one) addresses supportive relationships and environment, stages of language development, ways to engage children in conversations with books, exploring the outside-in approach between literacy and cognitive discovery, working with the inside-out approach to gain phonological processing skills, and techniques to support parents. Course two, a practicum, will focus on applying knowledge gained in course one. Site administrators and mentors will have the opportunity to audit these courses.

Some of the most powerful learning takes place in the form of ongoing teams that meet on a regular basis for the purposes of learning, joint lesson planning, and problem solving.[47,48] Teachers at each site will form learning communities that meet twice a month. This will enable three and four year old teachers to meet and discuss best practices, student progress, and expectations for the next grade level at their particular site. Administrators, mentors, and invited

guests may be a part of the learning communities as well. Each site's learning community will have the opportunity to connect to the other sites through trainings, coursework, and the online blog where there will be a place to post comments and responses resulting from these meetings so that all sites can benefit.

Mentors will work closely with RF Coaches guaranteeing seamless program integration. In addition to quarterly meetings, information on best practices and ERF/RF activities will be shared between the programs via the online blog. To further encourage integration between the two programs, preschool and kindergarten teachers will meet bi-annually to discuss effective strategies, current literacy research, and specific at-risk children. Administrators will meet with the Mentors quarterly to discuss curriculum, assessment, and progress. This sustained, intensive, and classroom-focused professional development will be provided on a continuous, ongoing basis and provide teachers with 79.5 hours of face-to-face training, 240 hours of onsite mentoring per year per teacher, and 64 hours of college coursework in years one and two.

Purpose 5: BLL has developed a comprehensive screening and assessment plan to identify students at-risk for reading failure and a process for monitoring their progress. The table below describes the screening and assessment plan for students including reliability and validity data.

Student Screening and Assessment Measures				
Assessment	Purpose	Validity	Reliability	Skill(s)/Dimension(s)
Peabody Picture Vocabulary Test (PPVT-III)	Initial Screening/ Outcome	.63-.92[c]	.92-.95[a] .90[b]	Receptive Oral Language
Phonological Awareness Literacy Screening (PALS Pre-K)	Initial Screening/ Outcome	.70[c] .53-.91[d]	.75-.93[a] .80-.98[b] .99[e]	Phonological Awareness, Print Awareness, Alphabet Knowledge
Expressive One-Word Picture Vocabulary Test (EOWPVT-2000)	Initial Screening/ Outcome	.67-.90[c]	.93-.98[a] .88-.97[b]	Expressive language

Early Screening Inventory-Revised	Initial Screening	.73[d]	.87[b] .97[e]	Fine and Gross Motor, Language, Cognition
IGDIs	Progress Monitoring	.56-.75[d]	.46-.89[b]	Picture Naming, Rhyme, Alliteration
Creative Curriculum Developmental Assessment	Progress Monitoring	NA	NA	Social/Emotional, Physical, Cognitive, Language

Notes: [a] internal consistency reliability; [b] test-retest reliability; [c] criterion validity; [d] predictive validity; [e] inter-rater reliability

The plan includes initial screening and outcome assessment on language and literacy measures by evaluation consultants from NSU in November and May of year one and August and May of years two and three under the supervision of Dr. Nurit Sheinberg, a specialist in early childhood assessments. In keeping with the ERF protocol, the Peabody Picture Vocabulary Test-Third Edition (PPVT-III) and the Phonological Awareness Literacy Screening (PALS-PreK) will be used as well as the Expressive One Word Picture Vocabulary Test-2000 Edition (EOWPVT-2000) to assess children's language and pre-literacy development at the beginning of the school year to identify children at-risk of reading failure and at the end of the school year to measure children's growth in these areas. Teachers will conduct the Early Screening Inventory-Revised (ESI-R) in January of year one and August of year two and three to help identify children at-risk for developmental delay.

Ongoing Progress Monitoring: Teachers will be responsible for conducting progress monitoring. *The Individual Growth and Developmental Indicators* (IGDIs) picture naming, alliteration, and rhyming subscales will be used to track children's progress quarterly. These measures have the advantage of being sensitive to identify change within and across children. Research documents high levels of inter-rater and test-retest reliability as well as "high level of criterion, social, and treatment validity"[49] with strong concurrent validity between the Picture Naming subscale and the PPVT-III and the Preschool Language Scale -III (correlation coefficients ranging from r=.47

to .69). Alliteration subscale scores are positively correlated to the PPVT-III (r=.57) and the Test of Phonological Awareness (TPA) (r=.75). Rhyming present adequate correlations to the PPVT-III (r=.56) and the TPA (r=.62).[50] To support teachers' efforts to individualize instruction, the *Creative Curriculum Developmental Continuum Assessment* (CCDCA) will be used to track children's ongoing development three times during each project year. Teachers will keep observational assessment and checklist data of children's developmental abilities in the areas of social and emotional, cognitive, physical, and language development to ascertain an individual child's status at a particular point in time as well as his or her progress over time. Teachers will comprehensively look at the 13 objectives of the language domain that specifically focus on elements of oral language, print awareness, letter knowledge, and literacy. Data from the developmental assessments, coupled with activity plans and useful suggestions within the core curriculum planning guides, will serve as good starting points for teachers to adapt instruction to engage a child more fully with the curriculum. The NSU evaluators, project coordinator, and the mentors will centralize assessment data by utilizing the same database program to track and facilitate access to children's ongoing progress. Each mentor and teacher will be provided with compiled data monthly on the children's progress that will assist them in developing plans and addressing areas identified as needing support or modification to ensure individualized instruction and benefit to all children. Assessment data will be especially useful for adapting instruction for English Language Learners, those who need extra support, and those who are ready for additional challenges. Each month, teachers and mentors will analyze real student assessment data and discuss appropriate interventions. Teachers will learn the key elements of each assessment; why each assessment is useful in gauging student understanding; how to interpret results; and how to use assessments to make instructional decisions (Purpose 4).

Environmental/Program Measures: A critical component of the project is to create language and print rich environments. The ELLCO, a validated and reliable tool (.81-.90 inter-rater reliability; .66-.90 internal consistency), will be used to assess the early language and literacy environment (Purpose 3). The CLASS (.87 inter-rater reliability; .76-.94 internal consistency) will be used to assess teacher/child relationships, classroom management, and teaching practices associated with student outcomes. ELLCO and CLASS evaluations, conducted by the mentors, will take place in January and May of year one and August and May of years two and three. Our comprehensive training plan includes a component to help teacher's make the connection between assessment results and instruction (Purpose 4). The OWL Implementation checklist will be used to ensure the curriculum is being implemented in the manner in which it was designed. Information from the ELLCO, CLASS, Teacher Skill Checklist, and OWL Implementation checklist will assist the mentors in providing individualized support to the teachers.

Criterion 1, Factor 3: The selected ERF sites are located at or within the feeder patterns of RF elementary schools. ERF staff will meet quarterly with RF staff to ensure synchronization of curriculum, activities, and priorities. Kindergarten RF teachers and the Preschool ERF teachers will meet to discuss Kindergarten expectations, assessment results, data review, curriculum alignment, joint planning of activities, and ways to continue literacy growth over the summer in the spring of each school year. Joint parent nights between ERF and RF schools will take place twice a year. At the end of the year, three year old teachers will meet with the four year old teachers to discuss child outcomes and expectations for the following school year. ERF teachers will be provided with a transition plan that outlines strategies, books, materials, activities, and internet resources to share with families. In the spring of each year, parents will have the opportunity to attend a transition meeting at the ERF site and visit a RF school prior to

their child entering kindergarten. ERF children will have the opportunity to take a field trip to a kindergarten classroom. Families transitioning into RF schools will receive a "Transition Folder" that includes registration information and forms, a checklist to help the registration process, activities to help transition into kindergarten, a list of books to prepare children for transitions, a parent's guide to success in public school, and two storybooks about transitioning to a new school. Materials will be available in home languages. ERF data will be accessible by the RF schools for continued outcome measurements. District outcome data (FLKRS, Stanford Achievement Test) will be collected in years two and three to ascertain continued growth as students progress through kindergarten and first grade.

Selection Criterion 2, Factor 1: *To ensure equitable access to, and participation in, the project, BLL will comply with the SBBC policies regarding hiring practices. (See GEPA assurance included with application). No individual will be excluded based on gender, race, national origin, color, disability, or age.* SBBC has put together a team of excellence consisting of early childhood and literacy experts in order to implement the Building Language and Literacy project. Claudia Dean, Coordinator for Pre-kindergarten and Early Intervention Programs for SBBC, will serve as the Project Coordinator for the BLL project. Ms. Dean has 13 years of early childhood experience as an educator, mentor, and administrator. In her current position, Ms. Dean is responsible for the implementation of the Quality Improvement and Supports (QIS) program and the Florida First Start (FFS) program, both funded by the Early Learning Coalition of Broward County. Under the QIS program, Ms. Dean supervises the technical assistance and quality improvement of 63 early care centers neighboring 24 elementary schools that have not met Adequate Yearly Program (AYP); these schools are located in areas deemed "at risk." Under Ms. Dean's leadership, the QIS program has created a thriving model where teachers, parents, and

administrators from public schools and early care centers have become a team working together to improve kindergarten readiness. As detailed in her resume (See Appendix), Ms. Dean's experience in early childhood education, expertise in multicultural education, and success as an administrator makes her the perfect candidate to become the Coordinator of the BLL program. Ms. Dean will ensure that every aspect of *BLL* focuses on scientifically-based reading research and effective early literacy practices. Ms. Dean will manage the daily activities of the project; schedule and coordinate research-based professional development; work with ERF staff to review and utilize data effectively; modify the project if necessary; work with the Department of Education to meet all guidelines outlined in the grant; work with SBBC administrators to follow all policies and procedures related to fiscal management; develop reports; participate in hiring mentors and supervising ERF staff; and communicate updates and status of project with appropriate personnel.

Selection Criterion 2, Factor 2: BLL brings together qualified and dedicated individuals in the learning community to serve as our core staff. SBBC will hire six mentors with a minimum of a master's degree and fives years of experience, certification in early childhood or a related field, and training experience to provide intensive, ongoing classroom support and professional development to the selected sites. Mentors will have extensive knowledge of scientifically based reading research, language and literacy development, and curriculum implementation. The mentors will take part in intensive train-the-trainer and curriculum workshops on the necessary assessment and curricular components of the project as well as database utilization. Teachers at the five ERF site locations are integral to the project success. The qualifications and experience for the participating teachers are included in the appendices.

Selection Criterion 2, Factor 3: To ensure strong instructional leadership and expert support, SBBC has selected consultants who are experts in the field of scientifically based reading research and possess early literacy teaching experience. Dr. Nurit Sheinberg of Nova Southeastern University Mailman Segal Institute for Early Childhood Studies will serve as the principal evaluation consultant. Dr. Sheinberg received her doctorate from Harvard University and brings extensive experience in the evaluation of early childhood programs as detailed in her resume (attached). Under the supervision of Dr. Sheinberg, an evaluation coordinator, with a minimum of a master's degree, knowledge of early childhood education, assessment, child development, and previous experience conducting research will be responsible for training and administration of student monitoring and assessment instruments. Ms. Mary Jean Woika, Academics Program Coordinator, from NSU Mailman Segal Center for Early Childhood Studies holds a Masters degree in special education with an emphasis in early childhood and has experience with best practices, family support, parenting education, development and implementation of early childhood education and training programs, community outreach programs, and advocacy for young children. She will coordinate the college-level courses and assessment training (See attached resume in appendix).

SBBC will also partner with Pearson Education, Inc. to provide professional development in utilizing OWL. Pearson trainers have been delivering scientifically-based professional development for nearly a decade. Pearson education consultants have firsthand experience in classrooms and schools therefore, they are uniquely equipped to understand and address the concerns of teachers and administrators.

Experienced trainers from Center for Advanced Study of Teaching and Learning at The University of Virginia will provide train-the-trainer and reliability training on the CLASS

administration to the mentors and project coordinator. Brookes Publishing will be contracted to provide onsite training on the ELLCO to the mentors and project coordinator.

Fidelity and overall program effectiveness evaluations will be conducted by The School Board of Broward County's Office of Research Services. Dr. Russell Wayne Clement, Director of the Office of Research Services, will oversee all research designs, methods, analyses, and written reports. He received his Doctor of Philosophy from Brown University, specializing in social-cognitive psychology. His professional experience includes Director of the Student Assessment & School Performance Department for 10 years, seven years as a Research Specialist, and Adjunct Professor at John Hopkins University (See attached resume in appendix).

Selection Criterion 3, Factor 1: SBBC has carefully considered each center's commitment, capacity, and readiness to make the major systemic changes necessary for improved early literacy instruction. All site administrators and staff were included in the *BLL* planning process whenever possible. The site administrators at each campus have indicated their understanding of and willingness to carry out the implementation plan described in this proposal. All staff members have completed a survey indicating their willingness to participate in professional development activities, welcome mentors into classrooms, implement early literacy curriculum in every classroom, and strive to make each campus a center of reading excellence. Staff expressed interest in training opportunities and learning new strategies to improve early literacy skills.

Selection Criterion 3, Factor 2: The proposed costs are appropriate and adequate to carry out project activities and achieve project goals. Quality instruction, intensive professional development, and increased parental involvement will improve the early literacy acquisition skills of the students served. Staff will receive intensive, ongoing, quality professional

development to improve instructional strategies and family members will learn to engage their children in literacy at home. BLL will serve 27 classroom teachers, 27 classroom assistants, 5 site administrators, and up to 450 children and their families at a minimal cost. The proposed budget $4,057,728 is adequate and appropriate to carry out project activities and achieve project goals. Each center was chosen based on its capacity to become a center of excellence and will become models of exemplary practice in the community. The model will be shared with other centers throughout the district, state, and nation.

BLL will use intensive, high-quality professional development, exceptional core curriculum, and increased parental involvement to focus on improving student's early literacy skills. Students will be equipped with the necessary skills in language, cognition and early literacy to successfully transition to kindergarten and excel in reading. Staff will have the ability to provide similar instruction to all center students after the project duration and families will be prepared to support the literacy growth of their children for many years to come.

Head Start and Quality Improvement System funds will support the continuation of this project for at least two additional years so that the longitudinal impact of our programs can be evaluated effectively. The strategies and activities outlined in the project complement, promote, and extend each of these existing programs. Coordination and collaboration will improve and expand their overall implementation and support continuation and achievement of the project's intended goals.

Selection Criterion 4, Factor 1: The following BLL management plan includes benchmarks, project activities, indicators, a timeline, and responsible person(s) to meet the outlined goals in Selection Criterion 1, Factor 1, Purposes 2, 3, and 4. An abbreviation key can be found at the end of the chart.

PR/Award # S359B080070

Purpose 2: To improve oral language, phonological awareness, print awareness, and alphabetic knowledge

Benchmarks	Activities	Indicators	Timeline	Responsible Part(ies)
Hire Project Coordinator	Sign-contract	Project Coordinator hired	October 2008 Yr 1	SBBC
Hire Mentors	Interviews	Mentors hired	October 2008 Yr 1	SBBC
Finalize Consultant Contracts	Meetings	Contract	October 2008 Yr 1	SBBC
Introductory Meeting with Administrators and Teachers	Meeting	Attendance Record; Agenda	November 2008 Yr 1	PC, M
Purchase curriculum and materials for classrooms	Purchase OWL	Invoices	10/08 Yr 1	PC
	Purchase/Replace supplementary materials	Invoices	10/08 Yr 1, 7/09, 7/10	PC
Implement OWL Curriculum (Purpose 2)	OWL curriculum training	OWL Implementation Checklist	January 2009 Y1	PC, M, T
Provide families with information on language and early literacy skills (Purpose 2)	Lending library	Sign-out log	Beginning 1/09 Yr 1 Ongoing through 6/11	T, TA
	Implement Read Together Talk Together	Sign-out log	Beg. 1/09 Yr 1	T, TA, M
	Purchase supplementary books, CDs, and games	Invoices	1/09 Yr 1	PC
	Parent Events	Flyers, Sign-in sheet	Quarterly Yr 1, 2, 3	M, T, TA, A
	Volunteer/Family early literacy training	Flyers, Sign-in sheet	Beginning 1/09 Yr 1; Quarterly Yr 1, 2, 3	M, T, TA, A
	Reading Events	Flyers, Sign-in sheet	Quarterly Yr 1, 2, 3	M, T, TA, A
	Parent/Teacher Conferences	Conference form	Bi-annual; Beg. 3/09	T
Provide valid, reliable, and ongoing screening and assessment to identify students at-risk, guide individualized instruction, and evaluate program effectiveness (Purpose 5)	Train mentors in ELLCO	Certificate of Completion	11/08 Yr 1	B
	Train mentors in CLASS	Certificate of Completion	11/08 Yr 1	UVA
	Train mentors and teachers in student assessments	Attendance Record; Agenda; Certificate of Completion	11/08 Yr 1	NSU-E, PC
	Conduct ELLCO and CLASS	Assessment results ELLCO CLASS	12/09 Yr 1 August, May Yr 2 and 3	M

	Conduct screening and initial assessments for baseline data	Assessment scores PPVT-III, PALS, EOWPVT, ESI-R	11/08 Yr 1	NSU-E, T
	Conduct ongoing progress monitoring	Assessment Scores IGDIs CCDCA (Language Domain)	2/09 and 5/09 Yr 1 August, November, February, May Yr 2 and 3	T
	Complete Developmental Assessment (progress monitoring)	CCDCA Results	1/09, 5/09 Yr 1 August, January, May Yr 2 and 3	T
	Identify students at risk; Individualize instruction	Screening, assessment score, progress monitoring	Beginning 1/09 (Yr 1); Ongoing, with monthly meetings	NSU-E, M, T
	Conduct outcome assessments	PPVT, EOWPVT, Pals PreK	5/09 Yr 1 May of Yr 2 and 3	NSU-E
	Conduct program evaluation	Program Evaluation results and reports	End of Yr 1, Yr 2, Yr 3	ORS
	Collect district outcome data for kindergarten (yrs 2 and 3); First grade (yr 3)	District reports School Readiness Rates SAT-10	3/10, 3/11	PC
	Meet with RF Coordinator	Documentation Log	11/08, 1/09, 5/09 Yr 1	PC
Coordinate efforts with appropriate community, state, and federal resources to ensure a smooth transition with Reading First elementary schools	SBBC Mentors meet with RF Coaches quarterly	Documentation Log, Attendance Records	2/09, 5/09 Yr 1 Quarterly Yr 2 and 3	PC, M
	Reading Events	Flyers, Attendance Records	Quarterly Beg. 1/09 Yr 1, 2, 3	PC, M, T
	Joint ERF/RF Parent Events	Flyers, Attendance Records	Quarterly Beg. 1/09 Yr 1, 2, 3	PC, M, T
	Kindergarten Transition Plan	Mentor logs	Spring Yr 1, 2, 3	M, T
	Kindergarten classroom visits	Pictures, Flyers	Spring Yr 1, 2, 3	M, T
	Kindergarten Round-up	Pictures, Flyers	Spring Yr 1, 2, 3	M, T
	ERF/RF Teacher Meetings	Mentor log		M, T

PR/Award # S359B080070

Purpose 3: To improve language and print richness of the environment

Benchmarks	Activities	Indicators	Timeline	Responsible Part(ies)
Provide daily, oral language activities to engage children in meaningful discussion in a high-quality language and literacy-rich environment	Activities outlined in OWL planning guides; small and large group, read aloud/ dialogic reading; book discussions; rhyming, poetry, informal conversations, songs, meaningful play	Teacher Skill Checklist Lesson Plans	Beg. January 2009 (Yr 1) – June 2011	T, TA
	Professional development training; On-site mentoring	CLASS, Teacher Skill Checklist	January 2009 (Yr 1) – June 2011	M
Provide children access to writing and reading materials throughout the day in various parts of the classroom	Materials outlined in OWL planning guides; Centers equipped with print and writing materials; Mentor guidance	OWL Implementation Checklist	Beg. January 2009 (Yr 1) – June 2011	T, TA
Increase print richness through various uses of environmental print, student writing, and different genres of books	Activities and materials outlined in OWL planning guides; best practices; Mentor guidance	ELLCO results	Beg. January 2009 (Yr 1) – June 2011	T, TA
	Purchase supplementary books, games	Invoices	10/08 Yr 1 8/09, 8/10 Yr 2 and 3	PC
Use the ELLCO results as a guide to improve a literacy rich environment	Conduct ELLCO and discuss results with teachers; Identify areas needing improvement	ELLCO results	1/09, 5/09 Yr1 August and May Yr 2 and 3	M, T

PR/Award # S359B080070

Purpose 4: Provide high-quality, ongoing classroom-focused professional development and continued support and mentoring throughout the year to increase preschool teacher knowledge

Benchmarks	Activities	Indicators	Timeline	Responsible Part(ies)
Provide high-quality, research-based professional development through workshops, college course work and onsite follow-up and mentoring	Emergent Literacy: Birth –Five Years Old	Pre/Post test	1/09 – 5/09 Yr 1	NSU-PD
	Practicum: Emergent Literacy	Pre/Post test	9/09 – 12/09	NSU-PD
	Workshops/Training	Pre/Post test; Agenda Attendance Records	Beg. 11/08 (Yr 1) through 5/11	PC, M
	Onsite Mentoring	Mentor Logs	Bi-weekly beg. 12/08 Yr 1	M
Train teachers to analyze assessment results and link them to instructional practices	Linking Assessment Results to Instructional Practices Workshop; Onsite Mentoring; Electronic database	Pre/Post test Lesson Plans	Prior to 1/09 (Yr 1) – Ongoing	PC, M, NSU-E
Improve teacher effectiveness through ongoing mentoring	Onsite modeling, planning, co-teaching, observation, exemplary classroom videos; Electronic database; Learning Communities; Professional Development Plan	CLASS PreK; End-of-Year surveys; Professional Development Plan Goals	Bi-weekly beg. 12/08 Yr 1	PC, M
Maximize mentoring techniques with the use of exemplary classroom videos	Teacher videos CLASS videos	CLASS PreK	Beg. 1/09 (Yr 1) – Ongoing	PC, M

Notes: SBBC- The School Board of Broward County; NSU-E- NSU Evaluators; NSU-PD- NSU Professional Development; PC- Project Coordinator; M- Mentor; A- Administrator; T- Teacher; TA- Teacher Assistant; ORS- Office of Research Services; UVA- University of Virginia; B- Brookes Publishing

Selection Criterion 4, Factor 2: In order to ensure that the stated goals are met, a thorough and systematic evaluation of the different components has been developed (Selection Criterion 5). Information related to the identification of at-risk children (Purpose 2) will be gathered by the NSU evaluators' administration of language and literacy instruments and by the teachers' administration of the ESI-R at the beginning of each school year. This information will be used to develop individualized lesson plans and to target those children identified as being at-risk for reading failure. Data on improving oral language, phonological awareness, print awareness, and alphabetic knowledge (Purpose 2) will be collected by NSU evaluators using the PPVT-III, PALS, and the EOWPVT in November and May of year one and August and May of years two and three. Ongoing progress monitoring using the IGDIs and the CCDCA will provide valuable formative information on children's pre-literacy skill development and growth in social-emotional, cognitive, and language development. The ongoing assessment and results will be integrated into the development of individualized instruction plans. The NSU evaluators will centralize data on all children and will provide monthly reports to the mentors and the teachers to ensure that modifications can be made to support each child's needs. Data gained from formative assessments plays a central role in our project implementation. Ongoing formal assessments and informal observations will allow us to continually improve our project on every level.

The ELLCO (Purpose 3) and CLASS (Purpose 4) data will be collected by the mentors at the beginning and end of each project year. Mentors will conduct weekly classroom observations and complete the Teacher Skill Checklist (three times a year) with the teachers. These instruments, as well as ongoing conversations with teachers in meetings (learning communities), will help mentors determine which skills teachers are successfully implementing and which they need additional training in. Mentors will access assessment data to review literacy skills that

individual students and classes on a whole are struggling with, identifying areas for additional training. The Project Coordinator will meet with mentors every other week to review progress monitoring data and assessment results to ensure the program is implemented with fidelity and redefine professional development and parent involvement activities. Teachers will complete a survey at the end of each project year to assess their perceptions of the effectiveness and usefulness of the professional development model being implemented so that modifications can be made. Parents will be notified of progress through quarterly reports. Their input through end-of-the year survey responses and participation in parent activities will help guide the project.

Selection Criterion 4, Factor 3: The time commitments of the project coordinator and other key personnel are appropriate and adequate to meet the goals of the BLL project. Key personnel responsibilities are outlined in the management plan and budget narrative. Time allocations are:

Key Personnel	Hours/Week	Percentage of Time
Project Coordinator	37.5	1.0 FTE
Mentors	37.5	1.0 FTE per mentor (6.0 total)
Principal Evaluation Consultant	15.0	.20 FTE

Selection Criterion 5, Factor 1: In order to evaluate the effectiveness of BLL, a systematic and comprehensive plan that includes both summative and formative evaluation activities will be implemented by NSU's evaluation team. Through this, program implementation and success will be monitored at the classroom and individual child level to know if objectives are being met and if adjustments are needed in order to achieve the project's goals. Dr. Sheinberg and her team will work with mentors, administrators and teachers to ensure that the assessment schedule is followed and that all staff participating in the evaluation component receive the necessary training. The BLL evaluation plan includes information on children's initial screening, progress monitoring, and outcome assessments as it relates to children's early literacy skills, classroom environments, effectiveness of professional development and mentoring plan, and success of

parental involvement initiatives. The goal for children (Purpose 2) is to improve oral language, phonological awareness, print awareness, and alphabetic knowledge. This will be accomplished by implementing the OWL curriculum, providing families with information on language and early literacy skills, and providing high-quality professional development and mentoring. To ensure that children are meeting these goals, they will be screened at the beginning of every school year, their progress will be continuously monitored, and their achievements will be assessed in May of each project year.

Screening assessments: Every child will be screened at the beginning of each project year. Teachers will administer the ESI-R at the beginning of each project year to identify any children at-risk for developmental delay. This will help teachers devise individualized educational plans to address the specific needs of children experiencing developmental delays and will also help identify those children needing to be referred for a more comprehensive assessments. NSU's evaluators will conduct assessments at the beginning of each project year to identify children who are at-risk for reading failure. Children will be administered the PPVT-III, to assess their receptive language skills, the EOWPVT, to assess their expressive language skills, and the PALS Pre-K, to assess children's phonological and print awareness, and alphabet knowledge. Data obtained from these instruments will allow teachers to recognize children experiencing difficulties in these areas which are highly predictive of reading success and in turn individualized their instruction accordingly.

Progress monitoring: In order to assess ongoing progress in rhyming, alliteration, and picture naming, teachers will administer the IGDIs on a quarterly basis each project year. This instrument assesses foundational literacy skills and helps predict child outcomes. Teachers will be trained in the procedures required to administer this instrument. Mentors will guide teachers

with administration of the IGDIs. Teachers will also employ the CCDCA to assess children's overall developmental progress, paying particular attention to the 13 objectives in the language domain that will measure ongoing progress in pre-literacy skills. The information obtained through the IGDIs and the CCDCA will help ensure that sufficient progress in language and reading growth is made by all students. This data will also be used to adjust classroom instruction, mentoring priorities and professional development training. The project evaluators will centralize all data being collected and will create monthly reports that the mentors and the teachers can use to assess each child's progress to individualize teaching practices and classroom instruction.

Outcome assessment: To ensure that the project goals are being met, NSU's evaluation team will administer a set of outcome assessments in May of each project year. Children's language development as well as acquisition of literacy skills needed for reading success will be assessed including an improvement in oral language, phonological awareness, print awareness, and alphabetic knowledge. Children will be administered the PPVT-III, the EOWPVT, and the PALS Pre-K to determine children's progress. Validity and reliability information on the instruments used was presented in Criterion 1, Factor 2, Purpose 5.

Results from all assessment data will be sent to the Office of Research Services to evaluate the effectiveness of the project in enhancing children's early literacy outcomes, provide information on adjustments that need to be made for the following year, ensure sustainability of the project, and compliance with the ERF protocol.

The goal of Purpose 3 is to increase language and print richness of the environment. Specifically, to (1) provide daily, oral language activities to engage children in meaningful discussion in a high-quality language and literacy-rich environment, (2) provide children access

to writing and reading materials throughout the day in various parts of the classroom and (3) increase print richness through various uses of environmental print, student writing, and different genres of books. Progress towards achieving this goal will be measured using the ELLCO and the CLASS. These two observational instruments will be administered at the beginning of each project year (November in year 1, August in years 2 and 3), and in May of each project year. The results of the ELLCO and the CLASS will serve as a guide to determine which aspects of the classroom environment, teaching practices, and teacher-child interactions need additional support to achieve the project's goals.

Purpose 4 goals are to provide quality, research-based professional development to improve teachers' effectiveness and instructional practices. To assess the effectiveness of the professional development in increasing teachers' content knowledge, teachers will complete a pre and post questionnaire and evaluation at each course and workshop they attend. To measure the extent to which teachers are transferring the information they are learning into their daily practices, mentors will use the Teacher Skill Checklist three times a year. This instrument includes a series of competencies that teachers are expected to achieve during the course of the year and can serve as a way of measuring change in teaching practices as well as a guide to tailor mentoring strategies and priorities to each teacher's individual needs. Teachers will complete a survey at the end of each program year to assess their perceived satisfaction including their sense of effectiveness and usefulness of the professional development model being implemented. The CLASS will be administered in each classroom at the beginning and end of each project year to assess the effectiveness of mentoring on classroom quality encompassing emotional support, classroom organization, and instructional support.

Results from all assessment data will be sent to the Office of Research Services (ORS) to evaluate the effectiveness of the project in enhancing children's early literacy outcomes, provide information on adjustments that need to be made for the following year, ensure sustainability of the project, and compliance with the ERF protocol. ORS will provide formal summative reports to the project coordinator for each year of the project as well as a final report that encompasses all three years.

Selection Criterion 5, Factor 2: The evaluation plan described under Criterion 5, Factor 1 includes both qualitative and quantitative methodologies. Standardized, normed assessments will be used to conduct children's initial screening (ESI-R, PPVT-III, EOWPVT, PALS-PreK), progress monitoring (IGDIs, CCDCA), and outcome assessments (PPVT-III, EOWPVT, PALS-PreK), as well as environmental/program assessment (ELLCO, CLASS). Children's individual performance on these instruments can be compared with established standards to identify children at-risk for reading difficulties at the beginning of the school year and those who are not making adequate progress so that modifications can be made to the program and appropriate referrals are initiated. This can also help identify those children ready for more challenging activities. The data will provide information on each center's overall performance as well as the project's overall effectiveness. The evaluation team will provide teachers and mentors with a monthly progress report for each child so instruction can be individualized. Yearly progress reports that include outcome data will be submitted by the NSU evaluation consultants.

Product evaluation, fidelity, and overall effectiveness will focus on measuring final outcomes against our project goals. Student performance will be assessed through multiple measures previously mentioned, the Florida Kindergarten Readiness Screener (kindergarten), and the Stanford Achievement Test (first grade). Improvement in teacher instructional practices

will be assessed with the CLASS, Teacher Skills Checklist, pre/post tests, training evaluations, surveys, and observations. Parental involvement will be evaluated using participation records, reading record logs, and surveys. This information will be submitted to ORS at the end of each project implementation year.

School outcome assessments will measure improvement against goals annually to ensure that all students are ready to successfully transition to kindergarten. The Project Coordinator will track school progress throughout the duration of the grant. The Project Coordinator will work closely with the administrators, mentors, and NSU evaluators to ensure all project goals are met and will require struggling centers to give monthly progress reports, participate in frequent meetings with and site-visits from ERF staff, and observe centers that are successfully implementing the ERF plan.

BLL is designed to create a cost-effective, exportable model for implementing scientifically based best practices, broadening access to high-quality educational content and learning resources for our schools and local community, and supporting the successful integration of these resources into the content curriculum. SBBC anticipates that several organizations, school districts, and other community members will benefit from the products and information disseminated as part of this project including local universities, the Early Learning Coalition of Broward County, and local educational advocacy groups. The Project Coordinator will create an ERF project manual that outlines the processes behind professional development, assessment and instructional activities, family outreach, implementation steps, and outcomes. Project outcomes and overall evaluation reports will be included to modify the project as necessary and support future implementations.

An online blog will be created for the ERF staff to post and discuss ongoing activities at their respective sites. The site will be accessible by the public to read-only. This will document the use of best practices, challenges, problem solving, and solutions related to the day-to-day implementation of the project.

SBBC will also participate in the International Reading Association Annual Convention and Harvard's Pre–K to 3 Education: Promoting Early Success to focus on the effective use of early language and literacy strategies for teaching and learning. SBBC leadership and ERF administrators will seek to present our implementation model and project outcomes at key conferences and community meetings. These forums will support the local, state, regional, and national dissemination of the *BLL* model by highlighting its effectiveness and key points for replication.

SBBC will collaborate with local newspapers and media to build public awareness of and involvement in this project. Parent events and transition activities will be submitted to local newspapers to be highlighted in their education and community sections. The Project Coordinator will submit events, activities, and updates to the SBBC Communications and Media Relations Department for consideration to be put on the SBBC website.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **477-Mandatory_ERF_2008_Attachments.pdf**

Appendix

Center Information

Bethune Elementary School – Headstart, 2400 Meade St., Hollywood, FL 33020
Total number of children: 122
Number of classrooms: 7
Funding source: Federal Government
Accreditation: Southern Association of Colleges and Schools (SACS)
Instructional Program: The Creative Curriculum
Operating hours: 7:30 a.m. - 6:00 p.m., 5 days/week, 10 months/year (Grant will extend to 12 months/year)

Drew Family Resource Center – Headstart, 1000 NW 31st Ave., Pompano Beach, FL 33060
Total number of children: 105
Number of classrooms: 6
Funding source: Federal Government
Accreditation: Southern Association of Colleges and Schools (SACS)
Instructional Program: The Creative Curriculum
Operating hours: 7:30 a.m. - 6:00 p.m., 5 days/week, 10 months/year (Grant will extend to 12 months/year)

KIDS in Distress Therapeutic Preschool, 819 NE 26th Street, Wilton Manors, FL 33305
Total number of children: 67
Number of classrooms: 5
Funding source: School Readiness Coalition, Broward County, FL
Accreditation: COA
Instructional Program: The Creative Curriculum
Operating hours: 6 a.m.-7 p.m, 5 days/week, 12 months/year

Jack and Jill, 1315 W Broward Blvd., Ft. Lauderdale, FL 33312
Total number of children: 97
Number of classrooms: 5
Funding source: School Readiness Coalition, Broward County, FL
Accreditation: NAEYC
Instructional Program: The Creative Curriculum
Operating hours: 6 a.m.-7 p.m, 5 days/week, 12 months/year

New Mirawood, 5820 W Hallandale Beach Blvd., West Park, FL 33023
Total number of children: 60
Number of classrooms: 4
Funding source: School Readiness Coalition, Broward County, FL
Accreditation: APPLE
Instructional Program: The Creative Curriculum
Operating hours: 6 a.m.-7 p.m., 5 days/week, 12 months/year

Children - Demographic Information

	Bethune Elem	Drew FRC	KIDS	Jack and Jill	New Mirawood
Age of children	3-5	3-5	3-5	3-5	3-5
Percentage qualifying for free lunch	100%	100%	100%	100%	100%
Average Daily Attendance Rates	>85%	>85	>85	>85	>85
Ethnicity					
African-American	48%	83%	81%	72%	98%
Hispanic	20%	17%	9%	5%	1%
Anglo-American	7%	0%	6%	80%	0%
Caribbean	21%	0%	4%	0%	1%
Other	7%	2%	29%	12%	4%
Languages Spoken (Number of Children)					
Spanish	15	27	2	8	4
Creole	12	2	33	16	3
Special needs (Number of Children)					
Articulation	8	3	8	-	3
Language	4	-	4	-	-
Developmental Delay	1	-	33	-	-
Speech and Language	3	-	-	-	-
Fine Motor Impairment	-	-	1	-	-
Physical Impairment	-	-	-	1	-
Mentally Handicapped	-	-	1	-	-
Average Hours Children Spend at Center	7	7	9	9	9

Staff Information

	Bethune Elem	Drew FRC	KIDS	Jack and Jill	New Mirawood
Number of staff	14	14	10	11	5
Qualifications					
Graduate Degree	3	1	-	-	-
College Degree	4	5	5	1	-
Some college	3	2	1	6	1
CDA	1	4	4	4	4
High-School Diploma	3	2	-	-	-
Years at Center					
Less than 1 year	1	1	3	5	-
Between 1 and 5 yrs.	3	4	6	4	3
Between 6 and 10 yrs.	5	1	1	2	2
Between 11 and 20 yrs.	5	8	-	-	-
More than 21 yrs.	-	-	-	-	-
Years in Field					
Less than 1 year	1	1	1	1	1
Between 1 and 5 yrs.	2	2	8	7	1
Between 5 and 10 yrs.	4	2	1	2	1
Between 11 and 20 yrs.	3	6	-	1	2
More than 21 yrs.	4	3	-	-	-

English Language Acquisition Plan

1) *Building Language and Literacy (BLL)* will improve English Language Learners (ELL) second language acquisition and their kindergarten readiness through specific focus on vocabulary, comprehension, oral language development, phonological awareness, and print awareness. The implementation of *Opening the World of Learning* (*OWL*) has demonstrated positive outcomes with culturally diverse populations and facilitation of student's English language acquisition.[51] To understand the process of second language acquisition, it is imperative that all educators first understand how children learn a first language. Teachers and assistants will participate in professional development and ongoing mentoring to acquire knowledge about first language acquisition, the developmental sequence of second language acquisition, cultural sensitivity awareness, and individual differences of second language learners. Teaching English Language Learners will be a responsibility shared by teachers, assistants, parents, administrators and mentors.

2) Instruction to maximize English language acquisition will include lowering the "affective filter" an important factor towards acquiring a second language.[52] Steps to accomplish this task will include the gathering of information about the cultural linguistic background of ELL students. This information will be obtained with the help of a translator and parents sharing basic information about their culture and favorite activities that children enjoy. A simple question and answer form will be created for all teachers to gather information from parents involved in the BLL project. Teachers will learn a few basic words such as *listen, bathroom, and eat,* in their students' languages, to help students feel connected with them. Parents will be reassured of the importance of continuing to speak and read to children in their native language at home. This practice will give a powerful message to the parents indicating that their home

language is valued in the student's classroom. Teachers, at the beginning of the year, will provide additional time for ELL students to become familiar with their new environment before approaching them to participate in a group setting with questions; this time will help students during their non-verbal period to listen to classmates use new sounds produced in English. Teachers, while working on OWL activities, will implement different communication techniques such as: buttressing (pairing words with gestures, actions, or a direct gaze), extended repetition (saying the same thing more than once to allow students the opportunity to match what is being said with the action, talking about the here and now (to help students narrow down the subject being discussed), expanding and extending (to help increase vocabulary by expanding on what the student already knows), and upping the ante (after a few months, teachers will push students to start using oral language and during a private moments teachers will ask students to repeat some words being used in their conversations).[53] Additionally, teachers will create a comfortable learning environment as suggested by the OWL curriculum, which represents and respects students' cultures and customs. Teachers will maintain a structured classroom that follows the OWL activities, where routines and activities are predictable through the use of an interactive picture schedule, pictures of students with their names, posters of shared poetry with pictures above new vocabulary words, and labeling materials throughout the classroom with pictures and words. Teachers will work in small groups to create safe havens that provide students with opportunities to voluntarily share comments throughout the day.[54] The use of concrete external aids, make-believe dramatic play engagements and small reading groups, all part of the OWL curriculum, will facilitate language understanding and encourage ELL students' participation in activities. Teachers will provide meaningful language practice by using objects, pictures, models, props, explicit vocabulary, cooperative learning strategies, and the "buddy system".[55] Teachers

will utilize the implementation of the *OWL* adaptation for ELL students, to enhance additional English language comprehension. Teachers will activate and build prior knowledge to make connections and construct meaning through shared reading and writing, thinking aloud, and demonstrations following the OWL assigned activities. Before reading a book, teachers will carefully review the book for content, length and cultural sensitivity. When reading to a small ELL group, teachers might tell a story instead of reading it to use a simpler vocabulary and facilitate comprehension. Multiple readings of the same book will help ELL students understand more information related to the story with each reading. Predictable repetitive books, interactive book sessions using props, and singing favorite songs, will be part of the daily routine to facilitate understanding. Children will hear stories multiple times through recorded stories and teacher/assistant/volunteer reading. Recorded stories will also be sent home to share reading time with family members. New words will be introduced in conversations; teachers will pair English words with native language words. Print materials will be used to support the development of English phonology, vocabulary, and syntax.[56] To enhance and support oral language development, teachers will model language needed in social interactions, such as a student wanting to join a group. All aspects of the curriculum will be adapted to facilitate comprehesion and meet the needs of ELL students.

3) The transition to English proficiency will be done by using the previously mentioned strategies and by infusing some native language(s) in the classroom through books, print materials, pictures, music, songs, finger plays and parent participation in the classroom. Parents will be invited to read books in their native language and encouraged to continue using their native language at home. Parents will have the opportunity to borrow tape recorders to read and listen to stories in English and in their own languages as well. Take home books, written in the

students' first language, will be provided to all ELL students. All selected centers have personnel that are dual-language proficient.

4) Teachers will attend specific professional development on diverse learning geared towards creating an environment that increases the language proficiency of non-English speakers as delineated in the timeline. The OWL training will include implementation of specific activities, strategies, and adaptations necessary to provide support for English language learners. College coursework, offered by NSU, will incorporate knowledge of first and second language acquisition, stages, and proven strategies to increase English language proficiency. The project coordinator's expertise in multicultural education will help implement best practices in each classroom. Mentors and the program coordinator will coordinate with the SBBC Multicultural department to translate take home materials and work with teachers throughout the year to gather information on the native language(s), set up and modify the environment appropriately, and ensure that instructional practices are being used effectively.

5) The benchmark timeline is outlined below.

Beginning of Yr 1, 2	Classroom set-up; Enhancing the language and print-rich environment
Year One: Fall and Spring –	Key elements of language and early literacy development; Instructional approaches; Scaffolding curriculum; Using assessment data and individualizing activities
Year One: Diverse Learners	Second language acquisition stages and strategies, instructional practices used to increase English language proficiency, scaffolding, and monitoring language development
Beg/End Yr 1, 2, 3	PPVT - Data will indicate acquisition of receptive vocabulary
Ongoing	Mentor observations, feedback, and support

Endnotes

1. Dickinson, David and Susan Neuman, eds. Handbook of Early Literacy Research, Volume 2. NY: The Guilford Press, 2006.
2. Farran, Dale. "Another Decade of Intervention for Children who are Low Income or Disabled: What Do We Know." Handbook of Early Childhood Intervention Handbook. Jack Shonkoff and Samuel Meisels. Eds. NY: Cambridge UP, 2000. 510-548.
3. Guralnick, Michael. Ed. The Effectiveness of Early Intervention. Baltimore, MA: Brookes Publishing Co., 1997. 23-46.
4. Ramey, Sharon and Craig Ramey. "Early Educational Interventions: Principles of Effective and Sustained Benefits from Targeted Early Education Programs." Handbook of Early Literacy Research, Volume 2. Eds. David Dickinson and Susan Neuman. NY: The Guilford Press, 2006. 445-457.
5. Scarborough, Hollis. "Connecting Early Language and Literacy to Later Reading Disabilities: Evidence, Theory, and Practice." Handbook of Early Literacy Research. Eds. Susan Neumann and David Dickinson. NY: Guilford, 2002. 97-110.
6. Aram, D. and J. Nation. "Preschool Language Disorders and Subsequent Language and Academic Difficulties." Journal of Communication Disorders 13 (1980): 159-170.
7. Boudreau, Donna and Natalie Hedberg. "A Comparison of Early Literacy Skills in Children with Specific Language Impairment and Their Typically Developing Peers. American Journal of Speech-Language Pathology 8 (1999): 249-260. 28 July 2003. <http://www.asha.org>
8. Catts, Hugh. "The Relationship Between Speech-Language Impairments and Reading Disabilities." Journal of Speech and Hearing Research 36 (1993): 948-958.
9. Whitehurst, Grover and Christopher Lonigan. "Child Development and Emergent Literacy." Child Development 69 (1998): 848-872.
10. Lonigan, Christopher, Stephen Burgess and J. Anthony. "Development of Emergent Literacy and Early Reading Skills in Preschool Children: Evidence from a Latent-Variable Longitudinal Study." Developmental Psychology 36 (2000): 596-612. 22 July 2004. <http://www.proquest.com>
11. Hart, Betty and Todd Risley. Meaningful Differences in the Everyday Experience of Young American Children. Baltimore, MD: Paul Brookes Publishing, 1995.
12. Baydar, Nazli, Jeanne Brooks-Gunn, and Frank Furstenberg. "Early Warning Signs of Functional Illiteracy: Predictors in Childhood and Adolescence." Child Development 64 (1993): 815-829.
13. Alexander, Karl et al. "Achievement in the First 2 Years of School: Patterns and Processes." Monographs of the Society for Research in Child Development 53.2 (1988): 1-157.
14. Juel, C. "Learning to Read and Write: A Longitudinal Study of 54 Children From First Through Fourth Grades." Journal of Educational Psychology 80 (1988): 437-447.
15. Tabors, Paton, Catherine Snow and David Dickinson. "Home and Schools Together: Supporting Language and Literacy Development." Beginning Literacy with Language: Young Children Learning at Home and School. Eds. David Dickinson and Paton Tabors. Baltimore, MD: Brookes Publishing, 2001. 313-334.
16. Dickinson, David and Susan Neuman, eds. Handbook of Early Literacy Research, Volume 2. NY: The Guilford Press, 2006.
17. Dickinson, David, Allyssa McCabe, Louisa Anastasopoulos, Ellen Peisner-Feinberg and Michele Poe. "The Comprehensive Language Approach to Early Literacy. The Interrelationships Among Vocabulary, Phonological Sensitivity, and Print Knowledge

Among Preschool-aged Children." Journal of Educational Psychology 95.3 (2003): 465-481.

18. Schickedanz, Judith. Much More Than the ABC's: The Early Stages of Reading and Writing. Washington DC: National Association for the Education of Young Children, 1999.
19. Schickedanz, Judith and David Dickinson. Opening the World of Learning: A Comprehensive Early Literacy Program. Boston, MA: Pearson Learning Group, 2005.
20. Scarborough, Hollis. "Connecting Early Language and Literacy to Later Reading Disabilities: Evidence, Theory, and Practice." Handbook of Early Literacy Research. Eds. Susan Neumann and David Dickinson. NY: Guilford, 2002. 97-110.
21. Aram, D. and J. Nation. "Preschool Language Disorders and Subsequent Language and Academic Difficulties." Journal of Communication Disorders 13 (1980): 159-170.
22. Boudreau, Donna and Natalie Hedberg. "A Comparison of Early Literacy Skills in Children with Specific Language Impairment and Their Typically Developing Peers. American Journal of Speech-Language Pathology 8 (1999): 249-260. 28 July 2003. <http://www.asha.org>
23. Catts, Hugh. "The Relationship Between Speech-Language Impairments and Reading Disabilities." Journal of Speech and Hearing Research 36 (1993): 948-958.
24. Adams, Marilyn Jager. Beginning to Read: Thinking and Learning About Print. Cambridge, MA: MIT Press, 1990.
25. Stanovich, K. "Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy." Reading Research Quarterly 21 (1986): 360-407.
26. Wagner, R., et al. "Changing Relations Between Phonological Processing Abilities and Word-level Reading as Children Develop from Beginning to Skilled Readers: A 5-year Longitudinal Study." Developmental Psychology 33 (1997): 468-479.
27. Lonigan, Christopher, Stephen Burgess and J. Anthony. "Development of Emergent Literacy and Early Reading Skills in Preschool Children: Evidence from a Latent-Variable Longitudinal Study." Developmental Psychology 36 (2000): 596-612. 22 July 2004. <http://www.proquest.com>
28. Adams, Marilyn Jager. Beginning to Read: Thinking and Learning About Print. Cambridge, MA: MIT Press, 1990.
29. Dickinson, David. "Putting the Pieces Together: The Impact of Preschool on Children's Language and Literacy Development in Kindergarten." Beginning Literacy with Language: Young Children Learning at Home and School. Eds. David Dickinson and Paton Tabors. Baltimore, MD: Brookes Publishing, 2001. 257-287.
30. Dickinson, David, and Miriam Smith. "Long-term Effects of Preschool Teachers' Book Readings on Low-income Children's Vocabulary and Story Comprehension." Reading Research Quarterly 29 (1994): 104-122.
31. Dickinson, David, Allyssa McCabe, Louisa Anastasopoulos, Ellen Peisner-Feinberg and Michele Poe. "The Comprehensive Language Approach to Early Literacy. The Interrelationships Among Vocabulary, Phonological Sensitivity, and Print Knowledge Among Preschool-aged Children." Journal of Educational Psychology 95.3 (2003): 465-481.
32. Snow, Catherine, Susan Burns, and Peg Griffin, eds. Preventing Reading Difficulties in Young Children. Washington, DC: National Academy Press, 1998.
33. Whitehurst, Grover and Christopher Lonigan. "Child Development and Emergent Literacy." Child Development 69 (1998): 848-872.
34. Swick, Danielle, Darlene Head-Reeves and Oscar Barbarin. "Building Relationships Between

Diverse Families and School Personnel." The School Services Sourcebook: A Gide for School-based Professionals. Eds. Cynthia Franklin, Mary Beth Harris and Paula Allen-Meares NY: Oxford University Press, 2006. 793-801.

35. Laudry, Susan, Paul Swank, Karen Smith, Michael Assel, and Susan Gunnewig. "Enhancing Literacy Skills for Preschool Children: Bringing a Professional Development Model to Scale." Journal of Learning Disabilities 39.4 (2006): 306-324.
36. Pianta, Robert. "Preschool is School Sometimes." Education Next 7.1 (2007): 44-49. 6 October 2007. <http://www.hoover.org/publications/ednext/4612287.html>
37. Cummins, Lauren. "Pot of Gold at the End of the Rainbow: Mentoring in Early Childhood Education." Childhood Education 80.5 (2004): 254-257. 21 May 2007. <www.proquest.com>
38. Florida. Florida Department of Education. Florida Kindergarten Readiness Screener Results. 2008.
39. Laudry, Susan, Paul Swank, Karen Smith, Michael Assel, and Susan Gunnewig. "Enhancing Literacy Skills for Preschool Children: Bringing a Professional Development Model to Scale." Journal of Learning Disabilities 39.4 (2006): 306-324.
40. Whitehurst, Grover and Christopher Lonigan. "Emergent Literacy: Development from Prereaders to Readers." Handbook of Early Literacy Research. Eds. Susan Neumann and David Dickinson. New York: Guilford, 2002. 11-29.
41. Cunningham, Patricia and Richard Allington. Classrooms that Work: They Can All Read and Write. New York: Addison Wesley Longman, 1999.
42. Fountas, Irene and Gay Sue Pinell. Guided Reading: Good First Teaching For All Children. Portsmouth, MH: Heinemann, 1996.
43. Wagstaff, Janiel. Teaching Reading and Writing with Word Walls. New York, NY: Scholastic Professional Books, 1999.
44. Beaty, Janice and Linda Pratt. Early Literacy in Preschool and Kindergarten. Upper Saddle River, New Jersey: Pearson Education, Inc, 2003.
45. Snow, Catherine, Susan Burns, and Peg Griffin, eds. Preventing Reading Difficulties in Young Children. Washington, DC: National Academy Press, 1998.
46. Swick, Danielle, Darlene Head-Reeves and Oscar Barbarin. "Building Relationships Between Diverse Families and School Personnel." The School Services Sourcebook: A Guide for School-based Professionals. Eds. Cynthia Franklin, Mary Beth Harris and Paula Allen-Meares. NY: Oxford University Press, 2006. 793-801.
47. National Staff Development Council. National Staff Development Council's Standards: Learning Communities. 30 May 2008. <http://www.nsdc.org/standards/learningcommunities.cfm>
48. Tallerico, M. Supporting and Sustaining Teachers' Professional Development. Thousand Oaks, CA: Corwin Press, 2005.
49. Early Childhood Research Institute on Measuring Growth and Development. Research and Development of Individual Growth and Development Indicators for Children Between Birth and Age Eight. Minneapolis, MN: Center for Early Education and Development, University of Minnesota, 1998. < http://cehd.umn.edu/ceed/projects/ecri/ecrirpt4.pdf>
50. McConnell, Scott et al. Best Practices in Measuring Growth and Development for Preschool Children, ms. Early Childhood Research Institute on Measuring Growth and Development. Minneapolis, MN: Center on Early Education and Development, University of Minnesota. 2000.
51. Schickedanz, Judith and David Dickinson. Opening the World of Learning: A Comprehensive Early Literacy Program. Boston, MA: Pearson Learning Group, 2005.
52. Krashen, Stephen. "The Input Hypothesis." Current Issues in Bilingual Education. Ed. James Alatis. Washington, DC: Georgetown UP, 1980.

53. Tabors, Patton. One Child, Two Languages. Baltimore, MD: Brookes, 1997.
54. Tabors, Patton. One Child, Two Languages. Baltimore, MD: Brookes, 1997.
55. Tabors, Patton. One Child, Two Languages. Baltimore, MD: Brookes, 1997.
56. Snow, Catherine, Susan Burns, and Peg Griffin, eds. Preventing Reading Difficulties in Young Children. Washington, DC: National Academy Press, 1998.

NURIT SHEINBERG, Ed.D.

EDUCATION

2003	**Ed.D., Harvard University, Graduate School of Education** Field of Study: Human Development and Psychology
1994	**M.A., Tufts University, Eliot-Pearson Department of Child Study** Field of Study: Child Development
1993	**B.A., Boston UniversityPsychology, Summa Cum Laude,** Field of Study: Psychology Graduated Summa Cum Laude

PROFESSIONAL EXPERIENCE

2006-present **Director of Research and Evaluation ,Mailman Segal Institute for Early Childhood Studies, Nova Southeastern University.**

- Coordination of research and evaluation activities. Responsibilities include grant writing, coordination of data collection, data analysis, and data dissemination
- Consultant to the Family Center preschool and infant-toddler program. Responsibilities include developing and providing trainings in early childhood development and education

2003-2006 **Post-doctoral fellow, NICHHD funded, Linda Ray Center. Department of Psychology, University of Miami.**

- Involved in a longitudinal study tracking the effectiveness of early intervention, with an emphasis on language development, for children living in high risk environments.
- Developed a parenting intervention for at-risk families with infants and toddlers.
- Assessed the effectiveness of a multi-site, federally funded parenting intervention program for families with school age children impacted by substance abuse.

2001-2003 **Research Associate, Mailman Center for Child Development, University of Miami**

- Worked on several program evaluations including a project evaluating a teacher training program on brain development and early childhood teaching strategies in early head start classrooms, and a project assessing the outcomes of an early intervention program on the developmental outcomes of infants and toddlers

2000-2001 **Psychological assessor, Mailman Center for Child Development, University of Miami, Miami, FL**

- Administered developmental, psychological and educational assessment to children enrolled in Head Start programs and provided therapeutic and educational recommendations

1999-2000 **Senior Research Associate, Debbie School, Mailman Center for Child Development, University of Miami**

- Coordinated a project assessing the effectiveness of an inclusionary model of early intervention
- Responsibilities included: administering developmental assessments, conducting interviews with teachers and parents

1994-1997 **Psychology Trainee and Intern, Latino Program, Psychiatry Department Children's Hospital, Boston, MA.**

- Provided psychological services to Latino children and families including diagnostic intakes, developmental and cognitive evaluations, service recommendations, play therapy and behavior modification.

1995-1996 **Site Coordinator, Vanguard Project, Harvard University, Cambridge, MA**

- Developed the first steps of an inclusionary/preventive psychoeducational program

1994-1995 **Developmental Specialist, Bay Cove Early Intervention Program, Dorchester, MA.**

- Delivered home-based and centered-based services for families and children ages birth to three who were considered at-risk for developmental difficulties

TEACHING EXPERIENCE

2008- present **Adjunct Professor, Nova Southeastern University, Masters in Human Services in Child Protection.**
Course: HCP 530 Foundations in child development

2004-present **Adjunct Professor, University of Miami, School of Education**
Course: TAL 614 Typical and atypical child development
Course: TAL 615 Evaluation and assessment in infant and early childhood special education
Course: TAL 616 Intervention strategies in infant and early childhood special education

2004 fall	**Adjunct Professor, University of Miami, Department of Psychology** *Course: PSY 341 Psychology of social and emotional development*
1998	**Lecturer, Tufts University** *Course: Evaluation of the young child*

PUBLICATIONS

- Bono, K.E.,& **Sheinberg, N.** (in press). Effectiveness of early intervention for children prenatally exposed to cocaine: Moderating effects of low birth weight on behavioral outcomes. *Early Child Development and Care.*
- Bono, E. K., **Sheinberg, N**, Scott, K. G., & Claussen, A. H. (2007). Early intervention for children prenatally exposed to cocaine. *Infants and Young Children, 20,* pp 26-37.
- Waisburd, G., & **Sheinberg, N.** (2006). A creative, integral curriculum for gifted and talented preschool children. In M.D., Valadez, J. Betancourt, & M.A. Zavala, (Eds.). *Gifted and talented students: Identification, evaluation, and intervention. A teacher's perspective.* Bogotá, Colombia: Manual Moderno.
- Katz, L.F., **Sheinberg, N.**, Claussen, A. H, Baker, L. & Cohen, J. B (2006).
- Screening young children in dependency court. *ABA Children and the Law,* 25, pp.5-9.
- Rogers, A, G., Casey, M.E., Ekert, J., Holland, J., Nakkula, V. & **Sheinberg, N.** (1999). An interpretive poetics of language of the unsayable. In R. Josselson and A. Lieblich (Eds.).*The Narrative Study of Lives: Making meaning of narratives* (Vol., g, pp. 77-107) Thousand Oaks, CA: Sage.

CONFERENCE PRESENTATIONS

- Greenberg, A., **Sheinberg, N.**, Bono, K., Yale Kaiser, M., & Kelsey, K (2007). *Caregiver affect as a moderator of directiveness for at-risk toddlers in early intervention.* Presented at the 72nd Society for Research in Child Development biennial meeting. Boston, MA.
- Bono, K., Greenberg, A., & **Sheinberg, N.** (2007). *Associations between parenting beliefs and cognitive and language outcomes for children prenatally exposed to cocaine.* Presented at the 72nd Society for Research in Child Development biennial meeting. Boston, MA.
- **Sheinberg, N.**, Goncz, S., & Bono, K (2006, June). *Effectiveness of an interactive parenting intervention for children ages 6 to 36 months.* Poster presented at Head Start's eight National Research Conference. Washington, D.C.
- Footer, S., Bono, K., & **Sheinberg, N** (2006, June) *Predictive validity of parent and teacher reports of language ability in an early intervention project.* Poster presented at Head Start's eight National Research Conference. Washington, D.C.
- **Sheinberg, N.**, & Goncz, S (2005, April). *Implementation and Effectiveness of Evidence-Based Parenting Programs.* Session presented at the 14th Linking Forces Annual Children's Mental Health Conference. Miami, FL.
- **Sheinberg, N.**, Goncz, S, & Katz, L. (2005, April). *The Effectiveness of a Comprehensive Parenting Program for Families Affected by Substance Abuse.* Presented at the 71st Society for Research in Child Development biennial meeting. Atlanta, GA.
- Goncz, S., & **Sheinberg, N.** (2004, August). *Taking the Nurturing/ Family Strengthening Program Into Miami's Rural, Migrant Community.* Session presented at the Center for Substance Abuse and Mental Health Service Administration Mentoring and Family Strengthening Lessons Learned Workshop. Rockville, MD.
- Natale, R., **Sheinberg, N.**, & Gold, S. (2004, July). *Parenting Factors Associated With Resiliency in a Birth Through Five At-Risk Population.* Poster presented at Head Start's ninth National Research Conference. Washington, D.C.
- **Sheinberg, N.** (2004, April) *Immigrant Latino mothers' parenting beliefs and practices.* Poster presented at the Conference on Human Development, Washington, D.C.
- Natale, R., & **Sheinberg, N.** (2004, April) *Protective parenting factors in an at-risk population.*Poster presented at the Conference on Human Development, Washington, D.C.
- **Sheinberg, N.** (2004, March). *The relationship between parenting beliefs and parenting practices in a group of Latino and African-American mothers.* Poster presented at the Society for Research on Adolescence, Baltimore, MD.
- Natale, R., & **Sheinberg, N.** (2004, February) *Measures of Risk and Resiliency in an At-Risk 0-3 Population.* Poster presented at the 32nd Annual Meeting of the International Neuropsychological Society, Baltimore, MD.

- **Sheinberg, N.** (2003, April). *Caught between worlds: Immigrant Latino mothers cultural models of childrearing.* Paper presented at 70th Society for Research in Child Development biennial meeting. Tampa, FL.
- Natale, R. & **Sheinberg, N.** (2002, October). *A battery for use with at-risk infants and toddlers.* Workshop presented at Florida's 2nd Infant Mental Health Conference, Orlando, FL.
- **Sheinberg, N.** (2000, April). *Latino mothers' cultural models of childrearing in the context of a Head Start program.* Paper and poster presented at Head Start's fifth National Research Conference. Washington, D.C.
- **Sheinberg, N.** & Resende, R. (1999, November). *Voices from the trenches, teachers' perceptions of a mainstreaming process.* Poster presented at the annual Research Presentation, Mailman Center for Child Development, School of Medicine, University of Miami, Miami, FL. .
- **Sheinberg, N.** & Paez, M. (1998, March). *The language context and language use patterns of two Puerto Rican children in a Head Start bilingual classroom.* Poster presented at the American Educational Research Association annual meeting, San Diego, CA.
- Garcia-Seller, M. J & **Sheinberg, N.** (1997, June). *How to assess infants and preschool aged children for intervention purposes.* Two-day workshop presented at the First Regional Congress of Psychology for Professionals in the Americas, Mexico City, Mexico.
- **Sheinberg, N.** (1997, June). *Developmental trajectories of resilience: Two case studies.* Paper presented as part of a symposium on developmental trajectories of resilience at the Jean Piaget Society for the study of knowledge and development, Santa Monica, CA.
- **Sheinberg, N.** (1995, May). *Bridges across cultures: Working with all families.* Paper presented at the Vital families: Studying and serving America's Children Conference, Tufts University, Medford, MA.

INVITED PRESENTATIONS

- *How to address behavioral concerns while supporting young children's social/emotional development in the classroom.* Workshop presented at Early Head Start's The Magic of Early Years Conference, April 2007, 2008; and Head Start Pre-service Training Conference, August 2007.
- *How do children become bilingual?* Invited speaker at Family Center, Nova Southeastern University. Davie, FL February, 2007.
- *The importance of early interactions as a precursor for school readiness.* Workshop presented at Miami-Dade's Early Head Start's 4th Annual Pregnant Woman, Infant & Toddler Conference, April 2006 and Head Start Pre-service Training Conference, August 2007
- *Cultural Issues in Infant Mental Health: Understanding Hispanic Families.* Presentation made as part of the Infant Mental Health training series, Linda Ray Center, University of Miami. August 2005, March 2006.
- *Early Intervention Services.* Guest speaker at Miami-Dade College special education program. September, 2003.
- *How do children become bilingual?* Invited speaker at Jacobson Sinai Academy and Early Childhood Program, North Miami Beach. October, 2002 and March 2003.
- *Bilingual children in mainstream classrooms, educational implications.* Guest speaker at Brown University's teacher education program. December, 1998.
- *Assessing minority children.* Guest speaker at Tufts University's Child development department. November, 1996.

AWARDS AND FELLOWSHIPS

2003-2006	Post-doctoral fellowship, University of Miami, Department of Psychology, NICHHD funding
1996-1999	Spencer Foundation Research Fellow
1995	Harvard University, Entering Scholarship
1993	Tufts University, Merit Scholarship
1993	Received Certificate of Honor from the American Psychological Association Minority Undergraduate Students of Excellence Program

MARY JEAN WOIKA, M.Ed.

(b)(6)

woika@nsu.nova.edu

EDUCATION

M.Ed.	Special Education Emphasis - Early Childhood	The Pennsylvania State University
B.S.	Recreation and Parks Emphasis - Therapeutic Recreation	The Pennsylvania State University
Currently Working on Ed.D.	Organizational Leadership Minor – Adult Education	Nova Southeastern University

EXPERIENCE

Nova Southeastern University
Mailman Segal Institute of Early Childhood Studies (MSI)
Ft. Lauderdale, FL 33310

Academic Programs Coordinator and Outreach Coordinator 1/00 - present
Coordinate all aspects of the Child Development Associate (CDA), Director Credential programs, Emergent Literacy, and Infant Toddler caregiving courses. Develop and maintain the on-line CDA program. Provide support and mentoring to adjunct instructors. Assign and supervise teacher observers. Utilize NSU's computerized student registration to admit and register students. Liaison between MSI and the other departments at the University. Liaison between NSU and the Broward County Early Learning Coalition. Act as Principal Director on several grant projects including supervising 5 mentors and early childhood parent specialists working at 36 centers.

Instructor 1/99 – 12/04
Taught a series of 3-credit courses for the CDA Certification Program and prepares students for the National CDA. Teach the 3 credit Director Credential Program. Performed observations of students in the field using the NAEYC's Assessment Observation Instrument. Instructed directors in the use of the ECERS and ITERS.

Early Childhood Trainer 10/98 - present
Provide introductory training to child care providers of infant, toddlers, and pre-school children in the areas of child development, learning environment, guidance, including children with special needs, selecting curriculum, working with parents, professionalism, health, safety, nutrition, child abuse and neglect, and rules and regulations. Mentored others interested in providing training to child care providers.

United Cerebral Palsy of Broward County, Inc.
Kids R Kids At Home Program
Fort Lauderdale, FL 33312
Parent Educator-Special Educator 3/98 - 3/00
Provided parent support/education and direct instruction to children 0-3 years old who qualified for special education services under Part H of the Federal Individuals with Disabilities Education Act (IDEA). Used the HELP profile, Individual Family Support Plan, and parent input to develop appropriate goals and objectives. Provided documentation of services.

Attleboro School District
Project Connect
c/o Hyman Fine Elementary School
Attleboro, MA 02703
Behavior Consultant 1/97 - 8/97
Provided ongoing behavioral and educational consultation and classroom support for children ages 3-5 years in 10 early childhood settings. Used developmentally appropriate practices as a guide for inservices at the centers. Met with parents individually at their homes, at school, or in the community to discuss development and behavioral issues of their child. Provided parent support groups as a forum to discuss general behavior issues. Served as a liaison between early childhood programs or families and community agencies and school districts. Provided documentation on services provided.

Fisher College
Attleboro, Massachusetts 02703
Adjunct Instructor 1/97 - 7/97
Taught several three-credit courses which were part of the requirements for receiving an Associate's Degree or a certificate in Early Childhood Education, including "Introduction to Early Childhood Education", "Preschool Curriculum" and "Introduction to Children with Special Needs". Developed the course syllabus, researched and presented material, prepared exams, and assigned grades.

Sewall Child Development Center
Denver, CO 80206
Outreach Education Consultant 10/89 - 6/93
Provided consultation and support to special needs preschool children in integrated settings as part of a transdisciplinary team. Assessed children using a variety of assessment tools, including a play-based model. Developed educational programs, authored educational reports, and participated on teams which composed Individual Educational Plans (IEP'S). Part of an interagency collaborative assessment and screening team. Designed and implemented in-service training programs to childcare, preschool, and medical staff on such topics as appropriate practices, behavior management, creating an educational environment, inclusion, curriculum development, and children prenatally exposed to alcohol and other drugs. Received Outstanding Service to Families Award from Sewall's Parent Association Committee (PAC) in 1993.

Project Facilitator, Family Outreach Project 7/90 - 6/93
Coordinator of a family education program for families of special needs children birth to five and families with children at-risk for developmental delays at several sites. Developed and implemented program based on family needs assessment. Obtained funding from, presented reports to, and facilitated meetings of an Advisory Committee. Provided information to parents on topics including

behavior management, self-esteem, nutrition, and community resources. Provided child enrichment activities. Coordinated, trained and provided technical support to a volunteer staff of 20.

Preschool Special Education Classroom Teacher 6/88 - 7/90
Provided an enriching inclusion classroom for special needs and typically developing preschoolers aged 2 1/2 -5 years. Assessed children using a variety of assessment tools, composed educational reports and Individual Educational Plans (IEP's). Designed individually and developmentally appropriate curriculum to meet the needs of all children in the classroom. Acted as a liaison for children transitioning into kindergarten.

Community College of Aurora
Aurora, CO 80011
Instructor 9/92 - 11/92
Co-instructor for a one-credit course entitled "Children of Substance Abusers". Researched and presented information. Prepared syllabus and learning outcomes. Corrected and graded papers and tests. Determined course grades.
KinderCare Learning Centers
Littleton, CO 80121
Director and Assistant Director 11/85 - 6/88
Directed and assisted in the operation and organization of several childcare centers for children 6 weeks to 12 years with between 50 and 160 children and up to 22 staff members. Supervised staff including personnel scheduling, motivation, and evaluation. Handled all aspects of accounting and bookkeeping, including budgeting and preparation of financial reports. Worked with staff to develop program and curriculum guidelines, policies and procedures. Interviewed parents and enrolled children.

PROFESSIONAL PRESENTATIONS AND PUBLICATIONS

Lead Administrator of the VPK: Mission Possible Conference- Broward County. Coordinated all aspects of a 3-day conference including advertising, registrations, curriculum development, scheduling, set-up, and staffing for 150 participants each day.

Segal, M., Bardige, B. & Woika, M. (2007) All About Childcare and Early Education MA: Pearson.

Student Assistance Program (SAP) - Colorado Springs School District. The instruction of children with Fetal Alcohol Syndrome and children with challenging behaviors.

Colorado Division of Early Childhood - Presented the development process for policies and procedures for the Sewall Childhood Development centers' Outreach Program, which supports children with special needs in community preschool and childcare settings.

Courage to Risk - Outlined and reported on the progress of the Sewall Child Development Center's Family Outreach Project, including issues within the program and their resolution.

CO*NECT (Colorado Network for Early Childhood Training) - Englewood School District ECE staff in-service. Discussed outreach models, specifically strategies for working with children prenataly exposed to drugs and alcohol.

Claudia Dean

(b)(6)

EDUCATION

Master of Education	Florida Atlantic University Boca Raton, FL	2001	Foundations of Education/ Multicultural Education
Bachelor of Arts	Florida Atlantic University Boca Raton, FL	1995	Elementary Education

FLORIDA CERTIFICATION

Pre-K-Primary 3yr-Gr 3
ESOL Endorsement
Primary Education (K-3)

FOREIGN LANGUAGE

Spanish native speaker: read, write, and speak fluently

PROFESSIONAL EXPERIENCE

Broward County Public Schools
School Readiness Department 600 S.E. Third Ave, Ft Lauderdale, FL
08/2007-present **Coordinator, Pre-kindergarten, Early Intervention Programs**

- Direct all activities for the Florida First Start and the Quality Improvement System programs
- Created and implemented a new database to manage all aspects of the Florida First Start and the Quality Improvement System programs
- Train staff to use the FileMaker-Pro database to monitor program activities and tailor individualized instruction
- Develop and deliver reports to the Early Learning Coalition of Broward County
- Develop, monitor, and manage programs' budgets
- Design and implement a plan to improve kindergarten readiness by connecting low performing elementary schools with neighboring childcare centers
- Develop and deliver training events for teachers, directors, and Broward County Public Schools' staff
- Participated in the Early Reading First grant writing team

Broward County Public Schools
Schools Readiness Department 600 S.E. Third Ave, Ft Lauderdale, FL
08/2006 – 08/2007 **Curriculum Supervisor**

- Planned, coordinated, implemented and directed all activities and services for the Florida First Start and School Readiness Programs

- Developed and delivered monthly written reports to the Early Learning Coalition of Broward County and Family Central, Inc.
- Developed, maintained and monitored the Florida First Start and School Readiness' budgets
- Developed and implemented a new database system to monitor and report all aspects of the Florida First Start program
- Wrote and was awarded the Early Learning Coalition's ELC 3 ITN proposal to serve 63 community childcare centers in Broward County
- Developed training events for Broward County Public Schools staff
- Participated in the selection approval of curricula for Broward County's Voluntary Pre-kindergarten program (VPK)

Broward County Public Schools
School Readiness Department 600 S.E Third Ave, Ft Lauderdale, FL
01/2003 – 2006 **Teacher Specialist**

- Coordinated curriculum and best program practices for the existing preschool classes in elementary schools and contracted sites
- Provided direct assistance to all classroom teachers in applying developmentally appropriate practices
- Participated in the development and implementation of inservice training programs in coordination with Human Resource Development
- Planned and coordinated transition training for over one hundred private preschool directors
- Implemented English Language Learners (ELL) strategies and best practices with preschool classroom's teachers
- Participated in the selection and evaluation of Voluntary Pre-K summer curriculum
- Developed and delivered Voluntary Pre-kindergarten summer training
- Organized Pre-Service Training for five hundred Head Start and School Readiness teachers
- Served as a facilitator for Yale University's Community Seminar for the C-Quell grant

Broward County Public Schools
Lake Forest Elementary 3550 S.W 48th Ave. Pembroke Park, FL
08/1995-12/2002 **Preschool Teacher**

- Developed and implemented appropriate curriculum for preschool students
- Provided for educational, and social/emotional needs of children
- Maintained constant communication with parents through home visits and conferences
- Piloted Doors to Discovery, Math Their Way, and Creative Curriculum, for the School Readiness Department

PROFESSIONAL TRAININGS

Learning and the Brain, Harvard University in collaboration with MIT, Yale School of Medicine, Boston University, and University of California, Santa Barbara
Critical Issues in Urban Special Education, Harvard University School of Education
CLASS Classroom Assessment Scoring System
ERS Early Childhood Environmental Rating Scales
VPK Voluntary Pre-Kindergarten Literacy Training
NRS National Reporting System, Head Start
Head Start Family Literacy Training

Creative Curriculum

REFERENCES

▪ Ms. Winifred Graham,	Acting Director, Broward County Public Schools	(754) 321-1951
▪ Ms. Mary Jean Woika	Program Coordinator Nova Southeastern University	(954) 262-7184
▪ Janice Carter	Early Care and Education Specialist, Early Learning Coalition of Broward County, Inc.	(954) 377-2184

Russell Wayne Clement, Ph.D.

Research Services
School Board of Broward County, Florida
600 SE 3rd Avenue
Fort Lauderdale, FL 33301
(754) 321-2501

(b)(6)

EDUCATION

Doctor of Philosophy Experimental Psychology
Brown University
Providence, Rhode Island
May, 1995
Specialization: Social-Cognitive Psychology
Dissertation: Egocentrism as a Mechanism of Social Projection

Bachelor of Arts Psychology
Florida Atlantic University
Boca Raton, Florida
August, 1989

PROFESSIONAL EXPERIENCE

2007-Present **Director**
Research Services Department
School Board of Broward County Florida, Fort Lauderdale, FL
Responsibilities include:

- overseeing the district's institutional research program activities, including research design, methods, analyses, and written reports
- advising school, area, and district staffs in issues concerning student performance data and incorporating relevant findings into decision-making processes
- supervising research specialists, database researchers, computer programmers, and clerical staff in departmental operations
- conducting statistical analyses to evaluate student performance and programs implemented in Broward County Public Schools
- coordinating the Institutional Review Board
- reviewing and critically evaluating research from published sources
- representing the department on school district committees

- writing reports and communicating summaries of research findings to administrators, educators, support staff, and the community at large

2006-2007 **Director**
Student Assessment & School Performance Department
School Board of Broward County Florida, Fort Lauderdale, FL
Responsibilities include:

- overseeing all district-wide testing programs, testing operations and functions of administration and operations including: purchasing, acquisition, maintenance of all testing materials; coordination of distribution of materials and reports; and directing the scanning, scoring, and processing of test records and results
- overseeing compliance with the Statewide Assessment program Rules and Regulations regarding the Florida Comprehensive Achievement Test (FCAT)
- supervising the analyses, interpretation, and reporting of test results for the district, school-based staff, and the community
- provide verbal and written information concerning all assessment/testing programs to administrative and instructional personnel, parents, civic, and professional groups, and community agencies
- identifying instructional significance of data using best psychometric practices and statistical analysis
- serving as a liaison between the district and the Florida Department of Education (DOE), national testing agencies, and external contractors on all issued related to the implementation of state and national testing programs
- providing comparative studies and assist with test development
- assisting with the development and review of new testing materials and negotiate directly with test publishers, pricing for large orders and ensure strict compliance of vendors.

1999-2006 **Research Specialist**
Research Services Department
School Board of Broward County Florida, Fort Lauderdale, FL
Responsibilities include:

- advising school, area, and district staffs in issues concerning student performance data and incorporating relevant findings into decision-making processes
- conducting statistical analyses to evaluate student performance and programs implemented in Broward County Public Schools

- consulting with and advising other research staff members on issues concerning research design, methods, analyses, and written reports
- designing research methods to address areas of concern to the school district
- reviewing and critically evaluating research from published sources
- representing the department on school district committees
- serving as the Research Services Director's designee in his absence
- supervising database researchers, computer programmers, and clerical staff in daily departmental operations
- writing reports and communicating summaries of research findings to administrators, educators, support staff, and the community at large

1998-1999 **Database Researcher**
Research Services Department
School Board of Broward County Florida, Fort Lauderdale, FL
Responsibilities included:
- constructing and maintaining large-scale databases
- conducting statistical analyses and data summaries

1998 **Adjunct Professor**
Center for Psychological Studies
Nova Southeastern University, Davie, FL
Taught graduate-level course in Social-Cognitive Bases of Behavior

1997 **Adjunct Professor**
Department of Psychology
Johns Hopkins University, Baltimore, MD
Taught undergraduate course in Introduction to Social Cognition

1996-1997 **Adjunct Professor**
Department of Psychology
Towson State University, Towson, MD
Taught undergraduate courses in General Psychology and Social Psychology

1995-1996 **Post Doctoral Research Associate**
Department of Psychology
University of Maryland, College Park, MD
Responsibilities included designing, conducting, and analyzing experiments in motivated cognition

NOTE TO REVIEWER:

The Indirect Cost rate that will be used during the project period will be 5.98%. This rate has been calculated by the school district and is pending the Florida Department of Education's approval. However, to meet the documentation requirements of this program (i.e. proof of the school district's approved indirect cost rate) the 2007-2008 rate of 3.93% is being submitted.

CERTIFICATION FOR AUTHORIZED INDIRECT COST RATE

DISTRICT SCHOOL BOARD OF BROWARD COUNTY

I certify the predetermined rate as stated below is accurate based on the methodology as outlined in the attached letter:

Signature of District Superintendent	Signature of Finance Officer
Date Signed	7/16/07 Date Signed

The following predetermined rate is approved:

Federal Programs – Predetermined Restricted Rate	3.93%

This rate is effective July 1, 2007, and will remain in effect until June 30, 2008, and will apply to all eligible federally assisted programs as appropriate.

Signature of Assistant Deputy Commissioner of Finance, Florida Department of Education	7/30/07 Date Signed

e24

PR/Award # S359B080070

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SE 3rd AVENUE, 4th FLOOR • FORT LAUDERDALE, FLORIDA 33325 • TEL 754-321-2260 • FAX 754-321-2269

GRANTS ADMINISTRATION & GOVERNMENT PROGRAMS
FRANK MANDLEY, DIRECTOR
www.browardschools.com

SCHOOL BOARD

Chair ROBIN BARTLEMAN
Vice Chair MAUREEN S. DINNEN
BEVERLY GALLAGHER
JENNIFER LEONARD GOTTLIEB
PHYLLIS C. HOPE
STEPHANIE ARMA KRAFT, ESQ
ROBERT D. PARKS, Ed.D.
ELEANOR SOBEL
BENJAMIN J. WILLIAMS

JAMES F. NOTTER
Interim Superintendent of Schools

June 10, 2008

Ms. Lauren P. Milligan
Florida State Clearinghouse
Florida Department of Environmental Protection
3900 Commonwealth Blvd., Mail Station 47
Tallahassee, Florida 32399-3000

RE: Grant Application to U.S. Department of Education / Early Reading First Program

Dear Ms. Milligan:

The School Board of Broward County, Florida has recently submitted a grant application to the Office of Elementary of Elementary and Secondary Education Student Achievement and School Accountability to participate in the Early Reading First Program.

In accordance with Executive Order #12372 regarding intergovernmental review of federal programs, any comments or recommendations must be received no later than 60 days after the proposal deadline date (June 10, 2008) at: The Secretary, E.O. 12372-CFDA 84.293B, U.S. Department of Education 400 Maryland Avenue SW, Washington, DC 20202-4260.

If you have any questions about the application, please feel free to contact Ms. Claudia Dean, Department of Readiness Department, 754-321-1952. Thank you for your assistance.

Sincerely,

Frank Mandley
Director of Grants Administration
and Government Programs

FM/rb
Enclosure

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **9436-Mandatory_2008_ERF_Budget_Narrative_2.pdf**

Budget Narrative

Total Amount of Budget: **$4,057,728** ($1,460,611 Y1, $1,289,638 Y2, $1,307,478 Y3)

Personnel: (Salaries reflect an annual 4% increase)

Project Coordinator, Claudia Dean, will devote 100% of her time to the BLL project to oversee all project duties including: managing the daily activities of the project; scheduling and coordinating effective, research-based professional development; meeting with site administrators and mentors; working with ERF mentors and evaluators to review and utilize data effectively; modifying the project if necessary; working with the Department of Education to meet all guidelines outlined in the grant; working with SBBC administrators to follow all policies and procedures related to fiscal management; managing the budget; creating and managing the database; developing reports; participating in hiring mentors and supervising ERF staff; coordinating efforts with Reading First elementary schools; and communicating updates and status of the BLL project with appropriate personnel. *($68,662 Y1, $70,772 Y2, $72,844 Y3)*

$212,278 Total

Mentors (6), TBA, will devote 100% of their time to provide intensive, classroom-based mentoring to participating teachers and assistants that includes: observing teachers in their classrooms; assisting teachers with assessment and progress monitoring; modeling best instructional literacy practices; co-teaching literacy lessons with the teachers; collaborating with the ERF teachers, Reading First teachers, administrators, and the project coordinator; providing literacy training for the teachers; assisting with individualizing instruction; ensuring appropriate curriculum implementation; assisting with curriculum adaptations; facilitating learning communities; disseminating

information to teachers and administrators; utilizing technology to facilitate onsite mentoring; attending and delivering workshops; assisting with family involvement activities and projects; and assisting with the coordination with Reading First elementary schools. *($359,928 Y1, $370,728 Y2, $381,848 Y3)* **$1,112,504 Total**

Support Staff, TBA, will devote 100% of their time to the BLL project that includes: assisting the coordinator in scheduling meetings and preparing for workshops/trainings; answering phones and emails; making travel arrangements; inputing data from professional development and family involvement activities; assisting with managing the database information; making copies; filing; performing advanced clerical work. *($36,050 Y1, $37,132 Y2, $38,245 Y3)* **$111,427 Total**

Other: A **total of $779,721** is being requested for salary stipends to cover teachers and assistants when they are attending trainings, participating in evening workshops (*$18,093 Y1 $5265 Y2 $5265 Y3*), and to extend the Head Start calendar through the summer. (*$243,003 Y1, $250,293 Y2, $257,802 Y3*)

Personnel Total (3 Years): $2,215,930

Fringe Benefits: The amount requested for fringe benefits is based on the SBBC negotiated rate for full-time employees, 19.5%. The rate covers FICA (7.2%), FI Unemployment (.1%), Workers' Compensation (2.8%), Health Plan ($5,345.00 each), and retirement (9.4%) for project coordinator, mentors, substitute and summer teachers and assistants, and clerical. (*$159,737 Y1, $163,180 Y2, $168,054 Y3*) **$490,971 Total**

Travel: $19,104 is being requested to cover travel expenses for the mentors' site visits. Mentors will visit sites daily over the three year period. SBBC reimbursement rate is $.505 per mile (with a yearly increase anticipated). $15,000 is being requested to cover

conference and travel expenses for the Project Coordinator and ERF staff (Harvard PreK-3; International Reading Association). The Project Coordinator and/or ERF staff will in-service the ERF staff members on knowledge gained from these conferences ($5000 each year). In addition, $39,600 is being requested to attend the required Department of Education two-day technical assistance meeting in Washington DC in each year of the project for the Project Coordinator and two individuals from each site. ($13,200 each year) **$73,704 Total**

Equipment: A **total of $27,650** is being requested to cover the cost of computer and office equipment for the project coordinator and mentors to adequately and efficiently conduct their daily duties such as printing reports, accessing the database and online resources, completing mentoring logs, communication, and video recording classroom and teacher activities. The equipment includes laptop computers, desktop computers, camcorders, and a printer. CD/tape players are included for each classroom as part of their family involvement programs.

Supplies: A **total of $172,345** is being requested to cover the costs of program and office supplies, training, curriculum, and professional development materials critical to the successful implementation of the project's activities. OWL core curriculum (27@$1326) and supplemental books (27@$434.50); Read Together, Talk Together parent program (27@$267.50); Lakeshore Learning Manipulative Kit for core curriculum (27@$1995); ELLCO, CLASS, and ESI-R scoring protocols and manuals ($4138 Y1, $2020 Y2, $2020 Y3); Creative Curriculum Child Profiles ($455 per year); Take-Home Materials ($2700) and Multi-lingual Take Home Books ($2160 each year) for students and families to facilitate literacy skills at home. *Program Supplies Total: $127,345.* Office supplies such

as paper, ink cartridges, and laminating film necessary to print reports, make books for the classrooms, and conduct the program total $15,000 per year. *Office Supplies Total: $45,000 (3 yrs).*

Contractual: *School Board Policy 3320, Part I, (a-bb) provides standards for use by Broward County Public Schools in establishing procedures for the procurement of supplies and other expendable property, equipment, real property, and other services with Federal funds. These standards are designed to ensure that these materials and services are obtained in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.* A **total of $790,131** is being requested to cover costs for contractual services related to the effective implementation and success of the BLL project. NSU evaluation consultants will conduct the administration of the initial and outcome assessments, collect progress monitoring data, analyze data, and compile monthly reports throughout the three years (*$210,263 Y1, $198,578 Y2, $202,130 Y3*); NSU professional development consultants will design and conduct two college-level literacy courses during the three years. Tuition, fees, and books required for the classes will be covered (*$24,025 Y1, $27,900 Y2, $14,125 Y3*); Office for Research Services will conduct yearly evaluations on the program's overall effectiveness and fidelity including assessment, professional development, and family involvement as well as generate reports. ($30,000 per year); Pearson Educational Consultants will conduct core curriculum training on OWL at the beginning of year one ($10,750); The University of Virginia will conduct CLASS training for six mentors and one project coordinator at the beginning of year one ($9910 Yr 1); Brookes Publishing will conduct ELLCO

training for the project coordinator and six mentors at the beginning of year one ($2450 Yr 1).

Other: $4199 per year is being requested for wireless data cards for the laptops in order for ERF personnel to immediately access data at the ERF sites. $1000 per year is requested for postage associate with mailing directly to the sites and shipping of materials. $35,000 is requested for printing of IGDI cards and other essential materials including reports and data for use in the ERF classrooms and with the ERF teachers and administrators *($15,000 Yr 1, $10,000 Yr 2, $10,000 Yr 3)*. $250 per month ($9000 Total) is requested to cover the cost of the copy machine rental. **$59,597 Total**

Total Direct Costs: $3,830,328 *($1,379,755 Y1, $1,216,869 Y2, $1,233,703 Y3)*

Indirect Costs: Indirect cost rate is currently at 3.93%. Indirect costs are configured at 5.98% for the 2008-2009 fiscal year pending Department of Education approval. The Cost Rate Agreement Certificate and updated documentation is attached. *($80,856 Y1, $72,769 Y2, $73,775 Y3)* **$227,400 Total**

Total Costs: Total cost of the project is **$4,057,728**