U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080075
Grants.gov Tracking#: GRANT00473630

Closing Date: JUN 10, 2008

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

example, e1, e2, e3, etc.).

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

Application for Federal Assistance SF-424

Version 02

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

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

* If Revision, select appropriate letter(s):

* Other (Specify)

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

4. Applicant Identifier:

5a. Federal Entity Identifier:

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

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:** Catholic Charities, Inc. - Archdiocese of Hartford

*** b. Employer/Taxpayer Identification Number (EIN/TIN):** 06-0667607

*** c. Organizational DUNS:** 092071992

d. Address:

* Street1: 839-841 Asylum Avenue
Street2:
* City: Hartford
County:
* State: CT: Connecticut
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 06105

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix: Ms.
* First Name: Cynthia
Middle Name:
* Last Name: McKenna
Suffix:

Title: Director Program Planning and Development

Organizational Affiliation:

* Telephone Number: 860-728-2568
Fax Number: 860-548-9343

* Email: cmckenna@ccaoh.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

The Connecticut urban cities of Hartford and Waterbury

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

Early Reading First Project serving low income children in Hartford and Waterbury, two of CT's poorest cities with highest school drop out rates and lowest literacy rates.

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: CT 1,5
* b. Program/Project: CT 1,5

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

17. Proposed Project:

* a. Start Date: 10/01/2008
* b. End Date: 09/30/2011

18. Estimated Funding ($):

* a. Federal	1,305,277.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

○ Yes ● No

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

☑ **** I AGREE**

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

Authorized Representative:

Prefix: Ms. * First Name: Rose Alma

Middle Name:

* Last Name: Senatore

Suffix:

* Title: Chief Executive Officer

* Telephone Number: 860-728-2560 Fax Number: 860-548-9343

* Email: rsenatore@ccaoh.org

* Signature of Authorized Representative: Cynthia McKenna * Date Signed: 06/10/2008

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name **Mime Type**

AdditionalProjectTitle

File Name **Mime Type**

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: Catholic Charities, Inc. - Archd...	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	$ 472,452	$ 486,626	$ 501,225	$ 0	$ 0	$ 1,460,303
2. Fringe Benefits	$ 141,736	$ 145,988	$ 150,367	$ 0	$ 0	$ 438,091
3. Travel	$ 31,878	$ 35,066	$ 38,572	$ 0	$ 0	$ 105,516
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 218,004	$ 77,663	$ 78,311	$ 0	$ 0	$ 373,978
6. Contractual	$ 267,846	$ 242,402	$ 246,483	$ 0	$ 0	$ 756,731
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 31,500	$ 26,850	$ 28,290	$ 0	$ 0	$ 86,640
9. Total Direct Costs (lines 1-8)	$ 1,163,416	$ 1,014,595	$ 1,043,248	$ 0	$ 0	$ 3,221,259
10. Indirect Costs*	$ 141,861	$ 122,734	$ 126,367	$ 0	$ 0	$ 390,962
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,305,277	$ 1,137,329	$ 1,169,615	$ 0	$ 0	$ 3,612,221

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2009 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] 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: Catholic Charities, Inc. - Archd..	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	$	(b)(4)				
2. Fringe Benefits	$					
3. Travel	$					
4. Equipment	$					
5. Supplies	$					
6. Contractual	$					
7. Construction	$					
8. Other	$					
9. Total Direct Costs (lines 1-8)	$					
10. Indirect Costs	$					
11. Training Stipends	$					
12. Total Costs (lines 9-11)	$					

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 Cynthia McKenna	* TITLE Chief Executive Officer	
* APPLICANT ORGANIZATION Catholic Charities, Inc. - Archdiocese of Hartford		* DATE SUBMITTED 06-10-2008

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

Tracking Number: GRANT00473630

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: Catholic Charities, Inc. - Archdiocese of Hartford * Address: 839-841 Asylum Avenue Hartford CT: Connecticut 06105 Congressional District, if known: CT-1	
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: N/A N/A * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: N/A N/A
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: Cynthia McKenna * Name: Ms. Rose Alma Senatore Title: Chief Executive Officer Telephone No.: 860-493-1841

	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
350-GEPA.doc	application/msword

Catholic Charities – Archdiocese of Hartford (CC) complies with the Department of Education's General Education Provisions Act (GEPA) Section 427, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

Catholic Charities Archdiocese of Hartford (CC) assures equitable access or participation based upon gender, race, national origin, color, disability, or age for students, families, teachers and all staff in all federally funded projects. CC provides services without regard to any of the above factors and has established processes in place to ensure equitable access and participation. All sites are handicap accessible. Program recruitment and enrollment forms are provided in native languages to families and individuals in the community. Currently, program materials and consent forms are available in English and Spanish and will be translated into other languages needed. CC staff provides services in more than 10 languages (English, Spanish, Polish, Turkish, Swahili, Russian, French, Vietnamese, Laotian, and German) and are proficient in providing translation both verbally and in writing. Clients are recruited through Latino, African American, and Southeast Asian networks as well as through CC's Migration and Refugee Program serving African, Southeast Asian, Turkish, Bosnian, Myanmar, and other populations.

One of the largest barriers to students attending early childhood programs is the cost. CC's early childhood education programs are supported through public and private funding and use an income formula to determine the cost of the program to participants. This highly subsidized program provides access to services for families and students without regard to any of the barriers often experienced by these groups. This quality service is now affordable and thus accessible to all groups.

Teachers provide education in English and Spanish along with appropriate educational bi-lingual materials. Materials are also available on tape and with a wide range of pictures to assist young children who are English learners. An English Language Acquisition Plan has been developed for students who come from homes where English is not their primary language. An early childhood expert in teaching language and literacy to students whose primary language is other than English is providing professional development to literacy mentors who will assist students in access to and participation in the program and become fully ready to enter kindergarten and succeed in school. Assistance will also be provided to parents of students to fully engage them in the educational process and participate in the program.

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 Catholic Charities, Inc. - Archdiocese of Hartford
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Ms. * First Name: Rose Alma Middle Name: * Last Name: Senatore Suffix: * Title: Chief Executive Officer
* SIGNATURE: Cynthia McKenna * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Ms.

Debbie

Plourde

*** Address:**
61 Colony Street

Meriden

CT: Connecticut

06451

USA: UNITED STATES

*** Phone Number:**
203-235-2507

Fax Number:
203-639-6509

Email:
dplourde@ccaoh.org

2. Applicant Experience:

_Yes • No _ Not applicable to this program

3. Human Subjects Research

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

•Yes _No

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

• Yes Provide Exemption(s) #: (1), (2), (3)

_No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName	MimeType
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Tracking Number: GRANT00473630

Exempt Research Narrative

(1) Human Subjects Involvement and Characteristics:

Population Characteristics:

- Children 3-5 years old enrolled in Catholic Charities quality preschool programs in ERF classrooms in CT
- Children 3-5 years old in comparison programs in similar services

(2) Recruitment and Informed Consent

**This protocol has already been exempted by the University of Southern Maine IRB Board*

Subject recruitment procedures

All parents will be given a fact sheet informing them about the program. The research team will set up an information table at each center to provide additional information and answer questions of parents. Teachers will be given the same fact sheet as the parents so they know what information the parents are getting and will have been informed at a group meeting that parent participation is voluntary and that children will be given the same access to classroom activities regardless of whether their parents decide to participate.

Informed consent procedure

As described above, parents will be given written information and given a chance to ask questions about the study. Prior to assessment, classroom teachers will review consent form and parents will be asked to voluntary consent by signing their name if they would like their child to participate. The informed consent will outline the information listed above (goals of the program, method of data collection, confidentiality, and risks (none) and benefits to participants.

Provisions for subject and data confidentiality

All children will be assigned a unique ID number. All data collectors will only use the ID number on all forms. They will be trained in proper confidentiality procedures during their training. Forms will be filed by ID number. There will be no way to identify a child by their ID number. The key to the ID numbers will be held under lock and key at 41 Melrose St, Portland, ME. The computer with the database of children's information will be password-protected.

(3) Potential Risks and Protection Against Risk:

Participation in the programs is being expressed to the parents as voluntary. The teachers have been informed that children of parents who choose not to participate will still be able to participate in all classroom activities. The only difference in a child who doesn't participate is that they will not have an individualized literacy plan. Because we are studying normal education practices and comparing instructional techniques, there are no foreseeable risks to participation. Children may be identified as having special needs but that is seen as a benefit not a risk. Children identified with special needs will be immediately referred to the local board of education so that they can receive any services they need.

(4) Importance of the Knowledge to be Gained:

- Knowledge gained will contribute to our ability to increase the early literacy skills of low-income children in urban Connecticut community and faith based early childhood education centers.

- Invaluable lessons will be learned about the type and intensity of professional development and coaching needs to make changes in teacher behavior and skills and in child behavior and skills.
- Increased knowledge about the effectiveness of curriculum and teaching strategies based upon science based reading research in faith and community based early childhood programs will be instrumental in addressing literacy and preparation for kindergarten for low income children including English Learners.

Statement of potential research benefits to subjects

- Families will receive $25/year for each child that participates
- Assessment data will be used to help create an individualized literacy plan for each child
- Kindergarten transition plan for each child created through grant
- Children may be referred for special educational services

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **5059-Abstract.doc**

Catholic Charities – Archdiocese of Hartford
Abstract

Connecticut is Reading First (CRF) is a partnership between Catholic Charities, Oldham Innovative Research, Yale's Haskins Laboratories and other literacy experts that will develop new best practices in early childhood and make dramatic improvements in preparing young children from low-income families to enter kindergarten with the necessary cognitive, early language and literacy skills for success in school. This innovative model will create four centers of educational excellence; and serve as a statewide model for educators. CRF will serve 510 pre school children over 3 years at a cost of $7,083 per child in two of Connecticut's poorest urban cities with disproportionately high levels of school drop out rates; poverty; dual language learners; low academic performance and literacy rates; and underachieving schools.

In partnership with the Connecticut State Department of Education and Local Education Authorities since 1998, Catholic Charities provides comprehensive full year early childhood education services in centers accredited by the National Association for the Education of Young Children. CRF's exceptional approach includes intensive professional development, teacher mentoring, integration of new skills and knowledge into classroom teaching, ongoing screening assessments, progress monitoring, individualized planning for each child, enhanced opportunities for discovery and constructive play, and coherent language and literacy teaching, including skills based instruction in early reading and writing. CRF will work with Reading First schools to ensure the curriculum is aligned and assist in smooth transitions. Increased knowledge and expertise in integrating scientifically based reading researched curriculum and teaching strategies into faith and community based early childhood programs will be instrumental in addressing literacy and preparation for kindergarten for low income children including English learners moving toward closing the achievement gap.

Project Narrative

Project Narrative

Attachment 1:
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QUALITY OF THE PROJECT DESIGN Connecticut is Reading First (CRF) goals are to:

GOAL #1 Increase teachers' knowledge of early literacy development & practices supporting 4 key areas (oral language, phonological awareness, knowledge of print concepts, & alphabet knowledge) through systematic, ongoing, research-based professional development;
GOAL #2 Increase teachers' implementation of early literacy practices that support four key areas (noted in goal #1) and children's background knowledge through systematic, ongoing, research-based professional development, mentoring and high quality literacy materials;
GOAL #3 Enhance classrooms to create language & literacy-rich environments & support children's language & literacy development;
GOAL #4 Improve children's oral language, phonological awareness, knowledge of concepts about print, and alphabet knowledge skills, including those of English Learners (ELs) and children at risk for developing language and learning disabilities;
GOAL #5 Enhance approaches to assessment that are valid, reliable, research-based, and appropriate for diverse populations of children, and that will drive instruction;
GOAL #6 Coordinate with Reading First and elementary reading programs to ensure that preschool curricular goals and objectives are consistent with Local Education Authorities (LEAs) and children's transition into kindergarten is successful.

CRITERIA 1 FACTOR 1 Scientifically Based Reading Research In designing CRF, Catholic Charities (CC) conducted a review of peer-reviewed journals and literature examining current research on literacy development. These sources were used to develop the goals, project design framework, including curriculum selection and implementation, professional development that will inform successful teacher practices, and integration of assessments into classroom planning and teaching (cited throughout the text). This research was used to select assessment tools that are valid and reliable (see Purpose 5), and a literacy curriculum that has demonstrated success and was designed based on current scientifically based reading research (see Purpose 2). See endnote citations in the appendix.

CRITERIA 1 FACTOR 2 Project Design PURPOSE 1 Existing Program Capacity & Potential CC will enhance 4 existing CT School Readiness (SR) preschool centers by implementing CRF in Hartford and Waterbury serving 170 preschool children per year (see Preschool Criteria charts in appendix). CC is a community based, multi-service agency with over 80 years of

experience serving some of the neediest families and children in CT. Research shows many social factors influence children's learning. (48,65) For example, by the age of 4, children from lower socio-economic families have been exposed to 32 million less words than children from higher socio-economic families.(44) The need for our programs is severe; No Child Left Behind has designated Hartford and Waterbury schools as not making adequate yearly progress. Hartford is the nation's second poorest city, and Waterbury is experiencing the highest growth in child poverty in CT.(115) To ensure family stability and improve the ability to support literacy development in children, CC connects children and families with a range of agency and community services.

School Readiness Programs. CC has been providing early childhood services for 20+ years. Since 1998, in partnership with local School Readiness Councils (SRC), LEAs, and the CT Dept. of Ed. (DOE), CC provides comprehensive, full-day, full-year pre-k programs, primarily serving low-income and minority children including a large population of dual language learners (see appendix). Centers serve children from high priority school districts, consistent with LEAs eligible for Reading First (RF) funds. Research shows at-risk preschoolers who participate in high quality preschool programs receive long term benefits. These children have higher reading and math scores, better social skills, less grade retention, fewer teen pregnancies, and less participation in welfare programs. (89) Children 3 to 5 years of age attend the program daily (M-F) for an average of more than 7 hours per day, 12 months a year for two years before kindergarten (see appendix) Attendance policies ensure enrolled children have sufficient educational experiences to prepare them for kindergarten. Operating funds have been consistently provided by the CT DOE. (see appendix) Initial funds were allocated to establish quality early childhood centers with furnishings and educational materials required for NAEYC accreditation. All centers are licensed by the Connecticut Dept. of Public Health, accredited by NAEYC, receive high scores on annual

SR evaluations in 10 quality areas, and implement recommendations to strengthen the program and environment annually. Centers currently use Teaching Strategies' *Creative Curriculum (CrC)*, addressing all developmental domains: social, emotional, physical, cognitive, and language development (see appendix). Research shows implementing *CrC* with fidelity ensures effective teaching practices, positive child outcomes, and parent satisfaction (1). Classrooms using *CrC* are of significantly higher quality than control group classrooms (116). *CrC* structured implementation includes daily/weekly lesson plans, attention to classroom learning centers, print rich environments, and regular child assessment. Centers augment *CrC* with additional literacy programming for parents and children (see appendix). *Teachers.* Our highly qualified teachers have many years of experience in early childhood, and consistent employment at CC exhibited by low turnover (see chart in appendix). All teachers have a minimum of an AA degree with the majority having BA degrees (see appendix). All teachers meet new NAEYC standards for professional development and are engaged in continuous education to ensure teachers meet rising teacher qualification standards. CC teachers have completed ongoing training on *CrC* and the CrC *Developmental Continuum* including assessment, monitoring, and lesson planning to meet children's needs in all domains. Assessment results indicate that children in classrooms where teachers have received this training show significant improvements in cognitive, language, motor, self-help and social abilities (86). CRF builds on CC's quality preschool services to create centers of educational excellence. CC's success in implementing curricula, assessment, professional development and successful implementation of an existing ERF project serving low-income, high-risk population including ELs, demonstrates our readiness to further develop programming directed at young children's oral language, cognition, and early reading skills. This exceptional ERF model is aligned with CT preschool benchmarks and curriculum framework and

coordinated with CT DOE and LEAs. It is designed to prepare children with the skills needed to enter kindergarten ready to learn and succeed, aligning well with the goals of ERF.

PURPOSE 2 Curriculum To accomplish CRF's goal to improve children's oral language, phonological awareness, knowledge of concepts about print, and alphabet knowledge skills, including those of EL, CC will integrate the Opening the World of Learning (OWL) with *Creative Curriculum*. OWL is a research-based, field tested literacy curriculum designed to develop language and early literacy skills based on thorough knowledge of the research on early language and literacy, mathematical, and socio-emotional development. (42,51,92,94). OWL systematically builds skills identified as critically important, using methods found by SBRR and augmented by "the wisdom of practice" to support development. OWL focuses on and systematically builds skills in the key areas of: Language Development(119,94,70,21,23,49), Phonological Awareness (2,103,113,60,24,93,5,84,72,34) Knowledge of Print Concepts (23, 103,113,60,24) and Letter Knowledge (61,2,34,97). OWL, authored by Judy Schickendanz, Ph.D. and David Dickinson, Ed.D; two leaders in the early childhood field, has demonstrated efficacy (118), is aligned with *CrC*, and provides explicit instruction in improving the identified key areas. OWL also provides 1) well articulated scope and sequence of language, phonological, print and alphabet skills drawn from current research. 2) integrated sets of books and engaging activities organized into intellectually rigorous units, 3) detailed guidance needed by teachers to ensure their teaching plans support children's development by delivering effective, explicit instruction and facilitating children's practice, and application of the 4 key areas identified in Goal #1. A strong and unifying curriculum acts as an "instructional anchor" that allows children to develop critical early literacy skills (56). OWL provides teachers with materials and curriculum guides to teach early literacy skills coherently and consistently. To ensure materials are available and accessible, necessary to implement OWL, an

External Literacy Facilitator (ELF) creates unit bins for each classroom consisting of all materials needed to support each unit. OWL's approach aligns with research that shows effective literacy programs include direct, explicit, and systematic instruction, and opportunities for many meaningful interactions around reading throughout the day (42). OWL views children as active agents in the construction of their own knowledge. Teacher-led activities guide children's learning and allow many opportunities for enjoyable participation. Centers and small-group activities provide plentiful occasions for children to playfully experiment with and refine the skills and concepts they are learning. CC successfully implements OWL with similar populations in our current ERF project. OWL is comprehensive in three ways: 1) it addresses all key early literacy skills (oral language (22, 54,61, 87) and vocabulary, alphabet knowledge (26,32,87,91) and phonological awareness (40,61,87,108,119)); 2) it places early literacy skills in a broader context of content learning, thereby building background knowledge and supporting conceptual learning; and 3) its activities integrate learning and skills to make connections that reinforce learning and deepen meaning (45,61,87,108). OWL introduces children to new knowledge and concepts through explicit instruction at one of four whole-group, teacher-led Parts of the Day. ***Story time*** (20 min/day) book readings provide new vocabulary, background knowledge, and concepts that are reinforced, explored, and extended in subsequent activities. Teachers read each book four times using the page-by-page guidance provided for vocabulary and comprehension instruction, moving children from receptive to expressive vocabulary use and from literal to inferential comprehension. ***Songs, Word Play, and Letters*** *(SWPL)* (20 min/day) is a teacher-led group activity focused on phonological awareness, alphabet knowledge and print awareness through reading predictable books, reciting poems from the "Big Book of Poetry", singing songs, and playing letter, word and language sound games. OWL teacher materials highlight literacy skills and explicitly describe effective

instructional methods for each activity. For example, when reading a rhyming book, teachers may be directed to identify the rhymes one day, have children chime in on the rhymes the next, and then have children generate their own rhymes for the book's rhyme pairs at a later date. SWPL games are also used as ***Transition*** activities, (e.g. "If your name begins with g you may leave"), maximizing the literacy value of children's movement from one activity to another. SWPL demonstrates the OWL's overall phonological awareness and alphabet knowledge skill sequence. Each skill is examined in depth, beginning with definition and matching and moving to blending, segmentation and substitution. Skills are presented recursively, allowing children multiple opportunities to master different levels of phonological awareness. Letter knowledge progresses from upper case to lower case to upper and lower associations, and from familiar to unfamiliar letters. ***Let's Find Out About It*** (20 min 3 days/week) is a whole group activity when children's information books as well as other expository text are read and used to develop background knowledge. Curriculum materials guide teachers in explaining concepts to children and point out how the information introduced during this part of the day is linked to other activities. ***Let's Talk About It*** (20 min, 2 days/week) is a social-emotional curriculum, an end-of-day meeting during which children have the opportunity to develop social-emotional skills and concurrently develop the language skills necessary for emotion knowledge, relationships, and conflict resolution. OWL guides teachers to link challenges story characters face in daily classroom occurrences. After explicit instruction in whole group activities, children apply and practice in three ***Small Groups*** (25 min each/day) led by head teacher, assistant teacher, and CRF Assistant, who use hands-on materials as well as teacher guidance. Children engage in focused learning with close teacher support in writing activities. OWL provides guidance to teachers in leading each activity, including scaffolding background knowledge and vocabulary, demonstrating con-

cepts and procedures; and then supporting children as they engage in the activity and use the materials. Children have opportunities to independently apply learning during ***Center Time*** (3.5 hrs/day) when selecting materials from eight prepared "center" areas (art area, book corner, blocks, dramatic play, puzzles & manipulatives, sand & water, writing center, and science)(6). Center materials are selected to reinforce and extend knowledge, concepts and vocabulary. OWL teacher guides list materials to provide in each center, provide instructional guidance on vocabulary to reinforce, and give interaction guidance to promote concept development, consolidate learning, encourage oral language interactions, and support functional writing. OWL considers that teachers have far too little time to plan curriculum, think carefully about the intricacies of the instruction, and gather and construct materials, and thus provides teachers with richly interconnected experiences that appeal to children and ensure learning of the academic, personal, and interpersonal skills essential for school success. During center time, teachers continue to provide explicit and overt instruction individually and in small groups to further meet the individualized learning needs of each child, particularly the differing developmental needs of 3 and 4 year olds. ***Morning Meeting*** (20 min/day) is essential, providing children with a review of centers by explaining materials and using vocabulary related to centers before children use the materials themselves. Oral language and content knowledge are key components of the curriculum, supporting ELs. The daily lesson plan includes reminders and suggestions for interaction during centers, meals, and outside play. *The OWL Teacher Guides* include teaching tips on conversation skills, such as promoting conversation by following the child's lead, and/or supporting language acquisition through descriptive talk. Background knowledge is also an important oral language skill supported by immersing the children in words and conversation throughout the day. Along with oral language challenges, children with low literacy levels are challenged by limited content

knowledge, resulting in later content-dependent reading difficulties. Intensity of service, essential to achieving long-term gains in literacy skills, has three dimensions: years of service, contact hours, and utilization of contact hours. OWL provides consistent exposure to literacy experiences 5.5 hours a day including 160 minutes per day of direct, explicit early literacy instruction, all aimed at developing each child's language, cognition and early reading skills. As comprehensive interventions are most likely to successfully prepare children with essential literacy skills (53), literacy instruction, based on individual developmental levels and ages, will be explicit, intentional and integrated throughout the day and differentiated for 3 and 4 year olds through individualized planning and small groups. Interactions at snack, meals, outdoors, etc, are crucial opportunities to support oral language development, reinforce and extend lessons about print, and provide a further context for content and cognitive challenge. CRF will provide powerful early literacy learning experiences throughout the day and work with families to enhance home literacy environments.

7:30 – 9:00	**Arrival/Center time/Breakfast** *Children select materials from 8 "center" areas*
9:00– 9:15	**Morning Meeting** Day overview/introduction to new materials/activities
9:15-10:15	**Center Time** Children select materials from eight prepared "center" areas.
10:15-10:35	**Story time** – whole group book reading providing new vocabulary, background knowledge, children listen to and talk about a story read by the teacher
10:35-11:00	**Small Groups-** Children engage in focused learning, apply and practice new skills with hands-on materials while under teacher guidance.
11:00-11:35	**Transition** / Outdoor Play
11:35-11:50	**S.W.P.L- (Songs, Word Play and Letters)** teacher-led group activity focused on phonological awareness.
11:50-12:30	**Transition / Lunch**- Children learn about manners and socialize during lunch
12:30-2:30	Rest Time / Quiet time
2:30 - 3:00	**Wake Up /Transition/ Snack**
3:00 – 3:30	**Lets Talk About It / Lets Find Out About it-** Large group focus on science or social/emotional development, and building background knowledge.
3:30- 4:15	**Transition/Outdoor Time** activities building gross motor skills, cooperation and coordination and extending curriculum to the outdoors.
4:45 – 5:30	**Center Time/ Departure-** Children select materials from 8 center areas.

OWL Scope and Sequence: OWL uses 6 thematically organized units covering the domains of Language and Literacy, Social and Emotional Development, Mathematics, Science, Social Studies, the Arts, and Physical Development. These reflect the real-world experiences common to preschoolers: Family, Friends, Wind and Water, the World of Color, Shadows and Reflections, and Things that Grow. An in depth exploration of these topics improves children's oral languages and background knowledge. Each unit has a Teacher's Guide providing complete daily lesson plans for 4 weeks of instruction. Teacher's Guides schedule and support all activities and adaptations for ELs and other special needs, evaluation for 4 year olds, extension activities, and guided conversation topics. OWL provides a well-articulated scope and sequence, putting language and literacy first, ensuring the focus on the 4 core skill areas in goal #1. These skills are developed through challenging, cognitive content in science and social studies, thereby building essential background knowledge. Skills are sequenced according to widely-accepted developmental patterns, (110) with recurring exposures within that sequence. OWL's scope and sequence provides *for introducing skills and concepts in a logical fashion with spiraling to support children reaching* mastery. Each unit is based on a carefully structured, research-based sequence of skills in all strands of language and literacy development. Within a strand, skills begin at the easiest level and then grow in difficulty across the year. Instruction starts as teacher directed and moves to independent activities within the context of whole group instruction, small group and independent practice. OWL includes six teacher guides (1 for each unit), 48 children's books, 100 color picture cards, the "Big Book of Poetry", and CD songs and poems. *Curricular modifications* CRF employs SBRR-based strategies to modify curriculum for children who have been identified by observation and assessment as at-risk learners and to meet developmental needs of 3 & 4 year olds. CRF includes a specific **English Language Acquisition Plan** (ELAP) to effectively

transition children from their first language (L1) to English (L2) (see ELAP in appendix) Additionally, this supports teachers in diverse multi-lingual classrooms and to provide young EL a more equitable education at the start of their preschool experience. OWL incorporates effective strategies for building linguistic skills such as purposefully planned conversations, preview and review, connecting to prior knowledge, intentional use and explicit teaching of vocabulary. Paralinguistic approaches include picture cards, hands on experiences, movement, role-playing and collaborative learning. During choice time, teachers work with children individually and in small groups to ensure adequate practice to master new skills. Teachers carefully control their use of vocabulary and syntax (synonyms, idioms) and use concrete objects, gestures, and visuals to ensure that children understand the terms used. Teaching tasks are structured to facilitate active involvement of all students, including opportunities to respond during discussions and receive adequate feedback from teachers. Teachers ensure that priority tasks are identified and accomplished, and skills are practiced in a range of scaffolded activities (14, 56). CRF ensures that children with advanced skills receive the attention they need to grow and develop at their own pace, including meeting the different needs of three and four year olds. Strategies include a special area with more advanced books where teachers engage children to practice their reading skills. Teachers encourage collaboration between children, which reinforces concepts for children as they share book experiences, act out poems, and practice oral language and comprehension skills. *Teachers Responsibilities* Teachers employ scaffolding, strategic integration, and primed background knowledge (56). To meet children's individual needs, teachers ask open-ended questions and provide a variety of stimulating environments. This approach requires an understanding of each child's skills and progress, and annual, monthly, weekly, and daily planning to integrate information gained from ongoing assessments (see Purpose 5) into classroom practices. Profes-

sional Development integrates theory (Haskins) and practice (OWL) into a seamless whole (see Purpose 4). OWL unit guides are designed to assist teachers with daily curriculum planning. Mentors meet weekly with teachers to assist with planning and the development of manageable and meaningful lesson planning strategies (See Purpose 4).

PURPOSE 3 Language & Literature Rich Environments facilitate development of print awareness and support the development of background knowledge and other early literacy skills (47, 54, 75, 87). This is particularly effective when materials are well integrated in the environment (87). A project goal is therefore to enhance classrooms to create language and print rich environments that support children's oral language and literacy development. Language and print rich environments create powerful literacy learning opportunities when skilled teachers facilitate children's interaction with the environment and use the environment as a tool to support language development (92). In order to build vocabulary children need engaging, challenging, and exciting things to communicate about. Therefore our curriculum will enrich children's language and early reading skills as well as their background knowledge. CRF builds on existing high quality environments to design model classrooms, incorporate materials into environments, and scaffold children's interaction with the environment supporting children's oral language, vocabulary, background knowledge, print awareness, alphabet knowledge and phonological awareness. Literature and print rich materials include letters of the alphabet clearly displayed at the children's eye level, appealing, organized book areas with books of different levels, fiction and non-fiction, storybook and predictable/rhyming, theme related, Spanish/English, writing centers with writing materials and manipulatives (34,49): alphabet puzzles and books; functional and environmental print, children's writing; and materials encouraging children to communicate (puppets, small figures, flannel board, dramatic play). OWL calls for a rich environment of print and lan-

guage related experiences. Throughout the day, children engage in fun activities that help build their awareness of the sound, appearance and power of language and are exposed to a variety of print (fiction and non-fiction books, rhymes, songs, signs, lists, letters, print media and messages). CRF will use the *ELLCO (Early Language & Literacy Classroom Observation Tool) & CLASS (Classroom Assessment Scoring System)* to assess the classroom environment. CLASS evaluates emotional and instructional support and classroom organization and has been shown to contribute to classrooms with positive child outcomes (68). ELLCO helps build better literacy programs by assessing the quality of both the classroom environment and teachers' practices. ELLCO has been validated with moderate to high consistency and reliability (101) and is based on research showing that children who enter school with exposure to print materials learn to read and write more readily (101). ELLCO, CLASS, and SR evaluation results will be used to develop and implement annual improvements annually. *Ongoing Classroom Improvements* Funds are provided for teachers to purchase materials based on classroom assessments and to integrate knowledge learned through professional development into practice. Literacy materials support the curriculum to foster development of children's background knowledge (16) related to science topics,

areas of interest to children, and field trips. Through professional development, teachers will develop skills to create a print rich environment and provide enhanced materials to increase the literature and print richness of the environment supporting children's development in the key areas. Literacy training assignments (see Purpose 4) will provide all teachers with skills to create a print-rich environment. For example, teachers compile a book inventory prior to a training session on book reading, and then analyze what is missing after completing the coursework. Literacy mentors offer coaching and support in planning ongoing strategies to enhance the literature

and print-richness of the environment, thus building the capacity of each center to continue this process. An array of books is in every interest area because easy access to books leads to increased reading by children (71). Classrooms also have ample rhyme and letter posters, letter cards, and writing materials (55, 87). Recognizing that children's' book experiences are most valuable when teachers ask questions and make comments (87) teachers not only make books available to children, but also employ scaffolding and other techniques to assist acquisition of new skills and reinforcement of skills introduced. Teachers further develop literacy-focused interest areas including; a listening area, a book area with props for retelling stories, a writing area, and an outdoor reading area. Additional materials supporting oral language development include books, songs, rhymes, and poems on tape/CD, giving children opportunities to utilize both familiar and new skill sets (55, 87). Opportunities to practice speech production are important in literacy development (67). Materials are selected to encourage students to practice language with their peers (ex. dramatic play materials, puppets) (54, 87). Lastly, as preschool children develop attitudes about literacy, based on observations of adult's interaction with print (26), teachers' model use of language and literacy materials throughout the day. *Parent Involvement* The home environment and parent-child interactions are crucial for literacy and cognitive development (40), yet low-socio-economic status is a predictor of fewer at-home literacy experiences and is a risk factor for later reading difficulties (108). Centers will integrate Pearson's "Read Together, Talk Together" program as a take home program for parents and young children to extend reading experiences in the home. Based on research in dialogic reading, RTTT is a shared picture reading program where adults read to children, prompt questions, expand on answers, and practice storytelling abilities (71). Literacy mentors provide parents with training in the use of the RTTT, and parent engagement is encouraged in all aspects of the program. To further enhance parent in-

volvement, parent lending libraries will contain books shown effective in improving parental involvement and children's development (121) and books available for shared reading. Activities provided for parents include Family Literacy Nights on reading to their children, and literacy development in the four key areas of early literacy.

PURPOSE 4: HIGH QUALITY RESEARCH-BASED, ONGOING PROFESSIONAL DEVELOPMENT (PD)

CRF has designed a comprehensive approach to PD consisting of SBRR-focused PD; credit bearing courses; content-focused mentoring; and instruction to support implementation of the OWL curriculum. This approach will enable CRF to meet its PD goals as outlined on page 1. PD will include the experienced and effective resources of Haskins Literacy Initiative (HLI) where the research on reading development and it's relation to language acquisition inform the translational work conducted by highly skilled literacy specialists. HLI has a renowned track record throughout Pre-K and elementary classrooms in CT, where for the past seven years it has trained mentors to work with teachers applying the substantive body of literacy and language research, much of which emanated from researchers at Haskins Laboratories of Yale University. The PD model will be supported by the work of Jonathan Fribley of Education Consulting, a contributor to several other ERF projects and an author and specialist in OWL implementation and oral language PD. High quality, intensive, on-site, sustained, classroom-based PD will provide conceptual and background knowledge and be linked to classroom practice so teachers will receive clarification, reinforcement, and individualized support and training to successfully apply and generalize the new skills. The professional development team of CRF PI, Haskins, Mr. Fribley and Alison Pickering and mentors integrates evidence-based scientific research, literacy specialists, and OWL-specific processes into a seamless research based, classroom focused package. A recent large-scale empirical study on the effects of PD on teachers' learning indicates that effective

programs: set clear goals for teacher learning and student outcomes; offer related experiences over time; focus on subject matter; build on current practice and knowledge; allow teachers to integrate their learning into the classroom; provide opportunities for ongoing support, feedback, and reflection; and include time for ongoing collaboration with colleagues (39). These findings support the existing body of literature on the characteristics of successful professional development (10). CRF's high quality, sustained, and intensive support for center staff utilizes each of these proven practices. **Professional Development Scope and Sequence** Continued reflection and practice with the assistance of mentors is essential to the PD process. CRF teachers, Literacy Mentors (LM) and Haskins Literacy Specialists (HLS) will meet monthly to support professional development and OWL implementation. Guided by HLS, teachers make connections between their practice and children's development while mentors explore strategies to support teachers' implementation of new learning. LMs play a key role in providing on-going, individual support to classroom teams as they move to full OWL implementation. Alison Pickering (AP) will provide training and coaching to teachers and literacy mentors on working with English Learners and the ELAP.

Professional Development Scope and Sequence

Goals 1 and 2: Teacher Knowledge and Implementation				
Content Focus	*Hrs, Frequency, Delivery methods*	Strategies & Materials	*Experts /Participants*	Time *Line*
Bldg. student comprehension in print-rich classrooms	3-hr workshop, HLS class visit, wkly mentoring	Existing curriculum(CC) lesson plans, Haskins Comprehension Module, Video clips	HLS, LM, CRF staff	Oct Yr 1
Effective instruction for English Learners	Two 2 day trainings, consultation, coaching & additional training	ELAP linguistic & non lingusitic supports, developmentally appropriate materials & environment	AP/Teachers 2 days, Directors/LM 2 days	Nov Y1
Principles of effective vocabulary instruction	3-hr workshop, HLS class visit, wkly mentoring	Lesson plans (CC) Haskins Vocabulary Module, Video clips	HLS, LM, CRF staff	Nov Yr 1
Bldg background Knowledge for comp	3-hr workshop, HLS class visit,	CC, Lesson plans, Read alouds, student assessments, video clips	HLS, LM, CRF staff	Dec Yr 1

& vocabulary dev.	wkly mentoring			
Comprehension & Vocabulary OWL Story Time Multiple book read	1 day workshop & ½ day individualized classroom coaching	Theory, Model, Prac. Apply, Reflect. OWL teacher guide & story books, OWL monitor tool for coaches, OWL fidelity instrument video feedback & coaching/PPVT	JF, LM, CRF staff	Dec Yr 1
Phonological awareness (PA) Methodology of Instruction.	3-hr workshop, HLS class visit, wkly mentoring	OWL, lesson plans, Haskins PA Module, games & activities, video clips	HLS, LM, CRF staff	Jan Yr 1
Ensure thorough alphabet knowledge	3-hr workshop, HLS class visit, wkly mentoring	OWL, lesson plans, Haskins Alphabet Module, games & activities, video clips	HLS, LM, CRF staff	Feb Yr 1
Print Awareness & Literature rich Environments	3-hr. workshop HLS class visit, wkly mentoring	OWL, lesson plans, Haskins Print Concept module, Book inventories, games & activities, video clips	HLS, LM, CRF staff	March Yr 1
PA OWL "Songs, Word Play & Letters (SWPL)	1 day workshop & ½ day individualized Class. Coaching	Theory, Model, Prac, Apply, Reflect. OWL teacher guide: OWL monitor tool for coaches, fidelity instrument, pals pre K	JF, LM CRF staff	April Yr 1
Enhancing oral language development	3/ 3-hr workshop HLS visit/wkly mentoring	OWL, lesson plans, Haskins oral language module, books, games, activities, video clips	HLS, LM, CRF Staff	April-Jun Yr1
Oral Lang & Vocabulary goals/ methods OWL morning Mtg & Center Time	1 day workshop & ½ day individualized classroom coaching	Individualized Lesson plan/oral lang. inter-actions, exemplary practices DVD. Videotape & review teacher/child interactions. Teacher oral lang. support tool, OWL rubrics	JF, LM CRF staff	July Yr 1
Goals 3, 4, & 5: Classroom environment, at-risk students, & student assessment				
Integration of 4 key areas in OWL curriculum.	3-hr workshop HLS class visit, wkly mentoring	OWL, lesson plans, Haskins PD module, video clips	HLS, LM, CRF staff	July Yr 1
Assessments, individual plans and environments for ELs	2 day/workshops, & monthly consultation, coach& classroom assist	ELAP linguistic & para-Linguistic supports. Developmentally appropriate materials, environment	AP, CRF staff, RF K teachers	JulyYr1 Mar Yr2 Dec Yr3 & mthly
Use student assessment data to guide classroom practice	3-hr workshop HLS class visit, wkly mentoring	Assessment data, student work, case studies, lesson plans, video clips	HLS, LM, CRF staff	Aug Yr1
Differentiation: Center Time & small groups	3-hr workshop HLS class visit wkly mentoring	OWL curriculum assessment data, case studies, video clips	HLS, LM, CRF staff	Sept Yr1

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Alphabet /concepts of print OWL small groups	1 day workshop & ½ day individualized classroom coaching	Theory, Model, Prac, Apply, Reflect. OWL rubrics, child portfolio writing samples, OWL monitoring tool for coaches, OWL fidelity inst.	JF, LM, CRF staff	Sept Yr1
Integrating literacy in the environments	3-hr workshop, HLS class visit/wkly mentor	Dev. appropriate materials & environment for all learners	HLS, CRF staff	OctYr2
ID & interventions for at-risk & spec needs students.	3-hr workshop HLS class visit, wkly mentoring	Haskins sp/ needs module curricular modifications, assess-ment data, case studies, videos	HLS, LM, CRF staff	Nov Yr 2
Social & emotional development	3-hr workshop HLS class visit, wkly mentoring	Let's Talk About It OWL, games & activities, case studies, video clips	HLS, LM, CRF staff	Dec. Yr2
Content knowledge & info. text OWL "Let's Find Out About It"	1 day workshop & ½ day individualized classroom coaching	Theory, Model, Practice, Apply, Reflect. OWL Curriculum, video library of exemplary content practice, video feedback, OWL monitoring tool for coaches, OWL fidelity Instrument.	JF, LM, CRF staff	Dec Yr2
Build Background & Content Knowledge with Expository Informational Text	3-hr workshop HLS class visit, wkly mentoring	OWL curriculum Inquiry techniques, games, activities, manipulatives, video clips	HLS, LM, CRF staff	Jan Feb Mar - Yr 2
OWL Unit Content And Preparation	½ day workshop for each of 6 Units	Model, Prepare and Practice OWL activities, Teacher Guide and Curriculum Materials, other support materials as needed	LM, CRF staff	Sept Thru JuneYr 2
Integration/Consolidation: Knowledge & Implementation within OWL Core Curriculum				
Oral Lang integrating vocabulary. dev. & comprehension	3 3-hr workshop, HLS class visit, wkly mentoring	OWL instr materials facilitate communication, Haskins PD modules/video, audiotapes	HLS, LM, CRF staff	Apr, May, Jun Yr 2
Assess, plan, teach-model of effective teaching	1 day workshop & ½ day individualized classroom Coaching	Checking for children's understanding using the OWL rubrics.	JF, LM, CRF staff	July Yr2
Development of writing skills "	3 3-hr.wrkshops, HLS class visit, wkly mentoring	OWL curriculum, lesson plans, Haskins writing module, writing centers& materials, student work	HLS, LM, CRF staff	July Aug Sep Yr2
Link explicit instr. guide practice & individual application	3 hr. workshops/month, HLS class visits, wkly Mentoring	Prof learning communities consolidate course content & optimize OWL implementation	HLS, LM, CRF staff	Oct Yr2 to Sept Yr3
Link explicit instr. to guide practice & in-	3 all day workshops & ½ day	Topics will consolidate course content & optimize OWL im-	JF, LM, CRF staff	Oct Feb July Yr3

depth application	ind class coach	plementation.		
Mentor training and coaching				
Classroom observation & modeling of exemplary lessons	2x wk classroom observations & confer, site visits model & ERF class	OWL curriculum/LM mentor & teachers through observation, guided reflection, case studies, video coaching sessions, observe other ERF sites	LM, CRF staff	Wkly Yr 1 - 3
Content-focus mentoring & coaching	Mthly HLS & LM classroom visits	OWL IQC, SBRR strategies & use of instructional materials	HLS, LM,	Yr 1- 3
Confronting coaching challenges	Monthly meetings	Implement issues, LM reported challenges, teacher feedback & reflection guide coaching	HLS, LM, CRF staff	Yr 1- 3
Building Mentor Knowledge	Monthly mentor meetings at Haskins	Case studies, video, research talks, mentor collaborations professional reading materials	HLS, LM	Yr 1- 3
Use teacher assessment data to differentiate in mentoring teachers	Ongoing	OWL, observation & coach sessions, Teacher Surveys	HLS, LM	Yr1-Yr3

Support from Literacy Mentors Mentoring that includes content-focused coaching is a promising approach to foster teachers' professional growth (66,105,120). Mentoring advances teachers' learning by embedding professional development in on-the-job experiences that help improve their practice over time (19,35,3953,64). Literacy mentors who serve as "educational companions," (35) rather than performance evaluators (79,81), can more effectively share their expertise, help connect theory to practice, and encourage teachers to analyze their own practices. The ability to skillfully assess classroom practice and gauge teachers' development is critical to effective mentoring 36, (47,117). *Mentoring activities* CRF will hire highly skilled Master's level and/or experienced LMs (see personnel) with extensive language and literacy mentoring experience. LMs support classroom teaching teams and will be supervised by the CRF PI. LMs participate in all PD with teachers and assistant teachers and examine educator practices using the ELLCO, CLASS and the OWL Implementation Quality Criteria (IQC). The IQC measures the effectiveness of teacher implementation of the curriculum, and was chosen because of its proven effectiveness in measur-

ing fidelity to OWL. (122) LMs will identify methods of continuous learning and reflection appropriate to the individual teacher for the skills being addressed, such as learning through mentor modeling and side-by-side practices, with regular videotape feed back. Teachers will be mentored twice weekly, typically involving a planning meeting, observation and/or education, and feedback/debrief session. LMs meet weekly to plan and document with each classroom teaching team to promote the advancement of the team's goals, support the team's use of assessment and its progress monitoring data in order to inform planning for individual children and the whole classroom. LMs model effective practices for classroom teams and play a major role in implementing OWL. *Mentor training/support* Haskins will provide LMs with essential ongoing training and support (11,36,37,47,50,52,58,64,81,111,117) to build their capacity to improve teachers' practice. Haskins faculty will lead monthly 2-hour training/support meetings with LMs each year.

PURPOSE 5: Reading Assessments *Screening instruments.* "Accurate and early identification of children experiencing difficulties in attaining critical early literacy skills" can prevent later academic difficulties (55). As a first step to identify children at risk for delayed development or academic failure, we will screen all children using a variety of research-based instruments: *Phonological Awareness Literacy Screening-PreK* (PALS-PreK), *Peabody Picture Vocabulary Test-III* (PPVT-III), and Auditory Comprehension Subscale of *Preschool Language Scale* (PLS-4). PALS-PreK measures young children's literacy knowledge against published benchmarks and provides concrete information on children's literacy development. The tasks-awareness of rhyme and beginning sounds, ability to name letters, familiarity with books and print, and name writing-are designed to be developmentally appropriate and involve children in familiar, informal activities. PPVT-III, a well-established screening, measures receptive vocabulary and verbal ability (22), is easy to administer and does not discriminate against children who are shy about talking to

an adult assessor (3). It includes important, useful, and difficult words, as well as multiple-meaning words, base/root words, and different word forms. PLS-4 Auditory Comprehension Subscale (123) indicates receptive language abilities; the Spanish version (123) will be used where appropriate. Children who live in Spanish-speaking households will also be screened using the *Test de Vocabulario en Imagenes Peabody* (TVIP), the Spanish version of PPVT (28) and *Pre-LAS 2000*, designed specifically to assess oral language proficiency in children who are English Learners (29). (See the Project Evaluation section for validity and reliability data). To reduce the assessment burden, these same measures will be used for screening and program evaluation. Oldham Innovative Research (OIR) evaluation staff will administer all the measures in the fall and spring of each year and report individual results and classroom profiles. Evaluators will meet with each teaching team and LM to discuss the results and compare with progress monitoring data collected by teachers. This joint examination helps teachers and mentors to interpret the results, identify children who are at risk, and strategize how to use this information to adapt classroom instructional practices. In years 2 and 3, with training and support from OIR and Haskins, CRF LMs and, teachers will gain experience using the measures; thereby building program capacity to administer the screening reading assessments after the project has ended. *Progress monitoring instruments* As assessments can provide teachers with insight into the educational experiences that are most valuable for individual children (7,107), they should be ongoing and comprehensive (74,100) and results used to inform classroom practices and plan curricula to best meet children's needs (100). CRF will use the Curriculum Based Decision Making Tool (CBDM) to monitor and track progress in the 4 key areas (see goal #1) of literacy development. CBDM allows teachers to continuously measure their students' growth & performance, determine if their students are learning at the expected rate, and provide data for teachers to evaluate their instruc-

tional strategies. The CBDM also provides data for teachers to evaluate and modify their instructional strategies when students fail to demonstrate expected growth. (12) The CBDM has been successfully implemented in numerous ERF projects across the nation. CRF will continue to use the *Creative Curriculum Developmental Continuum Assessment System* (*Continuum)* or *Connecticut Preschool Assessment Framework* (PAF) for all domains including the key areas of literacy development. OWL assessments, which are embedded in the daily program schedule, assist teachers in tracking learning gains for individual children and the whole classroom. OWL instruction and activities address the guidelines or standards of research-based assessment systems and OWL scope of skills is aligned with CT PAF standards. OWL was pilot tested in 3 sites in 2004 (Washington DC, Charlotte-Mecklenburg, NC and Boston) and was found to hold considerable promise as significant improvements were seen on children's assessment scores after a full year of participation (126). Research suggests teachers should utilize curricula-embedded assessments that allow children to demonstrate knowledge and skills through active engagement in classroom activities (73), and OWL seamlessly integrates this process into regular classroom activities. Informal assessments are built directly into the curriculum; encouraging continuous attention to children's learning needs through observation and discussion. OWL supports teachers' efforts to maintain high-quality language and literature rich environment by providing opportunities to reflect on and improve the classroom in light of children's growth. The *Continuum* monitors children's progress through an Individual Child Profile administered three times a year, and through ongoing observations. The *Continuum* is used to monitor progress and guide teachers' planning both for individual children and the class. It includes listening/speaking and reading/writing and covers all four key areas. The *Continuum's* content validity was assessed in a survey of early childhood professionals: more than 90% reported all items were a "good" to "ex-

cellent" match to the early childhood classroom goals (1). A Head Start sample was used to evaluate construct validity and found a simple structure in which each item loaded on a single factor with a weight of .40 or greater. This study also evaluated internal consistency and found each factor score yielded reliability coefficients above .92 (57). *Training and development* Quality professional development engages teachers in concrete tasks of teaching and also develops assessment, observation, and reflection skills (18). Teachers have received training in the *Continuum* (see Purpose 1). Training will be provided for the OWL IQC, CBDM, (see Purpose 4) and PALS-PreK. An instructional video is used for reinforcement. PD reinforces critical assessment skills such as "noticing, documenting, recording, and interpreting children's behaviors and performances" (51), and provides teachers with practice assessing and analyzing children's work. Mentors engage in additional assessment training, including videotaping and feedback, and continually work with teachers on assessment practices (see Purpose 4).

FACTOR 3 Coordination with Local, State, and Federal Resources CRF will prepare children with the foundational language, cognitive, and early reading skills necessary to ensure a successful transition into kindergarten and beyond. Both *CrC* and *OWL* are aligned with the goals and benchmarks of the RF Initiative and the CT PAF. These alignments are used by LEAs, School Readiness Councils, kindergarten teachers, and CC teachers to assure that programs work consistently to develop children's early skills and be prepared for kindergarten. Dr.Gillis from HLS will be providing professional development, has been a member of the CT Reading First Management Team since CT received its RF award. The RF schools in CT include kindergarten classrooms where students enter with varying skills and knowledge. Dr. Gillis will inform CRF teachers about grade level expectancies for RF kindergarten students and will assist them in using a backwards planning model to know what their students should know and be able to do

when they enter kindergarten. These teachers will also have a facilitated discussion with a cohort of RF kindergarten teachers to better understand how students can be prepared for success in RF classrooms through their early childhood experiences. CRF will be coordinated through our strong relationships with LEAs, SR Councils, and CT DOE (see Purpose 1). CC is also working with the William Caspar Graustein Memorial Foundation, Governor's Council on Early Childhood, and CT DOE to replicate our success in CC's first ERF project (2005-2008). These collaborations provide joint training between early childhood centers and local elementary schools, developing continuity with goals and objectives, effective assessments, sharing developmental profiles, working together on curricula alignment, and providing transition to kindergarten activities and planning. As a member of the Mayor's Office for Young Children Transition to Kindergarten Taskforce in Hartford, our Director of EC programs has assisted in the development of a comprehensive, city wide system for ensuring a smooth transition from Pre–K to K. CC has established a transition plan with Reading First (RF) schools in Hartford and Waterbury, gaining support from RF Principals, kindergarten teachers, and city officials (see stakeholder support letters in appendix). The plan involves working with RF schools to develop smooth transitions for children which includes sharing information on individual children with kindergarten teachers to ensure success in kindergarten, scheduled visits to the kindergarten classroom, and kindergarten pen pals. Parent's attitude and involvement in their child's education is a significant factor in emergent literacy, and directly influences children's attitudes about school (39,152). Workshops and ongoing dialogue with parents will ensure that parents are comfortable with kindergarten expectations and confident about involvement with their child's learning environment.

PERSONNEL CRITERIA 2, FACTOR 1: *Principal Investigator* Deb Plourde, the PI, is highly qualified with an MA in Special Education, BA in Early Childhood Education, and formal

education in Language and Literacy development. She possesses strong educational, leadership, management skills, including experience managing large projects with program evaluation, and demonstrated success in NAEYC accreditation under the old and new systems, program development, curriculum, and assessment. As PI, she has been instrumental in the success of the current ERF project. **CRITERIA 2, FACTOR 2:** *Director of Early Childhood Programs* Tiffany Murasso is an experienced, dynamic, leader, early childhood educator, and manager with demonstrated success overseeing an existing successful ERF project and 12 years of early childhood leadership, overseeing 8 urban, licensed, NAEYC accredited centers. She works with School Readiness Councils, LEA's, NAEYC, and state agencies ensuring that programs are high quality and engage in continuous improvement. She is a certified ECERS, and ELLCO evaluator with a BS in Early Childhood Ed., and is finishing her M.Ed in EC Administration at National Lewis University. She designed and implemented the successful ERF project currently in its third year of funding. *Center Directors.* Center directors have a strong background in early childhood education, with a minimum of a BA in Early Childhood or related field, and demonstrated success in NAEYC accreditation, and expertise in Curriculum, and Literacy Development. (see Preschool Criteria chart in appendix) *Literacy Mentors:* Literacy mentors will provide direct literacy instruction to children and provide modeling and ongoing mentoring to teachers, a strategy proven effective in the existing ERF classrooms. These highly-qualified Literacy mentors will be selected based on professional knowledge(34,43,34,81,95,109) education, functional skills, such as understanding of teacher development and adult learners; (43,15,109) capacity to conduct classroom observations and engage teachers in thought-provoking discussions;(43,48,95) ability to tailor mentoring strategies to teachers' needs(43,65,71,92) as well as personal qualities such as the desire to share expertise, (59)to learn from others and their profession, (8,53,106) and capacity for self-reflection and

empathy. (43.124.106) Olga Toledo, an experienced, bi-lingual (Spanish) highly trained literacy mentor, with a BA in education and specialized training and experience in mentoring EL population will work with Alison Pickering and HLS to design, monitor, and modify each centers ELAP. She worked with other literacy experts to develop the ELAP based on lessons learned in CC's current ERF program. *Mental Health Consultant* Karie DeCicco has an MA with education and work experience in psychology, behavior, research, pediatric rehabilitation, counseling, early intervention and early childhood education and development. She provides training and support to early childhood programs and parents in enhancing social and emotional competence in young children. She assists teachers in creating and maintaining a pro social environment and classroom management as well as building the center's capacity to maximize children's learning. *Section 427 of the GEPA.* CRF will ensure equitable employment. CC assures equal employment opportunities and has a strong Affirmative Action program that seeks minorities, women, and persons with disabilities for all job levels within the organization.

CRITERIA 2, FACTOR 3: *Haskins Laboratories* at Yale University will provide professional development integrated with training on the OWL curriculum. Haskins, a private, non-profit research facility, founded in 1935, for the scientific study of speech and language, is a noted world leader in reading and literacy research and professional development. Dr. Gillis, a Haskins Senior Researcher, with over 33 years of experience in early education and professional development has created professional training modules, published numerous peer-reviewed journal articles, and oversees a successful literacy mentoring project Jonathan Fribley will be providing professional development on OWL teaching the practice consistent with the theory and knowledge from Haskins. He has over 20 years of experience in early childhood education and is a licensed parent educator. He assists the coordination of early childhood programs nationally, fo-

cusing on early literacy and implementing state early childhood assessments. He has created professional development training for oral language skills, a preschool early literacy curriculum, and has coordinated a U.S. DOE preschool researched-based literacy grant to train teachers. *Oldham Innovative Research* (OIR) Erin Oldham, PhD., of Oldham Innovative Research LLC, will serve as the Director of the Evaluation. Dr. Oldham has extensive experience evaluating literacy-based and early education programs. She is currently evaluating the Portland Early Literacy Collaborative, the Little Sprouts Early Reading First Project as well as the Sanford (Maine) Safe Schools/ Healthy Students Initiative. Dr. Oldham has worked with the Mass. Dept. of Early Education and Care on mental health services in early education and on their universal pre-kindergarten initiatives, with the Mass. Dept. of Public Health on health consultation within early education settings and with the Maine Dept. of Education on IDEA data requirements. Dr. Oldham has consulted with Massachusetts, New York, and Rhode Island on their early education quality rating and improvement systems. Dr. Oldham has her Ph.D. in educational psychology/child development (specializing in statistical analysis) from UCLA. *Alison Pickering* will provide training and coaching to teachers and literacy mentors on working with ELs and the ELAP. She offers over 20 years' experience as a bi-lingual elementary grades teacher, counselor for at-risk youth, literacy coach, program content expert, and training facilitator for professional development. She has extensive experience with Reading First programs, English immersion, bi-lingual and dual language settings. She has a MA in Educational Administration and a BA in Spanish and Linguistics. (see resumes in appendix) *Staff Development Team.* Deb Plourde, PI will manage the project's professional development team consisting of Haskins, Fribley and Alison Pickering. Dr Gillis will provide professional development integrating it with OWL training provided by Mr. Fribley. Alison Pickering will provide training on the ELAP and EL.

Adequacy of Resources Selection Criteria 3: FACTOR 1: Stakeholder Support CC's director of early childhood programs, the PI, teachers, and administrators worked with our partners (OIR, Haskins, Fribley, Pickering) to design this initiative including the professional development, children's screening, assessment, and progress monitoring; integration of a literacy curriculum based on documented SBRR findings. Center directors and teaching staff have a full understanding and commitment to the scope and design of the project. Stakeholder support from CC centers, Reading First schools and LEA's for transition to kindergarten are in appendix. Also see budget narrative for documentation of teacher, center directors, and partner's plans to implement CRF including professional development, curriculum implementation, and becoming CRF centers of educational excellence.

Selection Criteria 3: FACTOR 2: Adequacy of Proposed Costs CRF will serve 170 children each year in four urban settings with professional development, curriculum, and mentoring structured with SBRR-based scope and sequence to prepare children with essential early literacy skills. *Creating centers of educational excellence will build the foundation for further school success* for children in this project as well as those who attend these centers in the future. Selection of classroom resources and literacy materials will be based upon SBRR research and linked to professional development assuring that literacy-rich materials are used effectively in the classrooms. This strategy is cost effective compared to selecting materials without science-based knowledge and intentional integration into lesson planning, resulting in wasted resources. Also cost effective is providing professional development on site regularly, minimizing time away from the classrooms for staff and maintaining consistency for children. This project brings early childhood experts to CT to provide professional development, curriculum training and classroom support. Additionally, the strategy provides early childhood literacy education to classroom

teams with required assignments and mentoring support integrating the knowledge into lesson planning and teaching. Over three years teacher will receive 235 hours of on-site professional development and 260 hours of mentoring support to assure integration of SBRR instructional materials and literacy activities, building centers capacity to increase children's phonological awareness, print concepts, alphabet knowledge and oral language. By investing in the early years, we save by avoiding costly out-placement, special education and mental health interventions later. According to the Commission on Children, children in quality preschools were less likely to be retained. The cost of retention is $9,000-$10,000 when you consider ancillary costs. Put starkly, we can keep children back later and pay more or we can provide quality early care and education and see children achieve with dignity. Pre-literacy skill and oral language development begins with well-trained early care and education teachers. Eighty percent of the learning disabled children in special education simply did not learn to read. Of our special education population, about 45% are learning disabled. This costs CT about $397,526,000 or roughly $12,951 per learning disabled student. (17) CRF will document successful strategies and interventions resulting in increased student achievement and readiness for success in kindergarten and beyond. This project provides an opportunity for national educational experts to provide research based literacy professional development and evaluation in partnership with high quality community based early childhood providers committed to improving the literacy skills and knowledge of young urban children. The project will provide required resources for training, support, and materials to build four quality early childhood programs into Centers of Educational Excellence. (See project design, personnel, management plan, evaluation, budget narrative, and appendix)

CRITERIA 4: FACTORS 1,2,3 Management plan The goals and activities chart shows a clear vision of project goals, sound management practices, clear communication, system coordination,

and procedures to assure that CRF meets established program goals, quality assurance, fiscal accountability, and continuous improvement. *The Management Team* is comprised of the CRF PI, Center Directors, CC's Directors of Operations, Early Childhood, Program Development, and Finance, and OIR liaison (see personnel and budget narrative). CRF uses several management tools such as collection and analysis of data, and development of corrective actions plan should the project not be on target to meet its benchmarks towards goals. The project management system assigns personnel to each task; maintains effective communications; completes project work on time and within budget, and implements high quality project services. *Written Management Documents* Upon grant award, CC, Haskins, Jonathan Fribley, Alison Pickering, and OIR will develop partnership agreements detailing their roles and responsibilities, accountability, communication, budget, and reporting. CRF will use the Goals & Activities charts on pages 34-35 to assess and track progress toward CRF benchmarks and goals; modify project implementation based upon data and feedback; coordinate efforts with local, state, and federal Reading First and other educational initiatives; assure project success; develop 4 centers of educational excellence; and establish methods to replicate lessons learned in this community and faith-based initiative across other early childhood sites. *Project Meetings* CRF will host an all day planning meeting, held within days of award notification, assuring clarity of roles, responsibilities, and action steps. The CRF PI convenes monthly management team meetings to review project progress and expenditures; develop action plans for how unmet benchmarks and goals will be met; identify accomplishments and barriers; resolve challenges, review progress toward goals and progress data, and develop corrective action plans which could include adjusting teaching strategies, mentor support, and professional development to ensure continued progress towards goals. (see Evaluation Plan). The CRF PI also meets with the professional development team, evaluators, Literacy

Mentors, EC Director and center directors to assess progress, resolve problems, and plan strategies for ongoing and future services. Initially, the group meets weekly to establish protocols for communication, implementation, and quality assurance. *Sound Fiscal Management* CC meets the standards of accounting and financial reporting for voluntary health and welfare organizations as established by the Institute of Certified Public Accountants. CC uses an accrual basis of accounting and is audited annually by an external accounting firm, who report its audit to the Board of Trustees. The CRF PI works closely with the fiscal office to provide the management team with monthly fiscal data, and assures the program is within budget. *Supervisory Structure* The EC Director supervises the CRF PI and Center Directors. The CRF PI supervises Literacy Mentors and ELF. Literacy mentors supervise the CRF assistants in each classroom with input from the center directors. (See key staff time allocations in the Goals & Activities Chart & budget narrative).

Selection Criteria 5: Factor 1: Methods and Instruments The evaluation is designed to give rapid, ongoing feedback to the project on program implementation and child performance to ensure program improvement throughout the grant. The evaluation will be implemented by an external evaluator, Oldham Innovative Research, LLC, who is currently evaluating U. of Southern Maine ERF and Little Sprouts ERF and follow all applicable guidelines to ensure safe treatment of subjects. The evaluation will capture the relationship between the intervention and the teacher, child and environmental outcomes within 9 classrooms through detailed within-group analyses. Our over-arching research question is: *As a result of the intensive literacy activities, including the implementation of a systematic and explicit instruction, progress monitoring and evaluation activities, inclusion of high quality, print-rich environments and the professional development program: a. Do students show significant gains in their language and literacy development? b. Do teachers show significant changes in how they support children's language and literacy? c. Are gains in intervention classrooms higher than in comparison classrooms?* *Data Collection Schedule* Pre and Post PPVT, PLS-4, and

PALS data are collected in October and June of Year 1 and September-October and May-June of Year 2 and Year 3. Children are tracked and assessed at the end of Kindergarten as well (with the PPVT and PALS-K). Progress monitoring data will be collected according to the child's skill level. *Attrition* All children (and parents) in the intervention for at least a year will be followed through Kindergarten. 3-year-old children will be added to sample in the second and third years. *Analysis Plan* Data generated from the study will be analyzed using qualitative and quantitative methods. Child and classroom-level data will be shared with mentors and teachers for individualized and curricular planning. Multi-level data will be subjected to regression modeling, allowing us to account for more of the variability in the model. Data collection from parents will allow us to parse out variance due to home literacy practices. Sub group analyses will be done on EL children versus non-EL children as well as children in the program 1 year versus 2 years. Standard preliminary analysis procedures will be used. Power analyses conducted (based on an alpha of .05 and power of .80) show that sample size is adequate to determine results in multiple regression analyses or MANCOVA with up to 4 covariates. *ERF Achievement Indicators* See table detailing evaluation data, indicators measuring progress and timeline in bold.

Data collected by Evaluation Team
Environmental assessments: Characteristics of quality in study centers: daily rates of attendance, qualifications of teachers & staff turnover, ELLCO & CLASS **fall of year 1/spring of each year.**
Screening: Children screened with PPVT, PLS-4, PALS and Pre-LAS **each fall and spring.**
Individualized child instruction: Review of child portfolio/activity plans in **winter of each year** will be used to confirm that children assessed at age-appropriate and below age-appropriate have an appropriate language and literacy plan (including additional assessment) in place.
Progress Monitoring: Number of teachers attending progress monitoring training; number of hours training; Observation of progress monitoring administration **every six months**; Review of child action plan to determine how assessment results used to differentiate instruction **every six months** (also interview with LM to get their perspective on this)
Teacher literacy knowledge and practice: Pre/Post content knowledge test based on SBRR and OWL curriculum (designed by Judy Schickedanz). Teachers will complete a test at **baseline, 6, 12, 24, & 36 months.** Classroom observation of teacher's book reading skills by LM **(regularly)** and objective observer **(2 times a year). Yearly baseline and spring** ELLCO/CLASS observations.
Literacy Mentor effectiveness and knowledge: Pre/Post content knowledge test based on SBRR

and OWL curriculum (designed by Judy Schickedanz) (baseline, 6, 12, 24 and 36 months). Survey/focus group of teachers regarding effectiveness of mentoring and training at **6, 18 and 24 months from beginning of mentoring activities.** Survey/focus group of LM to determine their view of effectiveness of mentoring at **six, 18 and 24 months from beginning of mentoring activities. Mentoring Practices Rating Scale** filled out by teachers.
Fidelity to the *OWL* curriculum: will be assessed through the *OWL IQC* completed **two times by *project staff & two unannounced times by evaluation staff*** (*completed in morning & centers* time). Results discussed with project staff (including teachers, directors and LM) at least **semi-annually**. Review of lesson plan/LM documentation of teacher's progress **twice a year.**
Parental Involvement: Survey of Parents at **baseline and each spring** about literacy practices at home and connection to early childhood classroom. Focus Group with parents **each spring.**
Child Literacy and Language knowledge/school readiness: Progress measured frequently through C-PALLS, *OWL* Rubrics (schedule depends on severity of delay) **PPVT, PALS, PLS-4 used to track language/literacy skills in the fall & spring and kindergarten.**
Coordination with Reading First and elementary reading programs: documentation of progress toward smooth transition (document review of kindergarten packets at end of school year)

Properties of the outcome measures are listed below. Generally, teachers will complete the regular child screenings (progress monitoring) & objective observers will complete the periodic child assessments; all information will be shared in clear, easy to read reports to LMs, management team, and teachers who will integrate information in activity plans considering areas of growth & areas needing improvement that have been identified in the reports.

Outcome Measures		
Measure	**Domains covered**	**Reliability/validity**
Child Outcomes (all used for screening and progress monitoring and kindergarten follow-up)		
Pre-LAS 2000	Oral language, alpha knowledge, number recog, reading, writing	Internal consistency: Cronbach's alpha from .86 - .90; test-retest reliability from .76 - .91
PPVT-III	Receptive vocabulary	Internal consist: alpha of .95 for Forms IIIA and IIIB. Test-Retest reliability: Fm IIIA: .91 to .93; Fm IIIB: .91 to .94
TVIP	Spanish Version of PPVT	Reliability with FACES data; inter consistency of .97, test retest .82, predictive val. of r = .42
PLS-4	Receptive vocabulary	Internal consist: .67 - .94. rest-retest: .82 - .95 inter-rater reliability 00%
PALS-PreK	Beginning sound & print/word, alphabet knowledge	Internal consistency (.71-93). Inter-rater: .99 Criterion validity with TERA (.67)
Classroom/Teacher Outcomes		
ELLCO (trained observer)	General Classroom Environment; Language and literacy curriculum	Literacy checklist: interrater rel. (.88); Internal consist. (.84); sensitive to change in classroom (LEEP). Classroom observation: interrater rel. (.90); convergent va-

Outcome Measures		
Measure	**Domains covered**	**Reliability/validity**
		lidity with Classroom Profile
CLASS (trained observer)	Positive & negative climate teacher sensitivity, regard for student perspectives, behavior management, productivity, learning formats, concept development, feedback quality, language modeling	Internal consistency(.79 - .91 across domains); criterion validity (emotional support, classroom org & instruct support correlate to ECERS; .45 - .65); predictive validity (CLASS associated with end of year performance gains; NCEDL multi-state study: most consistent & robust classroom dimension for predicting growth across time was instructional support.as assessed by CLASS)
Teacher Survey	Change in practice and knowledge of SBRR	(developed based on *OWL* curriculum by Judy Schiendanz) will be validated w/ fidelity checklist.
Family Involvement		
Family Involvement questionnaire	School-home based involvement, home literacy practices	Family Involvement Questionnaire (FIQ) (Fantuzzo et al, 2000), About being a parent Scale (Wentzel, 1993)
Teacher rating of home-school connect.	Level of connection-families to school activities	(based on Fantuzzo, 2000)
Kindergarten Readiness		
PALS-K (done by trainer observer)	Phonological skills; literacy skills	Test-retest correlation (.95); inter-rater reliability (.96-.99); predictive valid. to Stanford 9 ($p < .001$)

Our evaluation design incorporates both qualitative and quantitative information. We will be able to quantify our results through the standardized child assessment tools, environmental assessments, and quantifiable questions on teacher and parent surveys. Collecting demographic information on children, such as primary language, age, gender, time in classroom, will add to our ability to conduct subgroup analyses. Qualitative information will provide critical contextual information in the form of notes from LM, observations in the classroom and interviews with the full team and individually with LM and teachers and focus groups with parents. Professional development of teachers will be evaluated through (1) pre/post content knowledge test based on SBRR and *OWL* (developed by Judy Schickedanz), (2) response to training/PD, (3) curriculum fidelity (through classroom observations and scores on *OWL IQC* done by LM and evaluator), (5) book reading observation of each teacher, (6) ELLCO and CLASS language and literacy scores; and (7) child outcome scores. Professional development of LMs will be evaluated by (1)

pre/post content tests based on SBRR and OWL, (2) mentoring practices rating scale and (3) surveys and focus groups with teachers.

Personnel/Hours PI=Plourde, LM=Literacy Mentor EC= EC Dir, HLS=Haskins F=Fribley, AP=Pickering, OIR-Oldham; ELF=External Literacy Facilitator, MT=Project Management Team, T = Teachers

PI	LM	EC	HLS	F	AP	OIR	ELF	T
35/wk	40/wk	5.25/wk	12/mo	72/yr	24/yr	15/wk	40/wk	40/wk

Goals	Benchmarks	Indicators
Goals 1 & 2 Increase teachers' knowledge & teaching of early literacy development & practices to support four key areas (oral language, phonological awareness, print concepts & alphabet knowledge) thru systematic, ongoing, SBRR professional development, mentoring & literacy materials.	Teacher PD including OWL 8 days Mentor support/class/mo Teachers incorporate literacy into lesson plans & teaching (course & curriculum)	Completion Certificates Sign-in sheets & Mentor Logs Teacher Survey OWL IQC Review Lesson Plans & observations Changes in ELLCO scores

Activities	Who/When	O	N	D	J	F	M	A	M	J	J	A	S
Set PD schedule & oversee logistics	PI	●											
Hire Subs & provide release time	EC			●	→	→	→	→	→	→	→		
Professional development (see PD in Project Design section)	HLS, JF, AP	●	→	→	→	→	→	→	→	→			
OWL Professional Development (Years 1-2)	HLS, JF				●				●			●	
Hire Mentors (Yr. 1)	PI, EC	●	●										
Train Mentors (Yr.1)	HLS, JF, AP	●	→	→	→	→	→	→	→				
Provide monthly mentor meetings & support (Yrs. 1-3)	HLS/PI		●	→	→	→	→	→	→	→			
Plan with teachers to integrate knowledge into classrooms (Yrs. 1-3)	LM			●	→	→	→	→	→	→	→		
Provide classroom mentoring support and materials (Yrs. 1-3)	LM, ELF			●	→	→	→	→	→	→	→		

Goal	Benchmarks	Indicators
Goal 3 Enhance classrooms creating language & literacy-rich environments & support children's language & literacy development.	Enhanced literacy environment in 9 classrooms	Improvements in ELLCO scores New materials received & used

Activities (Years 1-3)	Who/When	O	N	D	J	F	M	A	M	J	J	A	S
Review ELLCO with teachers & suggest modifications	OIR/LM/PI/EC			●						●			
Select materials & books to enhance environment, teaching strategies & literacy	LM/Teachers/AP	●	→	→	●	→	→	→	→	●	→		
Purchase & distribute materials	PI/ELF		●			●					●		
Assist teachers in classroom set up & improvements	PI/LM/ELF		●			●						●	
Train teachers in use of new materials	LM		●	→	→	●	→	→	→	→	→	●	

Goal	Benchmarks	Indicators
Goal 4 Improve children's oral language, phonological awareness, knowledge of print concepts, & alphabet knowledge skills, including English Learners (ELs)	Children show measured improvements Screening & assessment drive instruction Intentional, explicit instr./scaffolding	Child assessment scores Lesson plans/mentor log Progress monitor data

Activities (Years 1-3)	Who / When	O	N	D	J	F	M	A	M	J	J	A	S
Conduct screening/reading assessments	OIR/LM	●	→	→	→	→	→	→	→	→	→	→	→
Review on-going progress monitoring results	PI/LM/OIR/T		●	→	→	→	→	→	→	→	→	→	
Train teachers in using assessment data to drive instruction (Yr. 1 only)	OIR/LM			●	●		●			●			
Facilitate weekly curriculum planning meetings	LM		●	→	→	→	→	→	→	→	→		
Provide monthly observation & feedback to teachers & assistant teachers	LM		●	→	→	→	→	→	→	→	→	→	
Model effective literacy-supporting practices, lesson planning assistance, & review of records.	LM		●	→	→	→	→	→	→	→	→	→	

Goal	Benchmarks	Indicators
Goal 5 Enhance CC-wide approaches to assessment that are valid, reliable, research-based, and appropriate for diverse populations of children, and that will drive curriculum planning	SBRR assessment practices Teachers implement assessment plan Teacher & mentors trained to use child assessments	Program's written assessment plan Review of Lesson Plans Attendance records

Activities	Who / When	O	N	D	J	F	M	A	M	J	J	A	S
Develop protocols for all centers in assessment tool use (Yr. 1)	EC/PI/OIR	●	●	●									
Conduct assessments on all children. (OIR=Yr1-3)	OIR	●							●				
Incorporate OWL IQC assessment into system for progress monitoring (Yr1)	PI, F, LM				●	→	→	→	→	→	→	→	
Train mentors to administer screening reading assessments & use data(Yr2)	OIR	●	●	→	→	→	→	→	→	→			
Train teachers to administer screening reading assessments & use data(Yr3)	LM	●	●		→	→	→	→	→	→	→		

Goal	Benchmarks	Indicators
Goal 6 Coordinate with Reading First & elementary reading programs to ensure that preschool curricular goals & objectives are consistent with LEAs & children's transition into kindergarten is successful	Participation of K teachers in courses Consistent curriculum goals/objectives Agreement on transition practices	Attendance records Consistent curricula goals K & Pre-K teachers share data Written transition plans

Activities	Who	O	N	D	J	F	M	A	M	J	J	A	S
Transition meetings/planning /information shared with Kindergarten teachers(Yr1-3)	EC/PI/T				●				●				
Provide joint training to CRF & RF teachers to assure consistency (Yr 1-3)	AP				●			●				●	
Ongoing QA Use data & progress toward benchmarks to modify implementationY1-3	PI/MT			●	→	→	→	→	→	→	→	→	

Project Narrative

Other Narrative

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Connecticut is Reading First (CRF)

Early Reading First Program
CFDA# 84.359

June 10, 2008

Catholic Charities –Archdiocese of Hartford
839-841 Asylum Avenue
Hartford, CT 06105
860-728-2568

Early Reading First
Connecticut is Reading First
(CRF)
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ERIN E. OLDHAM, Ph.D.

(b)(6)

EDUCATION

Ph.D. Psychological Studies in Education, Department of Education, University of California at Los Angeles, June 1999. Dissertation: *Risk and Protective Processes among Children Living in Poverty*

M.A. Department of Education, University of California at Los Angeles, June, 1995. Masters Thesis: *Classroom Change and Attachment Relationships*

B.A. Biology & Psychology, Bucknell University, Lewisburg, PA, June 1992. Thesis: *Empathic Concern in Infants*

PROFESSIONAL EXPERIENCE

Principal (2003- Present)

Oldham Innovative Research[1]

Current Projects:

Portland Early Literacy Collaborative (2005-2008) - Lead Researcher and Evaluator for three-year Early Reading First Grant in Portland, Maine. Implementing quasi-experimental design to evaluate impact of intensive early literacy intervention in nine child care classrooms.

Little Sprouts Early Literacy Collaborative (2006-2009) - Lead Researcher and Evaluator for three-year Early Reading First Grant in Methuen, Massachusetts. Implementing quasi-experimental design to evaluate impact of intensive early literacy intervention in five child care centers.

New Americans: Child Care Choices of Immigrant and Refugee Parents of Young English Language Learners (2007-2010) – Principal Investigator for study in Maine and Colorado to examine the child care choices of Somalian, Sudanese and Cambodian refugees and Mexican Immigrants.

School Based Health Care (2007-2009) – Principal Investigator for evaluation of the Maine Assembly of School Based Health Care.

Massachusetts Behavioral/Mental Health Specialist Study (2007) – Lead Researcher for study of behavioral/mental health specialists in child care programs across Massachusetts.

Universal Pre-Kindergarten Pilot and Technical Assistance (2008) – Lead Researcher for pilot of requiring child assessments within about 200 pre-kindergarten programs across Massachusetts. Provide technical assistance materials to support programs implementing child assessment tools.

Sanford Safe Schools/Health Students Initiative (2007-2011) – Lead Researcher for evaluation of community effort to reduce substance abuse and improve access to mental health services within the Sanford School District in Sanford, Maine.

New York Quality Rating System (2006 – 2008) Facilitator for developing standards for Quality Rating System in New York.

Selection of Completed Projects:

United Way of Massachusetts Bay (2006 - 2007) - Grant to identify, train and provide technical assistance to child care programs implementing a child assessment system.

Children at Risk in the Child Welfare System: Collaborations to Promote School Readiness (2004 -2007) - Co-Principal Investigator (with Helen Ward) for three year grant from federal Child Care Bureau to examine the collaboration between the child welfare system and the system of early care and education in Colorado.

[1] Formerly Glenwood Research

Massachusetts Child Care Health Consultant Study (2006-2007) – Principal Investigator for study to (1) document the child care health consultants in MA, (2) interview a random sample of child care directors and (3) survey the child care health consultants in MA regarding the amount and type of services provided to child care centers.

Massachusetts Kindergarten Readiness Assessment System (2006) - Principal Investigator for grant from the Massachusetts Department of Early Education and Care to develop a blueprint for a kindergarten readiness assessment system through a state-wide survey, case studies and an assessment implementation pilot.

Rhode Island Quality Rating System (2005-2006) – Facilitator for developing standards for Quality Rating System in Rhode Island (through RI Kids Count) through stakeholders group and parent focus groups. Quality Rating System to be piloted in 2007.

Children' Hunger Alliance (2006-2007) – Conducting study of three types of mentoring/technical assistance programs for family child care providers in three areas in Ohio.

General Supervision Enhancement Grant - Early Childhood Transitions (2004-2007) - Researcher contracted to study current services for children with special needs transitioning from the community into Child Development Services (Part C), from Part C to Part B 619 and from Part B 619 to Part B IDEA. Development of recommendations to Department of Education and indicators to track and improve information related, in part, to the Maine Annual Performance Report. Currently developing means of tracking child outcomes related to IDEA.

Maine Early Childhood Learning Guidelines Evaluation (2005-2006) - Researcher contracted to evaluate training and implementation of Early Childhood Learning Guidelines in 4 areas of Maine.

Harvard After School Initiative (2005). Consultant to develop proposal for enhancing kindergarten readiness of children in three areas in Massachusetts based on the latest research.

Early Learning Opportunities Grant - Coastal Region (2003 - 2005) - Principal Evaluator for $840,000 grant from federal Child Care Bureau to improve quality and accessibility of early care and education in Coastal region.
Embedded Project: *Child Care and Kindergarten Readiness Assessments* - In partnership with Success by Six, Glenwood Research conducted a review of child care and kindergarten readiness assessments and presented findings at a community meeting intended to establish interest in and partnerships around strengthening the transition into kindergarten.

Head Start Domestic Violence Initiative (2002 - 2005) - Co-Principal Investigator for project to research, design and implement a cross-disciplinary curriculum on domestic violence, child abuse and substance abuse for Head Start Family Service Workers.

New England Workforce Partners for Early Care and Education (2000 - 2003) - Principal Investigator and most recently, Technical Research Consultant for federally funded initiative to enhance availability and reliability of data and policy information on the child care workforce in six New England states.

Lecturer II
University of Southern Maine, Edmund S. Muskie School of Public Service, Public Policy and Management Program, Portland, ME (2003 - Present) Courses taught: "Public Policy and Children"; "Research Design"

Assistant Research Professor (1999-2003)
University of Southern Maine, Edmund S. Muskie School of Public Service, Public Policy and Management Program, Portland, ME (1999-2003) Courses taught: "Public Policy and Children"; "Research Design"

SELECTED RESEARCH GRANTS AND AWARDS

Pew Fellowship, 1991

Graduate Studies Award, 1994-1995
Child Abuse and Neglect Interdisciplinary Training Program Fellow, 1994

Maine Healthy Families Evaluation funded by the Bureau of Health, Maine Department of Human Services in 2000 (Third year continuation: $74,000).

New England Workforce Partners for Early Care and Education, a Child Care Policy Research Partnership funded by the Child Care Bureau, Department of Health and Human Services for 2000-2003 ($700,000).

Child Care And Children With Special Needs: Challenges For Low Income Families, funded by the Child Care Bureau, Department of Health and Human Services for 2001-2004. Co-written with Helen Ward ($650,000).

Maine Child Care Partnership (a child care data capacity grant), funded by the Child Care Bureau, Department of Health and Human Services from 2002-2005. Co-written with Susan Eberstein and Michel Lahti ($700,000).

Early Learning Opportunities Grant: Coastal Region - Evaluation, funded by the Child Care Bureau from 2003-2005. Wrote Evaluation Section; primary grant written by Peter Lindsay ($840,000 grant; $74,000 evaluation).

SELECTED PUBLICATIONS/REPORTS/PRESENTATIONS

Oldham, E. & Sprauge, P. (2008, April). Riding the Assessment Tide: The Realities of Implementing Child Assessment Systems in Early Childhood Programs. Child Care Exchange.

Oldham, E. & Simpson, N. (2007). Universal Pre-Kindergarten Programs in Massachusetts: What can we do to support programs in implementing child assessment systems? Findings and Recommendations. Portland, Maine: Glenwood Research

Oldham, E. & Simpson, N. (2007). Behavioral/Mental Health Specialists in Early Education Programs. Findings from a Survey of Child Care Directors and Mental Health Specialists. Portland, Maine: Glenwood Research.

Oldham, E. (2006). Massachusetts Statewide Child Assessment System: A Study to Investigate Recommended Implementation Practices. Portland, Maine: Glenwood Research.
http://www.eec.state.ma.us/docs/GlenwoodExecutiveSummaryFinal20060825.doc

Oldham, E. & Wathen, K. (2005). Maine Early Childhood Learning Guidelines Follow-up Evaluation Report: Report on knowledge of the Early Childhood Learning Guidelines 6 months following training. Portland, Maine: Glenwood Research.

Oldham, E. & Wathen, K. (2005). Maine Roads to Quality Scholarship Program: Evaluation Results. Portland, Maine: Glenwood Research.

Oldham, E. & Wathen, K. (2005) Maine Roads to Quality Accreditation Facilitation Project: What were the effects? Portland, Maine: Glenwood Research.

Oldham, E., Yoon, Sun Y. & Howes, C (2005). The effect of regulations on children using subsidies for child care in Florida. Manuscript in Development.

Oldham, E. (2005). How Are States Assessing School Readiness? Lessons from 5 States. Portland, Maine: Glenwood Research.

Gartland, P. & Oldham, E. (2005). Maine Early Learning Opportunities Grant (Kennebec and Somerset Counties): Final Evaluation Report. Portland, Maine: Glenwood Research.

Oldham, E. & Sullivan, T. (2005). Early Childhood Learning Guidelines: Lessons Learned from Conducting Training in Three Areas of Maine. Portland, Maine: Glenwood Research.

NAME	eRA COMMONS USER NAME
Margie B. Gillis, Ed. D	Gillis

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
Connecticut College	BA	1973	Sociology/Elementary Ed
University of Connecticut	MA	1975	Spec. Ed/Learning Disabil.
University of Louisville	Ed.D.	1998	Special Education

Positions and Employment

2003-present Senior Research Scientist, Haskins Laboratories, New Haven, CT
2000-2003 Fellow, Early Reading Success, Haskins Laboratories, New Haven, CT
2001-2003 Educational Consultant, Bethel Public Schools, Bethel, CT
1998-2001 Educational Consultant, Weston Public Schools, Weston, CT
1998-2001 Coach/mentor, Special Education Resource Center, Bridgeport Public Schools, Bridgeport, CT
1995-2000 Academic Language Therapist (ALTA certified), Private Practice, Westport, CT
1993-1994 Educational Consultant, Summit Academy, Louisville, Kentucky
1992-1994 Adjunct Instructor, Special Education, University of Louisville
1992-1993 Academic Language Therapist, Private Practice, Avon, CT; Louisville, KY
1980-1981 Resource Teacher, Elementary School, Chesterfield, Virginia
1978-1979 Resource Teacher, Monnig Middle School, Fort Worth, Texas
1976-1978 Resource Teacher, Elementary School, Austin, Texas
1975-1976 Resource Teacher, Elementary School, Auburn, Maine

Other Experience and Professional Memberships

2004-present Member, CT *Reading First Management Team*
2006- present President, *Connecticut Branch of International Dyslexia Association*
2002-present Vice president and co-founder, *Smart Kids with Learning Disabilities*1994-present
Member, *Connecticut Association for Children and Adults with Learning Disabilities*
1994-present Member, *Learning Disabilities of Connecticut*
1984-present Member, *Learning Disabilities of America*
2007-present Member, Governor's Early Childhood Cabinet, Goal 2, *Fine by Nine*
2007-present Member, State Task Force, *Revision to LD Guidelines*
2007-present Member, State Advisory Panel, *Scientific Research-Based Interventions: CT's Framework for Response to Intervention*

Honors

1974-1975 Fellowship, School of Education, University of Connecticut
1990 Certification, Academic Language Therapist, Teachers College, Columbia University
1997 Outstanding Service Award, New England Branch of International Dyslexia Award

Selected peer-reviewed publications (in chronological order).

Gillis, M.B. and Miller, S. (1997). *The Language Puzzle: The study of linguistics combined with a multisensory instructional model.* Paper presented at the International Dyslexia Conference, Minneapolis, MN.

Gillis, M.B. and Miller, S. (1998). *Building Bridges: Ensuring a successful transition from oral to written language.* Paper presented at the International Dyslexia Conference, San Francisco, CA.

Gillis, M.B. (1998). *The Evidence for the Language Basis of Learning Disability in Preschool Children.* Doctoral Dissertation.

Gillis, M.B. and Miller, S. (1999). *The Double-Deficit Hypothesis: Implications for remediation.* Paper presented at the International Dyslexia Conference, Chicago, IL

Gillis, M.B. and Miller, S. (2000). *The Language Puzzle: Connecting the theory of linguistics with a multisensory language instructional program in foreign language learning.* In Mulitlingualism, Literacy and Dyslexia: A Challenge for Educators, eds. L. Peer G. Reid, and D. Fulton. London, England.

Gillis, M.B. and Miller, S. (2001) *Helping Children Achieve Reading Fluency.* CD-Rom Version of Proceedings of the British International Dyslexia Conference.

Gillis, M. B. (2003). *Haskins Early Reading Success Demonstration Project.* Poster session presented at the Society for the Scientific Study of Reading Conference, Boulder, CO.

Brady, S., and Gillis, M. B. (2006). *Assessing and Building Teacher Knowledge: The Haskins' Mastering Reading Instruction Project.* Poster session presented at the Institute of Education Sciences Conference, Washington DC.

Brady, S., and Gillis, M. B. (2006). *Assessing and Building Teacher Knowledge: The Haskins' Mastering Reading Instruction Project.* Poster session presented at the Society for the Scientific Study of Reading Conference, Vancouver, British Columbia.

Pugh, K.R., Frost, S.J., Sandak, R., Gillis, M., Moore, D., Jenner, A.R., and Mencl, W.E. (2006). What Does Reading Have to Tell Us about Writing?: Preliminary questions and methodological challenges in examining the neurobiological foundations of writing and writing disabilities. In *Handbook of Writing Research*, eds. C. A. MacArthur, S. Graham, and J. Fitzgerald. Guilford Press. London.

Brady, S., Gillis, M., Smith, T., Lavalette, M., Liss-Bronstein, L., Lowe, E., North, W. Russo, E. & Wilder, T. D. (2008, In press). First grade teachers' knowledge of phonological awareness and code concepts: Examining gains from an intensive form of professional development and corresponding teacher attitudes. *Reading & Writing: An Interdisciplinary Journal* (Special Issue on Teacher Knowledge).

A. Research Support. Selected ongoing or completed (during the last three years) research projects (federal and non-federal support).

2006 – 2009 Principal Investigator, *Haskins Literacy Initiative and Hartford Public Schools*, Hartford Foundation for Public Giving Grant. With this three-year award, we are providing professional development using a mentor model for kindergarten - second grade teachers in five elementary schools in Hartford, CT. Student outcomes on standardized and criterion-referenced instruments are being studied using within-school pre-post comparisons, as well as comparisons with control schools in Hartford matched on demographic characteristics (i.e., low performing, ethnically and linguistically diverse).

2006 – 2009 Principal Investigator, *Haskins Literacy Initiative and Mayor's Office for Young Children.* With this three-year award, we are providing professional development using a mentor model for prekindergarten teachers in Hartford, CT.

2003- 2007 Co-PI, Teacher Quality Grant, *Mastering Reading Instruction:* A Professional Development Project for First-Grade Teachers. This study is designed to build teacher knowledge, to evaluate the effect of having expert mentors assist teachers in developing their knowledge and teaching skills, and to test the associations among teacher knowledge, teacher practices, and student reading achievement. As such, it will identify effective strategies for improving the performance of classroom teachers in ways that increase student learning and school achievement.

2005 – 2006 Principal Investigator, *Haskins Reading Success Project,* Department of Education Fund for Improvement of Education Grant. This grant supported our research and design of professional development modules for teacher training. It also supported the training of mentors to expand our teacher-training project. In designing our training modules and training mentors to deliver them, we expanded our understanding of the qualities mentors must possess to train teachers. This work was complimentary to *Mastering Reading Instruction* which is studying how to support teachers in mastering skills and strategies for effective literacy instruction.

B. Areas of Expertise

- Administrative: Managing and assisting in training team of mentors, coordinating training programs for teachers, directing professional development for school administrators to complement professional development for teachers, monitoring and managing budgets for large-scale projects, coordinating purchase of assessment and instructional materials for professional development

projects, serving on state education committees, interfacing with local and state education officials, legislators, and policy-makers

- Reading Development: In-depth knowledge of reading development in the areas of phonological awareness, code concepts (letter-sound, vowel patterns, advanced decoding patterns, syllable division strategies), fluency, oral language (linguistic features of microstructure, macro-structure characteristics of narrative forms), reading comprehension (structural properties of narrative and expository writing)

- Reading Instruction: Expertise in direct methods of reading instruction supported by quality research in the areas of phonological awareness, code instruction, fluency, vocabulary, oral language, and reading comprehension; skilled at interpretation of student errors, differentiation of instruction according to student level of achievement with knowledge of how to provide student-friendly explanations of abstract concepts; extensive knowledge of instructional activities, appropriate pacing; expertise in the administration and interpretation of formal and informal assessment tools to support instructional decisions, experience and expertise in teaching this knowledge to students both with and without reading disabilities

- Reading Research: Knowledge of research on nature of reading acquisition and causes of reading difficulties, research on language development in early childhood, applied research on development of reading and writing skills in children, research on teacher knowledge and professional development

- Professional Development for Teachers: Fifteen years of experience providing workshops, creating modules for training purposes, working individually with teachers in their classrooms including modeling lessons, observing teachers' conducting lessons and providing feedback, helping teachers interpret assessment results and identify appropriate instructional goals, helping teachers understand the bases for students' errors in phonological awareness, reading, spelling, re-telling, and comprehension. Expertise in coaching with sensitivity to differences in teacher receptivity, readiness for change and how to support effective professional development depending on teacher attitudes and knowledge

ALISON PICKERING

(b)(6)

ELEMENTARY LITERACY SPECIALIST **February 2007 – *present***
LITERACY CONTENT EXPERT **July 2003 – January 2007**
Los Angeles Unified School District - Instructional Services – Elementary Language Arts

Bilingual Program Support – Instructional Services (2006-7)
Coordinator of Reading First Professional Development - Private and Parochial Schools (2005, 2008)
Literacy Content Expert, Local District 4 (2004-5), Local District F (2003-4)

◊ Two-day Prof. Development on Primary Language Comprehension for teachers in Bilingual programs K-2 and 3-5

◊ Three-day Prof. Development on 24 week Transition Curriculum for teachers of students moving from Bilingual to SEI

◊ Co-writer of 24-week Transition Curr. Lessons in Phonemic Awareness, Phonics, Word Knowledge

◊ Training for literacy instruction planning in Spanish-English Dual Language Program K-5

◊ Summer school/intersession training to waiver teachers for the **Beyond the Bell** program
◊ Developed of ongoing **Reading First PD** at **40 non-public schools using *Houghton Mifflin Reading***
◊ Provided **literacy program trainings for parents in Spanish and English** at Reading First schools
◊ **Reading First Staff Development** content expert for teachers and coaches in ***SRA Open Court Reading, SRA Foro abierto*** and ***Houghton-Mifflin Lectura***
◊ Provided **BTSA** *(Beginning Teachers' Support and Assessment)* PD for **ELD instruction** - Standard 19

◊ Content expert for teachers and coaches in both state-adopted literacy programs in English & Spanish
◊ **AB75** instructor for LAUSD administrators in ***Open Court Reading***
◊ Co-developed training for teachers in ***SRA-OCR English Language Support Guide (ELSG)***
◊ PD facilitator in **Culturally Relevant Pedagogy, Standards-based instruction, ELD, Special Ed LRE**
◊ Developed of Spanish **Phonemic Awareness & Phonics Intervention** curriculum for Extended Learning Program
◊ Instructor for **Thinking Maps®** - brain-based instructional strategies

READING FIRST & AB466 INSTRUCTOR **July 2003 – May 2005**
Sacramento County Office of Education

◊ AB466 Instructor for – ***OCR 2000*** Cr 1-Yr 1-2-3, Gr 5 Yr 1, ***Foro abierto*** Grade 4-Year 1, ***Lectura*** Kdg-Yr1, Gr 2-Yr 2

◊ Trainer of AB466 Instructors for ***Houghton Mifflin Lectura*** Grade 2 – Yr 1

TRAINING FACILITATOR **November 1999 – present**
Champion Services Group, Miami, FL
Consultant trainer on Corporate and Trade Union policy in Diversity, Sexual Harassment Prevention, Equal Employment Law - *Clients include Southern California Edison, Pacific Maritime Association, International Longshore & Warehouse Union, Los Angeles Department of Water & Power*

LITERACY COACH **July 2001 – July 2003**
Esperanza Elementary School, LAUSD

◊ Observer, mentor & coach for teachers in all three literacy programs K-5 *(OCR, Foro abierto, Lectura)*
◊ Informal testing of students with academic difficulties and language acquisition issues
◊ Standards-based education training for new and veteran Waiver teachers

JONATHAN E. FRIBLEY

PROFESSIONAL EXPERIENCE

May 2001 - present **State Education Departments, School Districts, Head Start Agencies, and Early Childhood Programs, across USA**

Early Literacy Consultant

- Design and lead long-term professional development for early educators on early literacy, based on scientifically based reading research, in print awareness, alphabet knowledge, phonological awareness, oral language, and vocabulary
- Design and conduct on-site observation, monitoring and assessment of early literacy curriculum and instruction implementation for program improvement purposes.
- Conduct classroom assessments of teacher-child interaction strategies using *Classroom Assessment Scoring System (CLASS) and Early Language and Literacy Classroom Observation (ELLCO)*
- Mentoring early literacy coaches in supporting effective classroom early literacy practices.
- Lead short and long-term curriculum implementation training for *Opening the World of Learning* early literacy *curriculum*

Clients Include

- Early Reading First grantees in Connecticut (Connecticut is Early Reading First), Illinois (Hull House), Massachusetts (Boston Public Schools), Minnesota (Duluth School District), North Carolina (Charlotte-Mecklenburg Schools), South Dakota (Shannon County School District, and Tennessee (Wayne County)
- Minnesota Department of Education and Department of Human Services
- School Districts, Head Starts Agencies, and Early Childhood Programs in Connecticut, Florida, Georgia, Illinois, Massachusetts, Minnesota, North Carolina, South Dakota, and Tennessee

November 2005 – present **Charlotte – Mecklenberg School District, Charlotte, NC**

U.S. Dept of Education Early Childhood Educator Professional Development Grant, Oral Language for Early Literacy Project

- Develop workshop content and materials, based on scientifically based reading and professional development research, and train 100 early educators in oral language support skills directed at promoting early literacy (vocabulary and comprehension) appropriate to preschool classrooms
- Create Teacher Oral Language Support Tool (TOLST), unpublished assessment tool, to measure educators' growth in oral language support skills (interaction, information, inclusion and intention)
- *Mentor early literacy coaches to support educators' effective oral language practices using* TOLST, *observation*, videotaping, and modeling in weekly coaching sessions
- Create videotape training resources for future oral language professional development

June 2004 – June 2005 **Shannon County School District, Pine Ridge Indian Reservation, Batesland, SD**

Early Reading First Professional Development Coordinator

- Write Early Reading First grant, U.S. Dept. of Education, 3 years, $2.2 million, to create Early Literacy Center of Excellence, goal that all children enter Kindergarten fully prepared to read
- Lead and coordinate curriculum and instruction, classroom environments, professional development, and dissemination for exemplary early literacy practice
- Mentor early literacy coach in effective educator support practices
- Lead assessment of teacher early literacy practices and teacher-child intreractions and participate in design and implementation of child outcome assessments

May 1996 - present **State Education Departments, School Districts, Head Start Agencies, and Early Childhood Programs, across the USA**

Assessment Consultant and Trainer

- *Design and conduct multi–year trainings to enable teachers and assistants Birth to Grade 8 to implement* authentic performance assessment, including Ounce Scale and Work Sampling System
- Develop and facilitate workshops for Early Childhood Special Education on using authentic performance assessment in Special Education
- Create and lead workshops for early childhood and elementary programs on using authentic and aggregated literacy assessment information to make effective instructional decisions.
- Consult with state agencies and individual school districts on linking authentic assessment to state Graduation Standards.
- Develop tools, including rating scales, for portfolio analysis and evaluation
- Plan, develop, implement and review student evaluation for State of Minnesota School Readiness and First Grade Preparedness programs to meet legislative mandates and analyze program outcomes.

Clients Include

- Minnesota Department of Education and Department of Human Services
- Arkansas Better Chance (ABC) for School Success
- Arizona Department of Education
- Illinois State Board of Education
- School Districts, Head Starts Agencies, and Early Childhood Programs in Alaska, California, Delaware, Florida, Georgia, Illinois, Kansas, Kentucky, Minnesota, Nevada, North Carolina, South Dakota, Tennessee, and Wisconsin

November 2004 – present Early Childhood Programs
Opening the World of Learning (OWL) Consultant and Trainer

- Author of professional development training manual for *Opening the World of Learning* early literacy curriculum, Pearson Early Learning Publishing.
- Design and conduct multi-day trainings and follow-up professional development to implement OWL curriculum
- Mentor to coaches at ERF sites implementing OWL curriculum

October 1990 - present Independent School District 742, St. Cloud, Minnesota
Professional Development School Site Coordinator

- Developed and implemented joint project between St. Cloud Public Schools and St. Cloud State University to support elementary students' learning, teacher education to NCATE standards, and educator professional development through university-school collaboration, focused on research-based teacher literacy skills.

Early Childhood Educator

- Taught in inclusive classrooms for children ages 3 to 6 in School Readiness, Community Education Preschool, and Even Start Family Literacy Programs
- Performed Early Childhood Educator role in Early Childhood Family Education classes.
- Co-leads children and fathers in Super Saturdays programs designed to strengthen bonds between fathers and their children and promote communication between men about parenting issues.

Parent Educator

- Facilitated parent education groups.
- Conducted home visits with families with diverse needs to support family success.
- Work with individual fathers and their children in supervised visitation settings.
- Partner in design and implementation of "Dads and Kids Book Clubs" to educate fathers about effective methods of supporting early literacy development.
- Partnered in design and implementation of "Raising Boys in the 90's" parent education curriculum.
- Partnered in design and implementation of annual St. Cloud Community Celebration of Fatherhood.
- Partnered in design and implementation of "Daddy Kits" for first-time fathers and infants.

August 2004 – May 2005 Fond du Lac Head Start, Cloquet, MN
Social-Emotional Guidance Consultant and Trainer

- Design and implement year-long, coaching-based professional development for reducing classroom management issues and increasing children's achievement through positive guidance, social-emotional learning, and appropriate referral

September 2004-December 2004 St. Cloud State University, St. Cloud, MN
Course Instructor

- Design and instruct "Early Childhood Methods" course in a team teaching format.

June, 2002 – August 2003 Reach-Up Head Start, St. Cloud, MN
Father Involvement Project Consultant/Trainer Team Member

- Assessed state of father involvement and examine program attitudes and supports for father involvement
- Designed a father involvement plan in consultation with program
- Trained staff on effective father involvement techniques.
- Assessed impact of initiative
-

August 2003 – June 2006 Shannon County School District, Batesland, S.D.
Early Literacy Project Coordinator and Trainer

- Design and implement intensive early literacy professional development for early childhood educators.

- Serve as literacy coach for Inclusion Preschool program, observing and modeling in classrooms.

August 1986 – June 1993 **Children's Day Montessori School, St. Cloud, Minnesota**

Lead Teacher

- Taught multi-age classroom for children ages 3 through Kindergarten.

Director

- Recruited and enrolled perspective families.
- Performed budgeting and general administrative duties.

Founding Board Member and Treasurer

- Completed incorporation as a 501 (C)3 non-profit organization including mission statement and bylaws.
- Participated in board decision making and long range planning.

EDUCATION BACKGROUND

9/93-present **St. Cloud State University, St. Cloud, Minnesota**
course work toward M.S. in Child and Family Studies, pending thesis completion
State of Minnesota Pre-Kindergarten Family Educator and Early Childhood Educator Licenses

6/88-6/89 **MECA-Seton, Hinsdale, Illinois**
American Montessori Society

9/84-5/86 **St. Cloud State University, St. Cloud, Minnesota**
B.S. in History, Minor in Speech Communication
Graduated *Summa Cum Laude*
State of Minnesota Grades 7-12 Social Studies and Speech Education Licenses

9/79-12/80 **Grinnell College, Grinnell, Iowa**
course work toward B.S. in Chinese Studies

9/77-5/79 ***Macalester College, St. Paul, Minnesota***
course work toward B.A. in Philosophy

ADDITIONAL ACCOMPLISHMENTS

- Member, Work Sampling System National Faculty for authentic performance assessment Preschool through Grade 6.
- Member, Ounce of Prevention National Faculty for authentic assessment birth – age 3.
- Lead Author, with Edmonds, Foxworth and Gallegos, of Teacher Oral Language Support Tool, 2006
- Certified "Learning Language and Loving It" oral language professional development trainer, Hanen Centre, Toronto, Ontario, 2006
- Certified as reliable on Classroom Assessment Scoring System (CLASS, Pianta, La Paro, and Hamre), June 2005
- Author of Opening the World of Learning Revised Fidelity Checklist to measure fidelity of implementation of Opening the World of Learning Early Literacy Curriculum, 2005
- Author, professional development training manual for Opening the World of Learning (OWL) early literacy curriculum for Pearson Education Publishing, 2005
- Former Member, Minnesota First Grade Preparedness Advisory Group for design, implementation, and evaluation of state legislative initiative to further school success of young children deemed "at risk" for school failure.
- Former Member, Minnesota Early Childhood Family Education and School Readiness Diversity Initiative Task Force.
- Former Member, Minnesota Department of Education Early Childhood Assessment Work Group
- Former Member, Minnesota Council on Family Relations Board of Directors
- Developer and Presenter, Minnesota Department of Children, Families and Learning Early Childhood Regional Services, *We All Educate Parents: Parent Education in an Age of Accountability,* Fall 2002
- Developer and Presenter, Minnesota Department of Children, Families and Learning Early Childhood Regional Inservices, *Emergent Literacy: The Essential Roles of Teachers and Families,* Fall 2001.
- Developer and Presenter, Minnesota Department of Children, Families and Learning Early Childhood Regional Inservices, *Ways of Knowing Children,* Winter/Spring 2001
- Co-leader, Minnesota Department of Education Early Childhood Regional Inservice, *Understanding Male Involvement and Promoting Healthy Male Socialization* Winter/Spring 1995.
- Former Member, District 742 Graduation Standards Curriculum Advisory Committee & Reading Program and Intervention Program Improvement Process Team.

Debbie A. Plourde
(b)(6)

PROFESSIONAL GOAL

To utilize my teaching and administrative knowledge and skills to enhance the lives of young children and their families.

PROFESSIONAL EXPERIENCE

October 2005-Present Catholic Charities –Archdiocese of Hartford

Project Director, Early Reading First
Chair, Early Reading First Leadership Team

- Participated in the initial project design and modifications driven by evaluation data
- Program administrator responsible for ongoing planning, training, implementation, evaluation, and management of the project with 5 ERF sites.
- Oversee curriculum implementation to ensure Creative Curriculum and OWL curriculum are implemented effectively to include direct instruction and intentional instructional strategies based upon SBRR.
- Oversee professional development plan and assure integration of knowledge into the classrooms
- Manage the ERF budget, including contracts, purchases, staffing, and other expenditures
- Work with the Chief Fiscal Officer to submit ERF fiscal reports and modify ERF budget as needed.
- Supervise literacy mentors to build language and literacy in early childhood classrooms through mentoring teaching staff.
- Establish contracts with trainers, evaluators, and early childhood experts to implement ERFR.
- Coordinate data collection for program evaluation, data sharing with teachers and directors, and program modifications to assure ERF project goals are met and establish centers of educational excellence
- Coordination with local, state and federal education initiatives
- Contact with Federal ERF staff, provide regular program reports

October 2004-Present Catholic Charities –Archdiocese of Hartford

Assistant Director of Early Childhood Programs
Responsibilities include:

- Management and administration of two non-profit, licensed, NAEYC accredited childcare centers in New Haven and Meriden, CT.
- Insure that all licensing and mandated criteria, as defined by the State Department of Education and Department of Public Health, are met at all sites.
- Hire, train and supervise all staff.
- Provide ongoing training and support to teachers in the areas of curriculum development, teaching strategies, classroom management, and classroom arrangement.

- Assure quality transition to kindergarten planning for all children
- Collaborate with local schools to assist young children in transition to kindergarten
- Assure that quality standards, as defined by the School Readiness Council, are met.
- Plan and implement all Parent meetings and training.
- Provide ongoing support to parents and families.
- Annual program design and proposal writing (School Readiness, CDBG, United Way, ERF)
- Program Budget /development and implementation within budget limits
- NAEYC accreditation studies of centers

11/05-Present *CT. State Department of Education*

Certified Early Childhood Environmental Rating Scale Evaluator

- Complete classroom evaluations across the State of Connecticut
- Re-trained and achieved reliability 11/2006

October 1999-October 2004 Little Acorns Children's Center Portland, CT

Executive Director

- Responsibilities include:
- Daily administrative operations of the program which included admissions, curriculum development, staff supervision, ordering supplies, establishment of a parent support group, budget management and fee collection.
- Monitored the implementation of the Observation Based Curriculum in five classrooms including observing, documenting, assessing and planning for the individual needs of children.
- Provided training to staff and parents in the area of child development and literacy.
- Implemented monthly Parent Support Group meetings to assist parents with parenting skills and literacy development.
- Developed collaborations with the public school to ensure a smooth transition from the preschool setting to kindergarten.

August 1995-October 1999 Lillian Grace Child Care Center Madison, CT

Head Teacher

Responsibilities include:

- Planning and implementation of the educational program including experiences with "Big Books" and other literacy curricula as well as maintained a healthy, safe developmentally appropriate, print rich physical environment.
- Monitored the developmental progress of children and assisted the staff in planning to meet the individual needs of children.
- Maintained licensing standards and developed the self-study plan for NAEYC accreditation.

PROFESSIONAL PREPARATION

2001 National Administrator Credential
The National Child Care Association
Conyers, Georgia 30012

1998	**Master of Science, Special Education** Central Connecticut State University New Britain, CT 06050
1988	**Bachelor of Science, Early Childhood Education** Southern Connecticut State University New Haven, CT 06551
1985	**Associate of Science, Human Services** Middlesex Community College Middletown, CT 06457

PROFESSIONAL QUALIFICATIONS

Professionally trained in the Utilization of the following assessment tools:

The State Department of Education Preschool Assessment Framework
The Creative Curriculum Developmental Continuum
The DECA Program (Devereux Early Childhood Assessment Program)
The ELLCO (Early Language and Literacy Classroom Observation)
The PALS Pre-K (Phonological Awareness Literacy Screening)

PROFESSIONAL REFERENCES Available upon request

PR/Award # S359B080075

Appendix

Preschool Criteria Charts

A. Program Name; Ages Served; Number Served; Demographic Information; Funding

Program/ Data	South Main Street Child Development Center	Institute for the Hispanic Family Child Development Center	Beacon Child Development Center	Cooke Street Child Development Center
Address	965 South Main Street Waterbury 06706	45 Wadsworth Street Hartford, CT 06106	571 Farmington Ave. Hartford, CT 06105	88 Cooke Street Waterbury, CT 06704
Ages served	3-5 years olds	3-5 year olds	3-5 year olds	3-5 year olds
# served	60 (3 classes)	60 (3 classes)	20 (1 class)	30 (2 classes)
Asian	0%	0%	4%	0%
Black	16%	0%	42%	18%
Hispanic	56%	97%	42%	58%
White	10%	0%	4%	9%
Other	18%	3%	6%	15%
% of English Learners (ELs) [1]	55%	97%	25%	30%
free/ reduce lunch <180% FPL)	90% free/5% reduced	92% free/ 6% reduced	92% free/ 4%reduced	90% free/ 3%reduced

[1] An English Learner is defined as a student who has a first (home, primary, or native) language other than English

PR/Award # S359B080075

<50% SMI & TFA	33%	9%	6%	35%
<50% SMI	96%	100%	90%	96%
50% to 75% SMI	3%	0%	4%	3%
75% or greater SMI	1%	0%	6%	1%

B. Average Attendance; Funding Sources; Instructional Programs; Special Needs

Program/Data	**South Main Street Child Development Center**	**Institute for the Hispanic Family Child Development Center**	**Beacon Child Development Center**	**Cooke Street Child Development Center**
The Connecticut School Readiness program requires that children attend a minimum of 7 hours per day. The program also requires that programs are open 10 hours per day, 50 weeks a year.				
Children's average attendance in the center program	Open 7:30 a.m. to 5:30 p.m. 7.5 hours./day 5 days/week 12 months/year 90% of children attend the program a minimum of 7 hours a day, 18 days a month.	Open 7:30 a.m. to 5:30 p.m. 7.5 hours./day 5 days/week 12 months/year 95% of children attend the program a minimum of 7 hours a day, 18 days a month.	Open 7:30 a.m. to 5:30 p.m. 7.5 hours./day 5 days/week 12 months/year 93% of children attend the program a minimum of 7 hours a day, 18 days a month.	Open 7:30 a.m. to 5:30 p.m. 7.5 hours./day 5 days/week 12 months/year 90% of children attend the program a minimum of 7 hours a day, 18 days a month.
Primary funding source (s)	SR. Council (CT State DOE), DSS (Childcare Assistance for working families), parent fees	SR. Council (CT State DOE), DSS (Childcare Assistance for working families), parent fees	SR. Council (CT State DOE), DSS (Childcare Assistance for working families), parent fees	SR. Council (CT State DOE), DSS (Childcare Assistance for working families), parent fees
Basic Instructional Program	All centers have implemented the Teaching Strategies, Inc. Creative Curriculum, which provides a comprehensive classroom approach to the developmental domains. There are 50 objectives that help children achieve proficiency in 4 areas: social/emotional, physical cognitive and language development. We provide a developmentally appropriate instructional program in which children learn through hands-on experiences. We teach children how to learn by creating purposeful and productive play experiences that help children grow in all areas. Planned activities, classroom			

Sent 11-3-08

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

APR 1 5 2008

Catholic Charities Inc. - Archdiocese of Hartford
Edgar Bernier, Chief Financial Officer
839 Asylum Avenue
Hartford, CT 06115

Reference: *Indirect Cost Rate Agreement Number 2008-064*

Dear Mr. Bernier:

The original and one copy of an Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost for grants, contracts and applications funded by this Department and other Federal agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within fifteen (15) calendar days from the date of this letter to:

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

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact Linda Feeney on (202) 377-3833 or Linda.m.feeney@ed.gov.

The next indirect cost rate proposal based on actual fiscal year ended June 30, 2008 expenditures, is due at the address below by December 31, 2008. Per our discussion, since your only direct Federal grant with the U.S. Department of Education expires on September 30, 2008, please submit your next proposal to the U.S. Department of Health and Human Services at the following address:

Director, Mid-Atlantic Field Office
Division of Cost Allocation
Financial Management Service, PSC
Cohen Building, Room 1067
330 Independence Avenue, SW
Washington, DC 20201

Sincerely,

Richard T. Mueller, Director
Indirect Cost Group
Office of the Chief Financial Officer

Enclosures

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to **Catholic Charities, Inc. - Archdiocese of Hartford** and subject to OMB circular A-122.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by **Catholic Charities, Inc. - Archdiocese of Hartford** were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

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

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

3. Federal programs currently reimbursing indirect costs to this Nonprofit Organization by means other than the rate(s) cited in this agreement should be credited for such costs and the applicable rate cited herein applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

4. Organization shall document employee salaries charged partially indirect and partially direct by Personnel Activity Reports in accordance with Office of Management and Budget (OMB) Circular A-122, Attachment B, subparagraph 8.m.(2).

Section IV - Approvals

For the Nonprofit Organization:

Catholic Charities Inc. –
Archdiocese of Hartford
839 Asylum Avenue
Hartford, CT 06115

Signature

Name

Title

Date

For the Federal Government:

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

Signature

Richard T. Mueller
Name

Director, Indirect Cost Group
Title

APR 1 5 2008
Date

Linda Feeney
Negotiator

(202) 377-3833
Telephone Number

Catholic Charities
Archdiocese of Hartford

ADMINISTRATIVE OFFICE
839-841 Asylum Avenue
Hartford, Connecticut 06105-2801
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www.ccaoh.org

THE MOST REVEREND HENRY J. MANSELL, D.D.,
President
MICHAEL C. CULHANE
Chairperson, Board of Trustees
ROSE ALMA SENATORE
Chief Executive Officer

The Mayor's Office for Young Children and Cabinet fully supports Catholic Charities' proposal to implement an Early Reading First Initiative. I understand the scope and sequence of the proposal and have absolute confidence in Catholic Charities Child Development Center's capacity and potential to develop this initiative, if awarded, to create Centers of Educational Excellence. The Office for Young Children has prioritized the need to provide effective professional development opportunities to Hartford's early childhood professionals that links scientifically-based instructional methods to standards and is therefore looking forward to collaborating with Catholic Charities in order to promote the quality of the city's early childhood programs. I am delighted to voice my support for this proposal and pledge our commitment to its success.

Mayor Eddie A. Perez, Chair
Hartford's Cabinet for Young Children

The Early Reading First proposal has my full support as well as the support of the entire agency. All agency programs are eager to support this program and collaborate to create Centers of Educational Excellence reaching some of the neediest children in the nation. Catholic Charities (CC) strives to create the best programs possible through continuous program improvement. CC will partner and collaborate with school readiness councils and other experts in early childhood to make this a successful Early Reading First Program.

Rose Alma Senatore

Rose Alma Senatore, Catholic Charities CEO

I led the early childhood team in developing Catholic Charities' ERF proposal and look forward to full implementation of a successful project. I understand its scope and sequence, and commit to quality implementation, if awarded. I am confident of Catholic Charities' capacity and potential to implement this rigorous professional development plan and provide support to centers and teachers to fully implement this quality program. I will support and assist directors and teachers in implementing the curriculum, activities, materials, assessments, and evaluation; provide teachers with release hours needed for professional development; participate in the ERF professional development; and will support centers in integrating literacy knowledge and strategies into the classroom.

Tiffany Murasso, Catholic Charities Director of Early Childhood Programs

As the Early Reading First Project Director (Principal Investigator) of this project I was active in developing Catholic Charities' ERF proposal and look forward to full implementation of a successful project. I understand its scope and sequence, and commit to quality implementation, if awarded. I am confident of Catholic Charities' capacity and potential to implement this rigorous professional development plan and I will coordinate the implementation of this quality program. I will lead mentors, directors and teachers in implementing the curriculum, activities, materials, assessments, and evaluation; participate in the ERF professional development; and will lead centers in integrating literacy knowledge and strategies into the classroom.

Debbie Plourde, Catholic Charities Early Reading First Project Director

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Chairperson, Board of Trustees
ROSE ALMA SENATORE
Chief Executive Officer

June 9, 2008

I participated in the development of Catholic Charities' ERF proposal, understand its scope and sequence, and will fully participate in its implementation, if awarded. I am confident of Catholic Charities' Institute for the Hispanic Family Child Development Center's capacity and potential to develop a center of educational excellence. I will support and assist teachers in implementing the curriculum, activities, materials, assessments, and evaluation. I will provide teachers with release hours needed for professional development. I will participate in the ERF professional development education, and will support teachers in integrating literacy knowledge and strategies into the classroom. I am excited about the Early Reading First Proposal, continuing to include parents in the learning experience, and working with LEAs and kindergarten teachers on assisting children in transition to school.

Director

I support Catholic Charities' proposal to enhance young children's literacy development and later success in school. I agree to continue a collaborative relationship with Catholic Charities' Institute for the Hispanic Family Child Development Center to ensure children's smooth transition to kindergarten. I will support kindergarten teachers as they talk with parents, discuss assessment results with preschool teachers and welcome field trips to the kindergarten classroom. I will encourage kindergarten teachers to work the Catholic Charities staff in advising preschool teachers on the alignment of the preschool and kindergarten curriculums and helping teachers and parents understand appropriate developmental levels for children entering school, review information from ERF on entering kindergartners, and collaborate on kindergarten readiness and transition to kindergarten.

Michael Sharpe, PhD
Chief Executive Officer
Jumoke Academy

I understand the scope and sequence of Catholic Charities ERF Proposal and will fully support its implementation at Catholic Charities' Institute for the Hispanic Family Child Development Center, if awarded. This includes using the *Opening the World of Learning* curriculum, implementing literacy materials and activities, administering assessments, developing a print-rich environment, and participating in the evaluation. I will develop monthly, weekly, and daily lesson plans to enhance literacy development. I will complete the professional development education outlined in the ERF proposal, share knowledge at staff meetings, use these strategies in the classroom, and enhance my use of scaffolding techniques. I am excited about continuing to include parents in the learning experience and working with parents and kindergarten teachers on transition to school.

(b)(6)

(b)(6)

(b)(6)

Catholic Charities
Archdiocese of Hartford

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May 21, 2008

I participated in the development of Catholic Charities' ERF proposal, understand its scope and sequence, and will fully participate in its implementation, if awarded. I am confident of Catholic Charities' Beacon Child Development Center's capacity and potential to develop a center of educational excellence. I will support and assist teachers in implementing the curriculum, activities, materials, assessments, and evaluation. I will provide teachers with release hours needed for professional development. I will participate in the ERF professional development education, and will support teachers in integrating literacy knowledge and strategies into the classroom. I am excited about the Early Reading First Proposal, continuing to include parents in the learning experience, and working with LEAs and kindergarten teachers on assisting children in transition to school.

Director

I support Catholic Charities' proposal to enhance young children's literacy development and later success in school. I agree to continue a collaborative relationship with Catholic Charities' Beacon Child Development Center to ensure children's smooth transition to kindergarten. I will support kindergarten teachers as they talk with parents, discuss assessment results with preschool teachers and welcome field trips to the kindergarten classroom. I will encourage kindergarten teachers to work the Catholic Charities staff in advising preschool teachers on the alignment of the preschool and kindergarten curriculums and helping teachers and parents understand appropriate developmental levels for children entering school, review information from ERF on entering kindergartners, and collaborate on kindergarten readiness and transition to kindergarten.

Michael Sharpe, PhD
Chief Executive Officer
Junoke Academy

I understand the scope and sequence of Catholic Charities ERF Proposal and will fully support its implementation at Catholic Charities' Beacon Child Development Center, if awarded. This includes using the *Opening the World of Learning* curriculum, implementing literacy materials and activities, administering assessments, developing a print-rich environment, and participating in the evaluation. I will develop monthly, weekly, and daily lesson plans to enhance literacy development. I will complete the professional development education outlined in the ERF proposal, share knowledge at staff meetings, use these strategies in the classroom, and enhance my use of scaffolding techniques. I am excited about continuing to include parents in the learning experience and working with parents and kindergarten teachers on transition to school.

(b)(6)

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Chief Executive Officer

May 9, 2008

I participated in the development of Catholic Charities' ERF proposal, understand its scope and sequence, and will fully participate in its implementation, if awarded. I am confident of Catholic Charities Child Development Center's capacity and potential to develop a center of educational excellence. I will support and assist teachers in implementing the curriculum, activities, materials, assessments, and evaluation. I will provide teachers with release hours needed for professional development. I will participate in the ERF professional development education, and will support teachers in integrating literacy knowledge and strategies into the classroom. I am excited about the Early Reading First Proposal, continuing to include parents in the learning experience, and working with LEAs and kindergarten teachers on assisting children in transition to school.

Director

I support Catholic Charities' proposal to enhance young children's literacy development and later success in school. I agree to continue a collaborative relationship with Catholic Charities' Child Development Center's to ensure children's smooth transition to kindergarten. I will support kindergarten teachers as they talk with parents, discuss assessment results with preschool teachers and welcome field trips to the kindergarten classroom. I will encourage kindergarten teachers to work the Catholic Charities staff in advising preschool teachers on the alignment of the preschool and kindergarten curriculums and helping teachers and parents understand appropriate developmental levels for children entering school, review information from ERF on entering kindergartners, and collaborate on kindergarten readiness and transition to kindergarten.

Mary Ann Maroid, Principal
Driggs Elementary School

I understand the scope and sequence of Catholic Charities ERF Proposal and will fully support its implementation at Catholic Charities' Child Development Center's, if awarded. This includes using the *Opening the World of Learning* curriculum, implementing literacy materials and activities, administering assessments, developing a print-rich environment, and participating in the evaluation. I will develop monthly, weekly, and daily lesson plans to enhance literacy development. I will complete the professional development education outlined in the ERF proposal, share knowledge at staff meetings, use these strategies in the classroom, and enhance my use of scaffolding techniques. I am excited about continuing to include parents in the learning experience and working with parents and kindergarten teachers on transition to school.

(b)(6)

Catholic Charities
Archdiocese of Hartford

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THE MOST REVEREND HENRY J. MANSELL, D.D.,
President
MICHAEL C. CULHANE
Chairperson, Board of Trustees
ROSE ALMA SENATORE
Chief Executive Officer

May 9, 2008

I participated in the development of Catholic Charities' ERF proposal, understand its scope and sequence, and will fully participate in its implementation, if awarded. I am confident of Catholic Charities Child Development Center's capacity and potential to develop a center of educational excellence. I will support and assist teachers in implementing the curriculum, activities, materials, assessments, and evaluation. I will provide teachers with release hours needed for professional development. I will participate in the ERF professional development education, and will support teachers in integrating literacy knowledge and strategies into the classroom. I am excited about the Early Reading First Proposal, continuing to include parents in the learning experience, and working with LEAs and kindergarten teachers on assisting children in transition to school.

Director

I support Catholic Charities' proposal to enhance young children's literacy development and later success in school. I agree to continue a collaborative relationship with Catholic Charities' Child Development Center's to ensure children's smooth transition to kindergarten. I will support kindergarten teachers as they talk with parents, discuss assessment results with preschool teachers and welcome field trips to the kindergarten classroom. I will encourage kindergarten teachers to work the Catholic Charities staff in advising preschool teachers on the alignment of the preschool and kindergarten curriculums and helping teachers and parents understand appropriate developmental levels for children entering school, review information from ERF on entering kindergartners, and collaborate on kindergarten readiness and transition to kindergarten.

Ann Bagley, Principal
Bucks Hill Elementary School

I understand the scope and sequence of Catholic Charities ERF Proposal and will fully support its implementation at Catholic Charities' Child Development Center's, if awarded. This includes using the *Opening the World of Learning* curriculum, implementing literacy materials and activities, administering assessments, developing a print-rich environment, and participating in the evaluation. I will develop monthly, weekly, and daily lesson plans to enhance literacy development. I will complete the professional development education outlined in the ERF proposal, share knowledge at staff meetings, use these strategies in the classroom, and enhance my use of scaffolding techniques. I am excited about continuing to include parents in the learning experience and working with parents and kindergarten teachers on transition to school.

(b)(6)

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English Language Acquisition Plan

In order to support educators who are teaching in diverse multi-lingual CRF classrooms and to provide young English Learners (EL) a more equitable education at the start of their preschool experience, CRF includes a specific English Language Acquisition Plan (ELAP) to effectively transition children from their first language (L1) to English (L2). This plan fulfills the ethical responsibility to effectively teach English as a second language according to the findings of current scientific-based research, best practices advocated by Early Childhood professionals, CT State Preschool Benchmarks, TESOL(Teachers of English to Speakers of Other Languages)/ESL standards for Pre-K, in conjunction with Catholic Charities (CC) Early Childhood program goals.

(1) The key to successful early language development for EL, is through the implementation and delivery of an explicit early literacy-based curriculum (OWL) instruction utilizing the 70/30-50/50 One Way Dual Language model. The goal of this model is to begin with 70 per cent of the day in the student's primary language, shifting gradually to the 50/50 day. This model provides an equitable education for all children, and has been proven to be much more effective for student's long term academic success. The use of the OWL (Opening the World of Learning) curriculum and the 70/30-50/50 model promotes effective instruction and strategies that integrate communicative language teaching (CLT) and content based instruction (CBI). The One Way Dual Language model supports scaffolding in the child's first language, so that the learning is comprehensible and children will be able to connect concepts and ideas and activate prior knowledge. This approach ensures rich oral language development and comprehension.

Due to diverse demographics and different levels of English proficiency found in each CRF classroom, the ELAP model will be modified accordingly. CRF project staff will include

three literacy mentors, who will monitor each center and expertly modify the One Way Dual Language model instruction percentage accordingly. Modification will accommodate the needs of each center's unique population through the skilled dual language teaching staff who will provide linguistic and para-linguistic support in both languages.

(2) OWL incorporates effective strategies for building linguistic skills such as purposefully planned conversations, preview and review, connecting to prior knowledge, and intentional use of explicit teaching of vocabulary. Para-linguistic approaches include picture cards, hands on experiences, movement, role-playing and collaborative learning.

In the One Way Dual Language model 30 percent of the day is dedicated to explicit and direct English Language Development (ELD). This English-only content literacy block includes small group early literacy activities, math, book readings, songs, poems, alphabet knowledge and phonological awareness activities. The remaining portion of the day, 70 percent, includes morning meeting, center time, science, outdoor play, and is exclusively taught in the native language, which allows for opportunities to scaffold instruction, access prior knowledge and develop oral language through social experiences.

(3) Transition to English proficiency at an emergent reading level comes with natural exposure to a well-planned, print-rich environment in all learning centers that include an intentionally selected generous variety of quality fiction and nonfiction books, literature in both languages, software, organizational charts, graphs, word walls, writing materials and props, and classroom labeling. Environmental print incorporates the color code print system (classroom labels in English are printed in black and Spanish labels are printed in red), which allows EL to constantly connect written language with spoken language. Skilled classroom teachers instruct OWL concepts for print awareness in both independent and directed activities, and to enhance

linguistics, phonological awareness and vocabulary development for EL. Through repetition these skills become more automatic and children have ample opportunity to integrate newly learned English words with their prior knowledge. The repetition creates a solid foundation and the necessary skills which are needed to transfer language skills from one language to another. Child-directed opportunities for independent exploration and social peer interaction with explicit teaching instruction enhance and build upon these skills. Each ERF classroom will be equipped with a least one bilingual staff member and an English-proficient staff.

Three of CC's CRF classrooms have an enrollment that consists of approximately 97% Hispanic population, most of whom speak only Spanish. The data collected from pre-assessments in CRF classrooms, including PALS, PPVT, PLS-4, PreLAS and the TVIP, will be used to develop the model percentage which will be used in each classroom.

In order for this model to be effective, modification of the OWL curriculum, as well as teaching strategies, staff professional development and ongoing support and training by an EL Specialist needs to occur. Proper materials will be provided. EL's will be able to connect concepts and ideas from their native language built on prior knowledge, and successfully transition acquisition of the second language. These practices ensure rich oral language development and comprehension in both languages.

(4) Intensive professional development for teaching staff, and mentors will be provided each year in a series of professional development seminars conducted by Alison Pickering, EL Specialist of Multilingual Educational Resources and Services, who will work in concert with Haskins Laboratories, and the CRF mentors to provide practical instruction that is closely tied to best classroom practice. The content of the professional development seminars will include PreK

Benchmarks, Early Literacy Development in English Learners, Dual Immersion, and Assessing First Language Development.

The instructional approach will incorporate video clips, role playing, modeling and discussion as well as study of the research basis of the theory and advocated methods. Discussion topics will be drawn from assigned readings from "One Child, Two Languages" by Patton O. Tabors, and current periodicals and will be tailored to the varying needs of the intervention classrooms.

5. ELAP timeline:

During year one, data on individual children will be collected using the TVIP Spanish version (test de vocabulario en imagines Peabody), PALS-PRE-K, PPVT, and PRE-LAS 2000 (EL students only) to determine which One Way Dual Language model will best address the linguistic needs of the children in each classroom. Training support will be provided by EL specialist Alison Pickering. The classroom mentors will spend one day a week, observing, assessing, modeling and informing classroom environment and instruction at each site to support the ELAP implementation. Materials that provide a linguistically appropriate environment will be purchased and integrated into the classrooms. Additional data (post test) will be collected to determine modifications and adjustments in ELAP. During years two and three mentors, teachers, HLS, and Alison Pickering will reassess and refine ELAP implementation based on updated linguistic needs in the classroom.

Budget Narrative

Budget Narrative

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BUDGET NARRATIVE

Personnel

1. Personnel Totals $472,452 Y1; $486,626 Y2; $501,225 Y3

Position	Salary	%	
Clerical & Admin. Support	$97,479	100 100 100	1 FTE to support program director =$24,370 4 .5 FTE One at each site = $48,740 1 FTE assist early childhood program director =$24,369 Provide admin. support for project in classroom and for all project staff incl. ordering, scheduling, registration, data entry, correspondence, control sites, staff trainers, grant rpt.
Director of Early Childhood Programs	$11,657	17	Responsible for success of CRF, supervises CRF Project Director and center directors. Works with fiscal dept., School Readiness Councils, and management team to identify and ensure new best practices.
External Literacy Facilitator (ELF)	$16,871	100	1 FTE performs functions related to OWL curriculum including ordering and organizing materials to assure availability for CRF implementation
CRF Project Director (Principle Investigator)	$51,500	100	Day to day project implementation and oversight. Reports to Director of Early Childhood Programs. Coordinates project in all sites, supports center directors, and regularly communicates with all parties. Oversees logistics of professional development and coordinates evaluation schedules with center directors. Uses data to modify and manage program to meet CRF goals. Prepares reports for program monitoring for Director of Early Childhood Programs and management team and implements any needed program modifications to ensure CRF meets goals and benchmarks to develop 4 centers of educational excellence.
CRF Assistants	$114,400	100	5 FTE @ $22,880 = $114,400, a critical support role to ensure proficient implementation CRF to assist the mentors and teachers to meet the CRF goals, assist in setting up literacy environments, serve as assistant teacher/floater to enable mentor to meet regularly with teachers, and perform literacy related functions. Work with ELF to obtain needed materials and assure availability and use in each classroom.
Literacy Mentors	$135,000	100	3 FTE @ $45,000 = $132,000 to provide mentoring and support to teachers to integrate new knowledge and skills into classroom instruction to improve early literacy.
Mental Health Consultant	$44,000	100	1 FTE spends at least one day per week at each of 4 centers and is responsible for building the skills and knowledge of teachers to promote the social and emotional development of children and handling challenging behaviors.

2.Fringe Benefits YR1-$141,736; YR2-$ 145,988; YR3-$ 150,367; Total= $ 438,091

30% of salary annually as average cost for all personnel including medical and dental Insurance, disability insurance, FICA, Unemployment Insurance, and all personnel benefits.

3. Travel: YR1-$31,878; YR2-$35,066; YR3-$38,572; Total=$105,516 Auto Mileage: Average of 300 total miles per week for all staff combined @ $.505 per mile x 52 weeks =$7,878. Staff will travel to local trainings; mentors will travel between sites/classrooms to monitor/coach; program director will travel between sites. Yr2-$8,666, Yr3-$9,532 increased by 10% estimated for Yr2 & Yr3. Conference/Training: Registration and related costs of training conferences .to assure state of the art research based knowledge provided to teachers and integrated into classrooms. (flight, hotel, food, etc.). CRF director, mentors, teachers attending ERF, NAEYC, NRA conferences annually @ $1,500 each for 15 staff per year= $24,000 Yr1, 10% increases = $26,400 Y2; $29,040 Yr3.

5. Supplies: YR1-$218,004, YR2-$77,663, YR3-$78,311 Total=$373,978 OWL Curriculum $1,722 x 9 classrooms +1 for CRF project director = $17,220 Yr 1 only. Literacy enhancement materials to implement OWL literacy curriculum and integrate Professional Development into lesson plans and classroom environment $500 x 6 Owl units x 9 classrooms = $27,000 Yr1, $200 x 6 OWL units x 9 classes = $10,800 in Yrs 2 & 3. Owl Trade Books: 6 units x 9 classrooms @ 686 =$6,174 yr1; estimated 10% increases in Yr2-$6483, Yr3-; $7131 Y3. Resource materials Resource books for teachers = $500 x 4 centers = $2,000 each year. Classroom literacy supplies: big books, audio books, reading & writing materials $2500 x 9 classes = $22,500 annually. Literacy Centers: Tables, chairs, shelves, writing & listening centers, book nooks and science center to enhance literacy & background knowledge; $5,000x 9 classrooms= $45,000 yr1 and $13,500 yrs 2 & 3. Family Literacy Materials & library for 4 sites Resource books & lending library, expanded reading & literacy materials for families (including EL's) & take home packs-

selected by families & Literacy Mentors $5,000 per site= 20,000 yr1, $1,000 each site= $4,000 Yrs 2 & 3. Read Together: Talk Together kits for families in English and Spanish for each site $520 x 4 sites =$4,680 each yr. Memberships/Subscriptions: NAEYC & Journals, $1,500 each year. Office Supplies: Printer, copier, and office supplies, scissors/paper cutters/supplies for print rich environments and lesson planning.$50/month x 9 classes & CRF office = $6,000 each yr. Postage & Printing expenses for brochure and material printing $ 3,000 each yr Staff Development/Materials and group expenses for professional development and CRF implementation $3,200 each yr. Computers, software, printers, set up, cameras: Children's classroom computers with printers 9 x 2700 = $24,300, 4 laser printers @ 800 =$3,200; CRF director printer= $ 1,200; 9 digital cameras@ 250=$2,250; 4 video cameras@ 600= $2,400; 2 LCD projectors@ $3,000=$6,000; Laptops for each of 9 classroom to enter observations and data and 3 for literacy mentors 12 @ $2,500=$30,000; desktop computers 4 @ $1,000 =$4,000 all Y1 only; Furnishings: Desks, chairs, files for 6 CRF staff to implement project and improve literacy and establish quality print rich environments @ $600x6= $3,600 Y1 only.

6. Contractual: YR1-$ 267,846, YR2-$ 242,402, YR3 $246,483, Total= $756,731

Erin Oldham, Ph.D. Principal Investigator for Evaluation will oversee all aspects of the evaluation and will contribute 15 hours/mo at a rate of $115/hour (with a 3% yearly increase built in). Yr 1 ($20,700), Yr 2 ($21,321); Yr 3 ($21,960). **Karen Wathen, M.A., Evaluation Project Director** will contribute 60 hr/mo at a rate of $70/hour. Ms. Wathen will coordinate, design and produce all progress monitoring information and reports to achieve program improvements. Yr1 =$50,400, Yr2=$51,912; Yr3=$53,469. An on-site data manager will contribute 40 hr/mo at a rate of $40/hour. Yr1=$12,800, Yr2=$13,184 & Yr3=$13,568. Travel: $5,817.6/yr is included for travel to CT, $4,000 for data collector travel and $1,800 for one

person to attend the Early Reading First conference in Yr1. Supplies: 2 laptop computers=$2,300 each, 1 printer=$1,000 and CLASS training=$3,500. General supplies at $50/mo; Purchase of PPVT-III $3,200 for tests; $1,750/yr for forms, TVIP=$2,000, ELLCO=$500, CLASS=$600, PLS-4=$1,850 for tests; 800/yr forms, PALS-PreK=$480 for tests; 750/yr forms, Pre-LAS=$750. $40,000 per year is included to cover child and classroom data collection time of 5 data collectors ($20/hr). $3,000/yr is included for translation/interpreting. Telephone=$75/mo, Postage=$50/mo, Computer usage= $90/mo, copying=$50/mo, incentives for 250 parents (intervention and control groups)* $25 per family per year=$6,250/yr. Evaluation: Yr1=$170,027.60; Yr2 =$158,514.60; Yr3 = $161,094.60.

Kid Care, Inc, early childhood substitute service will provide substitutes for release time for teacher training, planning time, CRF planning and management, and feedback and coaching from literacy mentors. 12 hours/mo x12 mosx$18/hrx 9centers=$23,328 Yr1, 3% increases =$24,028 Yr2; $24,749 Yr3

Haskins Laboratories: *Marjorie Gillis, Ed.D* is Project Director of Haskins Literacy Initiative and will supervise the professional development (PD) college credits courses in foundations of literacy for teachers and will oversee the training of the Literacy Mentors by the Haskins Literacy Specialist. In addition, she will lead the mentor meetings at Haskins for the entire Haskins Literacy Initiative which will include the CRF mentors. She will also facilitate the meeting between Early Reading First teachers and Reading First personnel including the Literacy Specialists and Hartford and Waterbury kindergarten teachers. *Elke Blanchard* is a Haskins Literacy Specialist and is the Haskins trainer presenting the monthly professional development classes for CRF mentors and teachers, lead monthly mentor trainings. She will visit the

classrooms each month to model lessons and answer questions from mentors and teachers.

Salaries, fringe, and expenses Y1 $26,950 Y2 $27,670 Y3 $28,650.

Alison Pickering is an English Learner Specialist with over 10 years of experience providing training and consultation to teachers, literacy mentors and directors too implement the ELAP plan.. 6 days @ $1,500, 50 hrs @ $50/hr =$11,500 Y1, 2 days@ $1,500, 50 hours/yr =$5,500 each year for Y2 and Y3. ***Jonathan Fribley Consulting*** *will provide OWL curriculum training,* classroom coaching and mentoring; collaboratively with Haskins and other professional development experts. $14,790 Y1; $14,690 Y2; $14,490 Y3. Technology Group EDT maintenance and support, project tracking, and reporting; set up maintenance $11,000 (110 hrs) =Yr1; 9,000 (90 hrs) = each Yr2 and Yr 3. Incentives for Early Childhood Centers control group centers incentives to participate in evaluation as control group 4 centers @ $1,000 each = $4,000 each year. Contract for minor classroom improvements install sink in classroom $4,250.

8. Other Direct Costs: YR1-$31,500, YR2-$26,850, YR3-$28,290 Total=$86,640

Advertise/recruitment: Required for hiring qualified personnel for project positions & background checks = $9,000 -Yr1; $3,000 each=Yrs2&3. Telephone, internet: ERF costs for all locations; 4 centers & ERF director: 50x12mos x 5 + 300x5=$ 4,500-Yr1; 10% estimated increases yr2=$4950, yr3=$5445 Occupancy, Utilities and Maintenance: Space for literacy mentors, MH consultant, External Literacy Facilitator, CRF project director, clerical =10 x120 sq. ft. @ $15/SF= $ 18,000-Yr1, $18,900-Yr2 & $19,845-Yr3 with estimated 5% increases annually.

10. Indirect Costs: DOE approved 13% indirect rate. **Yr 1-$ 132,390; yr 2 $114,500**

Yr 3 $ Total $ 117,930