

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**EARLY READING FIRST  
CFDA # 84.359B  
PR/Award # S359B080052  
Grants.gov Tracking#: GRANT00473421**

**Closing Date: JUN 10, 2008**

## **\*\*Table of Contents\*\***

### **Forms**

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e6
3. SF 424B - Assurances Non-Construction Programs	e8
4. Disclosure of Lobbying Activities	e10
5. 427 GEPA	e12
Attachment - 1	e14
6. ED 80-0013 Certification	e15
7. Dept of Education Supplemental Information for SF-424	e16

### **Narratives**

1. Project Narrative - (Abstract Narrative...)	e17
Attachment - 1	e18
2. Project Narrative - (Project Narrative...)	e19
Attachment - 1	e20
3. Project Narrative - (Other Narrative...)	e56
Attachment - 1	e57
4. Budget Narrative - (Budget Narrative...)	e99
Attachment - 1	e100

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.).

**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:** Des Moines Independent Community School District

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

42-6001433

**\* c. Organizational DUNS:**

078072899

**d. Address:**

**\* Street1:**

901 Walnut Street

**Street2:**

**\* City:**

Des Moines

**County:**

Polk

**\* State:**

IA: Iowa

**Province:**

**\* Country:**

USA: UNITED STATES

**\* Zip / Postal Code:**

50309

**e. Organizational Unit:**

**Department Name:**

Early Childhood

**Division Name:**

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

**Prefix:**

Mrs.

**\* First Name:**

Nancy

**Middle Name:**

**\* Last Name:**

Duey

**Suffix:**

**Title:**

Program Director

**Organizational Affiliation:**

**\* Telephone Number:**

515-242-7588

**Fax Number:**

515-242-7862

**\* Email:**

nancy.duey@dmps.k12.ia.us

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.359

CFDA Title:

Early Reading First

**\* 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

\* Title:

Early Reading First 84.359A and B: Full Application

**13. Competition Identification Number:**

84-359B2008-1

Title:

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

Des Moines, Polk, Iowa

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

Preparing Early Readers for Kindergarten (PERK)

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

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

17. Proposed Project:

\* a. Start Date:

\* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="4,312,288.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,312,288.00"/>

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

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

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

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

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

Yes  No

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

\*\* I AGREE

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

Authorized Representative:

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**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:
Des Moines Independent Community...

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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

\*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?
(2) If yes, please provide the following information:
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Des Moines Independent Community...

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

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)  
Prescribed by OMB Circular A-102

Tracking Number: GRANT00473421

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 Sarah Erickson	* TITLE Superintendent
* APPLICANT ORGANIZATION Des Moines Independent Community School District	* DATE SUBMITTED 06-10-2008

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

## DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: Des Moines Independent Community School District</p> <p>* Address: 901 Walnut Street  Des Moines  IA: Iowa  50309</p> <p>Congressional District, if known: IA 3</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Early Reading First</p> <p>CFDA Number, if applicable: 84.359</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: Dr.  Nancy  Sebring</p> <p>* Address: 901 Walnut Street  Des Moines  IA: Iowa  50309</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Dr.  Nancy  Sebring</p> <p>* Address: 901 Walnut Street  Des Moines  IA: Iowa  50309</p>	
<p>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.</p>		<p>* Signature: Sarah Erickson</p> <p>* Name: Dr.</p>

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.

Nancy

Sebring

Title: Superintendent

Telephone No.: 515-242-7766

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

9349-DMPS\_GEPA\_Narrative.pdf

Mime Type

application/pdf

**GEPA §427 NARRATIVE**

The Des Moines Public Schools is an equal opportunity employer. The PERK project staff reflect diversity in race/ethnicity, national origin, gender, age, and disability. The project will encourage employment applications from and ensure equal treatment for persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Activities for teachers and students will include culturally effective strategies that respect language, tradition, and beliefs. The PERK project will equitably serve boys and girls and encourage families of children with disabilities to fully participate.

The PERK project will not discriminate in its program and activities. In addition, the project will take all necessary steps to assure that facilities, resources, and activities are fully accessible to all participants. The PERK project's programmatic activities will include educational opportunity, participation, and achievement among under-represented groups including, among others, racial/ethnic minorities, English language learners, migrant students, economically disadvantaged students, and students with disabilities. Activities within this scope of work include a strong focus on strengthening academic achievement among students with disabilities and English language learners.

---

## 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.

<b>* APPLICANT'S ORGANIZATION</b> Des Moines Independent Community School District	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b> Prefix: Dr.    * First Name: Nancy    Middle Name: * Last Name: Sebring    Suffix:    * Title: Superintendent	
<b>* SIGNATURE:</b> Sarah Erickson	<b>* DATE:</b> 06/10/2008

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

**\* Name:**

Mrs.

Nancy

Duey

**\* Address:**

1301 2nd Avenue

Polk

County

Des Moines

IA: Iowa

50314

USA: UNITED STATES

**\* Phone Number:**

515-242-7588

**Fax Number:**

515-242-7862

**Email:**

nancy.duey@dmps.k12.ia.us

## 2. Applicant Experience:

Yes  No  Not applicable to this program

## 3. Human Subjects Research

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

FileName

MimeType

Tracking Number: GRANT00473421

# Project Narrative

## Abstract Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1750-DMPS\_Abstract.pdf**

**PROJECT ABSTRACT**

A 2008 study conducted by the Child & Family Policy Center of Des Moines determined that only 29% of students in Des Moines enter kindergarten with the knowledge and skills they need to succeed in school.<sup>1</sup> Building on the success of a 2004 Early Reading First grant, Des Moines Public Schools (DMPS) will implement the **Preparing Early Readers for Kindergarten (PERK)** project at five early childhood sites serving high-need neighborhoods in Des Moines. This project will serve 25 classrooms and 426 students (89% FRPL, 79% minority, 38% ELL, and 16% special education).

PERK strategies and materials are based on scientifically-based reading research and best practices to improve oral language, alphabet knowledge, phonological & print awareness. The PERK project will implement *Houghton Mifflin Pre-K*, a comprehensive preschool literacy curriculum that is based on scientific research and aligned with critical preschool learning goals. This curriculum will be supplemented with scientifically-based *Hampton-Brown Avenues* for ELL students. Instructional practices of PERK staff will be improved through professional development from *McREL Scaffolding Early Literacy*, a verified, research-based professional development program, and DMPS-led professional development sessions. Screening assessments and progress monitoring measures will be administered regularly to determine overall program success and continually monitor student progress. Assessments will include PPVT-III, PALS, ELLCO, ECERS, and G3.

As a result of this grant, children in the participating *ERF Centers of Excellence* will enter kindergarten better prepared and ready to learn.

---

Bruner, C. (March 26, 2008.) *Presentation to Early Childhood Partnerships: The state of pre-school in Polk County*. Des Moines, IA: Child & Family Policy Center.

# Project Narrative

## Project Narrative

### Attachment 1:

Title: Pages: Uploaded File: 5865-Mandatory\_DMPS\_Narrative.pdf

**TABLE OF CONTENTS**

Project Abstract.....

Table of Contents.....

Application Narrative..... 1 to 35

**I. Quality of the Project Design** ..... 1 to 17

        Selection Criterion 1, Factor 1: *Up-to-Date Knowledge* .....1

        Selection Criterion 1, Factor 2: *Meeting Statutory Purposes & Requirements* .....2

        Selection Criterion 1, Factor 3: *Coordination of Efforts* .....17

**II. Quality of the Project Personnel**..... 18 to 20

        Selection Criterion 2, Factor 1: *Project Director Qualifications* .....18

        Selection Criterion 2, Factor 2: *Key Personnel Qualifications*.....18

        Selection Criterion 2, Factor 3: *Consultant/Subcontractor Qualifications* .....20

**III. Adequacy of Resources** ..... 21 to 23

        Selection Criterion 3, Factor 1: *Relevance & Commitment of Partners* .....21

        Selection Criterion 3, Factor 2: *Reasonable Costs* .....22

**IV. Quality of the Management Plan** ..... 24 to 31

        Selection Criterion 4, Factor 1: *Management Plan* .....24

        Selection Criterion 4, Factor 2: *Procedures for Feedback/Improvement* .....30

        Selection Criterion 4, Factor 3: *Time Commitments* .....31

**V. Quality of the Project Evaluation** ..... 32 to 35

        Selection Criterion 5, Factor 1: *Evaluation Methods*.....32

        Selection Criterion 5, Factor 2: *Objective Performance Measures* .....34

Budget Narrative..... 36 to 40

GEPA §427 .....41

Appendices..... i to xlii

    Appendix A: English Language Acquisition Plan ..... i

    Appendix B: Endnote Citations ..... vi

    Appendix C: Houghton Mifflin Pre-K Scope & Sequence.....xv

    Appendix D: McREL SEL Scope & Sequence..... xvii

    Appendix E: List of Existing Preschool Programs Proposed ..... xix

    Appendix F: Resumes and Job Descriptions for Key Personnel..... xxiii

    Appendix G: Documentation of Support ..... xxxvi

    Appendix H: Proof of Federally Negotiated Indirect Cost Rate ..... xli

    Appendix I: SPOC Letter ..... xlii

Assurances and Forms Submitted on Grants.gov .....  
     Application for Federal Assistance (SF 424); Department of Education Supplemental Form for the Standard Form 424; ED Budget Information—Non-Construction Programs (ED Form 524); Assurances, Non-Construction Programs (SF 424B); Disclosure of Lobbying Activities (SF LLL); Grants.gov Lobbying Form; Survey on Ensuring Equal Opportunity for Applicants (Form 1890-0014)

APPLICATION NARRATIVE

I. QUALITY OF THE PROJECT DESIGN

**Selection Criterion 1: Factor 1: Up-to-Date Knowledge**

Research Basis. The Preparing Early Readers for Kindergarten (PERK ) project combines *Houghton Mifflin Pre-K (HM Pre-K)*, a Scientifically Based Reading Research (SBRR) literacy curriculum; English language acquisition strategies from *Hampton-Brown Avenues (HBA)*; Mid-Continent Research for Education and Learning (McREL) *Scaffolding Early Literacy (SEL)* professional development, Des Moines Public Schools (DMPS) internal professional development; and valid, reliable assessments to increase preschool children’s oral language, alphabet knowledge, and phonological & print awareness.

*HM Pre-K* is a high-quality, research-based program with effective curriculum, learning goals, and objectives aligned with ERF guidelines. *HM Pre-K* is based on a comprehensive review of standards from multiple states, districts, professional associations (IRA, NCTM, and NAEYC), and government agencies, including the U.S. Department of Education and Head Start. This Early Reading First (ERF) project is also aligned with *Iowa Early Learning Standards*,<sup>1</sup> particularly *Standards Area 10: Communication, Language, and Literacy*:

<b>Standard 10.1</b>	Children understand/use communication & language for a variety of purposes.
<b>Standard 10.2</b>	Children engage in early reading experiences.
<b>Standard 10.3</b>	Children engage in early writing experiences.

*HM Pre-K* was developed by nationally recognized early childhood researchers Pilulski, Bredekamp, and Gunnerwig. *HM Pre-K* meets the definition of SBRR in §1208 of the ESEA. *HM Pre-K* is based on the 1998 National Research Council report, *Preventing Reading Difficulties in Young Children*,<sup>2</sup> and the 2001 National Research Council report, *Eager to Learn*.<sup>3</sup> *HM Pre-K* is designed to support young learners in oral language acquisition, phonological and print

awareness, and letter and sound knowledge in language- and print-rich environments.<sup>4</sup> *HBA* is based on current reading and language acquisition research and will be used to supplement instruction for English Language Learners (ELL) to accelerate growth in oral language, literacy, and content. *HBA* focuses on developing the oral language and vocabulary base, building knowledge and comprehension, developing phonological awareness, and introducing the alphabet, print, and writing.<sup>5</sup> (See Appendix A for the English Language Acquisition Plan).

McREL, which has a successful history with ERF,<sup>6</sup> will provide professional development on effective delivery of instruction within the curriculum. The *SEL* professional development model derives from a substantial body of research in language acquisition and child development, aligns with current theory on early literacy development<sup>7</sup> and produces positive results for teachers and students' school readiness.<sup>8</sup> Research also indicates a strong connection between preschool children's engagement in dramatic play, their language use, and their later progress in school.<sup>9</sup>

Professional development provided by DMPS will be designed using the Iowa Department of Education's *Iowa Professional Development Model*.<sup>10</sup> (See Appendix B for endnote citations).

**Selection Criterion 1, Factor 2: Meeting Statutory Purposes & Requirements**

***PURPOSE 1: INTEGRATION WITH EXISTING PROGRAMS***

*Existing Programs.* Des Moines Public Schools (DMPS), the largest school district in Iowa (30,682 students), is committed to quality early learning experiences for preschool children and their families. The majority of children in Des Moines begin kindergarten without the basic skills they need to succeed in school.<sup>11</sup> To help address the issue of school readiness, DMPS has developed an extensive preschool program and in 2007 was awarded a \$3.4 million dollar grant from the State of Iowa to expand free preschool access to 1,065 children in Des Moines. Current preschool programming provides primarily half-day classes, with limited opportunities for fam-

ily involvement and staff professional development. PERK classrooms will continue to use *Creative Curriculum* as the foundation upon which the *HM Pre-K* curriculum is implemented. All classrooms will use the *Creative Curriculum* student monitoring instruments (i.e. CCPORT).

Following a screening process for potential sites—including socioeconomic characteristics, ELL, and special needs—DMPS selected five existing, state licensed quality early childhood education centers to serve as Early Reading First sites: Capitol View, Carver, King, McKinley, and Moulton. The sites selected will serve a combination of school-based, community-based, faith-based, and Head Start classrooms located in high-need urban neighborhoods. All sites serve children for at least two consecutive years prior to kindergarten. (See Appendix E, Tables 1, 2, and 4 for site information and Appendix E, Table 3 for demographic and special needs data).

Capacity. DMPS also screened potential sites to determine capacity the PERK project. The sites selected exhibit strong capacity in each of the following criteria: highly qualified and experienced staff, program effectiveness of all developmental domains, principal and staff commitment, and quality learning environments. (See Appendix E, Table 5 for Staff Information). PERK will transform established, state-licensed, 5-Star Iowa Quality Rated, NAEYC accredited preschool sites into *Centers of Excellence*. Building administration and staff are fully committed to this grant application, and staff are eager to grow professionally. (See Appendix G for letters of support). Additionally, each participating site is a Reading First elementary school and has the capacity to align the ERF and Reading First programs, coordinate professional development and technical assistance, share best practices between preschool and kindergarten teachers, and strengthen the successful transition of children and their parents from preschool to kindergarten.

**PURPOSE 2: LANGUAGE AND LITERACY ACTIVITIES**

<b>Goal 1: Improve oral language, alphabet knowledge, and phonological &amp; print awareness.</b>
<b>Objectives:</b>
a. By implementing explicit SBRR instructional and assessment strategies, children will demonstrate

- progress in developing oral language skills, alphabet knowledge, and phonological & print awareness, as measured by ongoing screening and monitoring.
- b. Children will demonstrate growth in background knowledge and thinking skills that support listening comprehension, expressive language, and vocabulary development.
  - c. Parent involvement, family literacy, and English skills will increase through quality family literacy activities and in-home support.

Curriculum Scope and Sequence. With this grant, classrooms will fully implement the SBRR *HM Pre-K* curriculum in conjunction with **Creative Curriculum** framework. The *HM Pre-K* comprehensive scope and sequence develops oral language, phonological awareness, alphabet knowledge, writing, and reading.<sup>12</sup> *HM Pre-K* is a structured, yet flexible, curriculum organized around ten broad themes, which are sequenced by difficulty and support. These themes are: 1) Welcome to School; 2) My Family, My Community; 3) My Five Senses; 4) Seasons All Around; 5) Animals Everywhere; 6) Construction Zone; 7) In the City, In the Country; 8) Let's Move; 9) Growing and Changing; and 10) Ready for Kindergarten. Related curriculum materials support the topics, provide background knowledge, teach language skills, and accommodate ELL and special needs students' learning goals.<sup>13</sup> Additionally, *HM Pre-K* will be supplemented with *HBA* for ELL and struggling students. (*The complete scope and sequence for the HM Pre-K curriculum, based on the themes listed above, is included in Appendix C.*)

Teacher Support. Preschool teachers implementing PERK will be supported by a Project Director and Project Coordinator, who will coordinate all aspects of grant implementation. The **Project Director** will be responsible for overseeing the project and will serve as a link between the PERK project and other district early childhood, Title I, and Reading First programs. The **Project Coordinator** will be responsible for conducting weekly site visits, overseeing professional development coordination, providing professional development and technical assistance, facilitating communication, fiscal management, and program assessment. In addition to overall administrative support for the PERK program from the Project Director and Project Coordinator,

teachers will receive support from building administration, Literacy Coaches, Family Liaisons, and Teacher Associates. *(See Selection Criterion 2, Factors 1 and 2 for more information.)*

**Literacy Coaches** will support teachers by providing a variety of important services. When Coaches visit classrooms, observe a lesson, meet with teachers after class to reflect and help them strengthen instructional strategies and curriculum content, model teaching strategies, follow up to celebrate learning progress, and identify new learning goals. Coaches are also responsible for coordinating, planning, and completing assessments; procuring classroom materials; assessing, coordinating, and purchasing materials for on-site professional development libraries; and facilitating preschool and kindergarten teacher observations and follow-up collaborative planning. *(See Selection Criterion 2, Factor 2 for more information.)*

**Family Liaisons** will share literacy activities with parents and families to support literacy learning in the home. This includes planning and providing weekly Parent and Child Together (PACT) time and bi-monthly family literacy events; conducting family visits at school; developing literacy activities that support child learning goals that can be completed at home; conducting monthly parent meetings; assessing, coordinating, and purchasing materials for the family lending library; developing monthly parent newsletters; and assisting in small group literacy activities in the classroom. *(See Selection Criterion 2, Factor 2 for more information.)*

Finally, teachers will receive support from **Teacher Associates**. They will facilitate planned small group classroom activities, provide individualized instruction, and organize nutrition and other classroom activities. Teacher Associates are an integral part of the classroom and work side-by-side with teachers every day. *(See Selection Criterion 2, Factor 2 for more information.)*

*Explicit and Intentional Instruction.* PERK instructional strategies will be explicit, purposeful, and connect to the learning goals of the program. Within each language and literacy strand of

*HM Pre-K*, new skill lessons will begin with explicit, direct instruction and are embedded throughout learning activities and the classroom environment.<sup>14</sup> Introductory lessons will take place in a whole-group setting with built-in teacher modeling,<sup>15</sup> followed by guided practice in small, teacher-led groups.<sup>16</sup> The teacher will use small-group time to teach, assess child progress, and re-teach to meet student needs.

*SEL* professional development is designed to help early childhood educators develop skills in providing instruction that starts as explicit and moves toward learning that is more independent.<sup>17</sup> When teachers scaffold learning, they provide appropriate activities to help children master new skills and content.<sup>18</sup> With appropriate scaffolding, all children—including at-risk, special education, and ELL students—are able to develop academic skills for school success.

*Content for Improving Oral Language and Background Knowledge.* The PERK curriculum will be built around *HM Pre-K* themes that integrate math, problem solving, science, oral language, social studies, and arts. (*See Appendix C for HM Pre-K scope and sequence*). The proposed activities support later literacy and vocabulary development, encourage increasingly complex speech, and promote self-regulation and overall cognitive development.<sup>19</sup> During center time, teachers will support and scaffold language and literacy skill-building during child-initiated, hands-on learning centers that integrate language and literacy skills into math, science, social studies, and the arts using different cross-cultural contexts. (*See Purpose 3 for oral language strategies and materials.*)

*Development Time.* Literacy learning opportunities and instruction strategies in PERK occur throughout the day, with a minimum of 200 minutes per day devoted to language and literacy learning. Classroom schedules and learning environments will meet ECERS-R criteria<sup>20</sup> and will incorporate early literacy activities throughout the day. Daily lesson plans will present instruc-

tion in large- and small-group lessons and individual activities that engage children. Curriculum activities and SEL strategies will help teachers take advantage of available “teachable moments,” including using transition times to incorporate language activities, addressing multiple learning domains, and tailoring activities to student needs.

Daily Schedule – Early Learning Initiative (ELI) Project		
Schedule block	Time	Activities (Examples)
Signing in	30 min	Question of the week, Mystery word, read alouds, ABC reviews
Breakfast	45 min	Nutritious meal and language-rich planned discussion, social development, and tooth brushing
Opening/ circle time	25 min	Large group instruction on oral language, vocabulary, and phonological awareness: Teacher-modeled scaffolded writing (e.g., morning message), Calendar, Weather, Read-aloud, Rhyming games, Fingerplays
Movement games, songs	10 min	Following oral directions (self-regulation practice): Freeze game, Simon says, phonological awareness, scaffolding language
Small or small + large group	20 min	Word Play: Expand and explore oral language/sounds, Graphic practice, Sound sorting, “What could it be?” game
Outdoor play	30 min	Individual or group activities: Outdoor play and movement
Play planning	15 min	Teacher and/or child-directed scaffolded writing in small groups with individual help
Center time/play (including clean-up)	90 min	Concepts integrated with hands-on activity & Let’s Talk (Language related to social and emotional skills): Dramatic play and center activities (e.g., math, science, art, listening, computer)
Story Time	15 min	Large group interactive storybook reading with print awareness instruction: Read-aloud, Rhyming games, Fingerplays, Re-read
Transition	10 min	Oral language/print awareness woven into routine: Name games
Lunch	30 min	Nutritious meal and language-rich discussion and social development
Transition	15 min	Semi-large group (n=8) instruction on oral language, vocabulary, phonological awareness, and review of concepts
Center time/play	60 min	Dramatic play reinforcing thematic concepts, including vocabulary
Snack	20 min	Oral language/print awareness woven into routine: Children talk to each other deciding on their play plans
Story time	10 min	Small group interactive storybook reading with print awareness instruction and building background knowledge (differentiated)
Transition	10 min	Brief lessons on alphabet, vocabulary, and reflecting on the day
Daily notes	15 min	Individual journals
PACT Time	30-45 min	Parents are coached in interacting with their children in ways to support development and learning. Shared reading with parents. Materials to reinforce/review activity at home are explained/modeled for parents.

**PURPOSE 3: COGNITIVE LEARNING OPPORTUNITIES**

<b>Goal 2: Improve the language and print rich environment.</b>
<b>Objectives:</b>
a. Enhance physical space to encourage peer interaction, cognitive exploration, dramatic play, individ-

- ual and small group reading, and writing and create environments rich in language and literacy learning opportunities.
- b. Develop classroom and family lending libraries with quality fiction non-fiction books and other literacy materials covering subjects in multiple languages.

*Strategies and Materials: Literature and Print.* This project will immerse preschool children in high quality, **print-rich environments** that will prepare students for reading instruction in the early grades.<sup>21</sup> ELLCO and ECERS checklists will be administered bi-annually to measure the quality of classroom environments and the support of literacy, including availability, content, and diversity of reading and writing material. Based on these observations, teachers and Coaches will develop action plans to create environments and opportunities that support children's learning through print-rich materials and activities. Print materials will be functional, organized, appropriate, and aligned with children's competencies and interests. Teachers will work with the Literacy Coaches to learn how to select high-quality materials to continue to expand literacy collections. Materials will be selected that are representative of the languages and cultures of students, including quality fiction and non-fiction literature.

Print awareness will be **explicitly taught** throughout the day. Print awareness instruction includes teacher modeling and specific questions and discussions with children about print they encounter within the environment. Children will participate in meaningful/authentic writing, read-aloud, and concept of print activities to develop print awareness. *HM Pre-K* resources include 30 Big Books, 36 Take-Home Books, and 30 Little Big Books. Alphabet recognition will be incorporated throughout the day through a variety of techniques including routines, songs, rhymes, games, and chants. PERK staff will create a print- and language-rich environment using *HM Pre-K* resources such as the Alphafriends Letters and Language Kit, Big Books (*Alphafriends*, *Alphabet Under Construction*, and *Chicka Chicka Boom Boom*), and Take-Home

books to support the content-area themes and topics. Alphabet charts and selected words will be displayed throughout the classroom at children's eye level.

Each site will develop **classroom libraries** and **family lending libraries** rich in fiction and non-fiction print material. Each classroom will have a well-defined reading area stocked with materials that will enhance children's interaction with the materials.<sup>22</sup> Family Liaisons will model for parents how to engage their children in print activities outside of school, develop their confidence as their children's first teacher, and celebrate learning. Each child will be provided a backpack containing books, parent/child activities, activity logs, and other resources. Parents will receive instruction on how to utilize the materials with their child during weekly PACT time. PERK sites will also develop literacy libraries with books, books on tape, literacy games and songs, magazines, software, and writing materials in multiple languages for family checkout.

*Strategies and Materials: Oral Language.* *HM Pre-K* themes highlight a wide array vocabulary presented within each theme in three categories: theme, story, and content-area. Children will hear and use vocabulary in multiple settings and situations within each theme, and words are repeated across categories to provide daily vocabulary reinforcement. Guest speakers, field trips, and book read-alouds will introduce preschoolers to new *HM Pre-K* themes. Oral Language Cards and Picture Cards provide visual references for much of the vocabulary used in the units. Teachers will also provide daily direct, explicit phonological awareness instruction. Small-group instruction and review will take place weekly. Instruction and activities will be supported by the use of a variety of *HM Pre-K* components, including literature and audio CDs, songs, chants, word plays, and developmentally appropriate computer software.

*SEL* professional development will help teachers use constructive and imaginative play as opportunities for children to develop their vocabulary, understanding, and ability to think about

the world around them.<sup>23</sup> In play, children will practice and reinforce new vocabulary in a meaningful context by selecting or making props, deciding on roles to play, and incorporating relevant vocabulary. This strategy increases the amount and complexity of the children's oral language in their interactions with teachers and with peers. *SEL* will help teachers to use dramatic play to help children develop language and cognitive skills. The activities and strategies (e.g., play planning) that support the development of dramatic play and language in *SEL* classrooms also provide cognitive learning opportunities for all students that help them to plan, organize, reflect, and pay attention. This type of work improves cognitive functioning and is particularly successful with special needs students. Staff will learn how to link new *HM Pre-K* themes introduced during large and small group instruction with dramatic play and other learning centers. *SEL* also provides explicit teacher support and instructional strategies, including pre-teaching, re-teaching, and scaffolded instruction to develop language/literacy skills and engage students in meaningful conversations.<sup>24</sup> Within the classrooms, physical spaces will be established to encourage peer interaction, cognitive exploration, dramatic play, singing, individual/small group reading, and writing.

*Strategies and Materials: Background Knowledge.* Sites will provide engaging, challenging activities and authentic context for developing literacy skills, building background knowledge, and increasing oral language.<sup>25</sup> *HM Pre-K* units integrate core subjects such as math, science, social studies, and literacy. (*See Purpose 2 for background knowledge activities.*) Through this grant, students will also participate in experiential learning activities such as field trips, guest speakers, and dramatic play. PERK preschool classrooms will be equipped with books, posters, literacy software programs, and other learning materials to develop student background knowledge in multiple subject areas. Multi-lingual, differentiated materials will be purchased to reach

ELL and special needs children. *SEL* professional development will show teachers how to strategically prepare children so they will acquire background knowledge and learn new vocabulary when they listen to books, talk with adults, or go on field trips. These activities will introduce preschoolers to new unit themes such as animals, construction, and family. Math and science stations will be included in group activities, non-fiction math and science books will be purchased, and math and science concepts will be incorporated into mature play.

**PURPOSE 4: PROFESSIONAL DEVELOPMENT**

<b>Goal 3: Provide high-quality professional development opportunities.</b>
<b>Objectives:</b>
As a result of professional development PERK staff will:
a. Integrate instructional materials, activities, and tools into the existing curriculum ( <i>Creative Curriculum</i> ) to create cohesive, scientifically based instructional plans.
b. Demonstrate knowledge of the content and pedagogy of teaching oral language development, phonological and print awareness, and alphabet knowledge to implement explicit, intentional, and scaffolded instructional strategies.
c. Use literacy screening, progress-monitoring assessment, and data to inform decisions and differentiate instruction.

Content, Scope, and Sequence. PERK will provide several professional development, training, and continuing education opportunities for PERK staff to transform these preschool sites into “Centers of Excellence”<sup>26</sup> for participating students. (See student demographic information in Appendix E, Table 3). The main provider of professional development will be McREL out of Denver, Colorado. In addition to the *Scaffolded Early Literacy (SEL)* professional development described below, the following opportunities will be offered:

Target	Offering	Provider and Time
All PERK Staff	Monthly DMPS-created professional development on a variety of topics relating to early childhood education. Topics will be determined based on needs assessments.	Project Coordinator, assisted by Coaches. Consultants will be hired to provide expertise. (90 minutes/month; 1 credit hour).
All PERK Staff	Week-long summer PD workshop.	Project Coordinator. (2 graduate hours).
PERK Teachers & Coaches	Professional development book study.	Project Coordinator. (Monthly).
Coaches	“How to be an Effective Coach”	McREL. (6 hours/month). Project Coordinator. (2 hours/month).

Family Liaisons	“Family Literacy Education”	Project Coordinator. (2-4 hours/month).
Family Liaisons	“Family Development Specialist” certification	University of Iowa. (3 graduate hours).
Teacher Associates	“Child Development Associate” certification	Des Moines Area Community College. (15 credits).

*SEL* professional development will provide PERK staff with essential knowledge and tools to develop children’s cognition, language, and early literacy skills.<sup>27</sup> Within these categories, specific teacher outcomes are organized across a three-year cycle to build content knowledge and skills in how reading develops in young children<sup>28</sup> and how to prevent reading failure.<sup>29</sup> Over the three years of the program, knowledge and skills are introduced, practiced, and refined to increase teachers’ depth of understanding and expertise in the instructional areas. *(A complete description of SEL content, scope, and sequence is included in Appendix D).*

Strategies and Materials. *SEL* will provide support to teachers on the core components of early literacy, how to teach and reinforce these components throughout the day, how to address literacy and print concepts, and how to encourage early writing skills.<sup>30</sup> *SEL* aligns with *HM Pre-K* curriculum materials and activities and will help project teachers successfully integrate these materials and activities into their programs. The professional development addresses issues that the curriculum materials and activities alone cannot, including customizing instruction to meet individual children’s needs, using assessment to guide instruction, and providing effective mentoring. To build capacity and have a lasting impact, professional development will provide sustained, intensive, and classroom-focused activities, such as in-class coaching and demonstrations. Workshop sessions, demonstrations, and coaching will incorporate the *HM Pre-K* curriculum and materials to ensure teachers successful implementation.

Number of hours, frequency, method of delivery, and quality. *(See chart above for information on non-SEL professional development.)*

The *SEL* model uses a multi-leveled approach that supports sharing of expertise between local and outside experts and classroom teachers. Professional development activities will be tailored to existing staff knowledge and ability. Staff will engage in activities congruent with their respective roles. All staff will work with McREL professional developers monthly to facilitate *HM Pre-K* and *SEL* implementation; in addition, Literacy Coaches will work with McREL staff monthly on instructional leadership topics and skills such as how to observe classrooms, provide feedback to teachers, and conduct classroom demonstrations—building local capacity.

During Year 1, all staff will engage in 128 hours of professional development delivered by McREL (approximately 64 hours instruction and 64 hours of coaching). On-site staff development sessions will be designed to meet the individual needs of the project staff with the goal of improving teachers' use of explicit, intentional, scaffolded instruction. During these sessions, project staff will learn how to implement specific *SEL* instructional strategies with children at different levels of literacy development, how to provide individualized scaffolding, and how to vary this scaffolding depending on how each child progresses in the mastery of a specific literacy skill or concept. Each site will support teachers with time for daily reflection and documentation of practice to encourage thoughtful and intentional teaching. Teachers will use this documentation during structured shared learning facilitated by McREL and Literacy Coaches. McREL will also deliver two days of professional development each year for kindergarten teachers to explore *SEL* and how they can use curricular content and processes to facilitate the transition to kindergarten. Kindergarten teachers at each PERK site will be invited to attend any of the project's professional development offerings.

In Years 2 and 3, Coaches will participate in study groups and staff development activities designed to help them serve as effective coaches and mentor PERK teachers to build model

preschool classrooms. PERK staff will visit exemplary classrooms and continue to participate in workshops, structured shared learning, and other activities designed to meet program needs. Specific topics will include expanding the repertoire of the themes for dramatic play, maximizing *HM Pre-K* activities/materials, and adapting *SEL* instructional strategies for ELL and special needs students. Activities will include reflective dialogue to develop understanding of links between theory and practice and encourage thoughtful and intentional teaching.

To facilitate interaction between staff and McREL, videoconferencing will be utilized. PERK staff will use videoconferencing to observe, collaborate, share, and learn without leaving their classrooms. McREL will host a website that will be the main forum for all project activities including planning and progress reporting. With *SEL*, DMPS will build capacity to sustain program efforts after funding ends.

Additionally, teachers will be supported in the use of assessment tools through professional development sessions and on-site coaching. Coaches and teachers will receive training from institutions like Iowa State University Extension and Drake University on administering assessments and collecting, analyzing, and using data to improve instruction and meet individual student needs. Data will be collected throughout the year and will help guide the direction of this program, including technical assistance, development of curriculum, and instructional strategies.

At the beginning and completion of each school year, teachers will complete a thorough self-evaluation of their perceived skills in early childhood literacy. These results will be used to both determine professional development activities and to monitor teacher progress. To determine success of professional development activities, after each professional development activity, participants will complete a self- and event-evaluation. The four-part evaluation will: (A) determine the most important element they took from the training, the least effective aspect of the training,

and how they will implement what they learned in the classroom; (B) have a short Leichardt-scale evaluation of the training, (C) result in the development of a classroom action plan for teachers and TAs, and (D) an assessment component developed by McREL.

Teacher Mentoring. As described above, professional development will be embedded within daily practice. Literacy Coaches will attend all training and professional development sessions and will use information from these sessions to provide mentoring and support to teachers. Each Literacy Coach will be assigned to no more than four classrooms, and will spend one day per week in each of these classrooms. When Coaches visit classrooms, they will confer with the teacher in the morning, observe a lesson in the classroom, meet with the teacher for reflection and coaching, work with teachers to develop teaching strategies, model the teaching strategies, and follow up to determine effectiveness of strategy implementation. Literacy Coaches will use data collected from observational tools and checklists to develop action plans with staff to improve their practices and abilities of self-reflection.

**PURPOSE 5: ASSESSMENTS**

Screening & Progress Monitoring Instruments. Assessment data will be used to identify children at risk of becoming struggling readers and provide interventions targeted to each child’s specific needs. The following formal assessments will be used:

Assessment	Frequency	Administrative Time	
	Use	Validity	Reliability
PPVT-III	Pre / Re-test* / Post Assessment	September, January*, & May	
	Listening comprehension for spoken words in standard English and a screening test of verbal ability.	Concurrent	.92-.98
PALS	Pre / Re-test* / Post Assessment	September, January*, & May	
	Phonemic awareness, phonics, and fluency. <i>Houghton Mifflin Pre-K is correlated to PALS.</i>	Internal and convergent	88%
ELLCO	Pre / Post Assessment	September & May	
	Environmental factors in early literacy and	Internal	88%

	language development.		
ECERS-R	Pre / Post Assessment	September & May	
	Quality of the early childhood environment.	Predictive	.88
G3	Pre / Re-test* / Post Assessment	September, January*, & May	
	Expressive communication; adaptive motor, social, and cognition skills; alliteration and rhyming; and phonological awareness.	Correlated	.44 - .78 (Picture naming)
			.83 - .89 (Rhyming)
			.46 - .80 (Alliteration)

\*Re-test assessments will be conducted for struggling students in January as indicated.

Beginning in Year 2, PERK staff will also use assessment materials developed by the University of Oklahoma Center for Early Childhood Professional Development (and Early Reading First site) for child progress monitoring. These assessment materials are consistent with formal program evaluations and will provide ongoing informal assessment on concepts of print, rhyming, and letter identification throughout the year. The assessments developed by the University of Oklahoma have been approved and used as ERF assessment tools for previous ERF grants.

*HM Pre-K* also provides opportunities for ongoing informal assessments to evaluate student progress and determine if students are developing the language, early literacy, and cognitive skills necessary for continued reading and school success. “Embedded Observing Children” prompts are located throughout the Teacher’s Book and provide point-of-use diagnostic/prescriptive suggestions. Teachers will also use observational checklists correlated to the *HM Pre-K* theme learning goals to monitor growth over time. (See Purpose 4 for assessment measures for professional development). The information assessments developed for *HM Pre-K* have also been used to measure progress in ERF grants.

**Selection Criterion 1, Factor 3: Coordination of Efforts**

Coordination with District and Reading First Programs. To provide students with the foundational language, cognitive, and early reading skills they will need to successfully transition into kindergarten, the PERK project staff and building administration will coordinate planning between preschool, kindergarten, and special education teachers to ensure continuity of teaching and learning; develop needed student IEP plans, facilitate classroom observations; and develop shared professional development sessions and workshops. Kindergarten teachers will participate in several McREL *SEL* trainings to help them better understand the curriculum and the knowledge, skills, and abilities preschoolers will have as they enter kindergarten. The Coordinator will meet with ERF staff weekly and site directors monthly. Additionally, project information will be disseminated to community partners, school district administration, and support staff.

DMPS, a Reading First District, uses the *Houghton Mifflin Reading Program*, a SBRR program aligned with the selected ERF curriculum—*HM Pre-K*. PERK will focus on four areas of Reading First: phonemic awareness, fluency, vocabulary, and comprehension. The five sites selected for the PERK program are also Reading First schools, providing opportunities for pre-school and kindergarten teachers to hold transitional meetings during second semester to discuss curriculum issues, accomplishments, and needs of students.

**II. QUALITY OF PROJECT PERSONNEL**

**Selection Criterion 2, Factor 1- Project Director Qualifications**

<b>Nancy Duey, Project Director</b>	
<b>Education</b>	<b>Experience</b>
<ul style="list-style-type: none"> <li>• <b>Family Development Specialist Certification, University of Iowa, Iowa City, Iowa</b></li> <li>• <b>Master of Arts, Elementary Administration, Drake University, Des Moines, Iowa</b></li> <li>• <b>Bachelor of Science, Elementary Education Major, Social Studies Minor, Iowa State University, Ames, Iowa</b></li> <li>• <b>Early Childhood Endorsement, Drake University, Des Moines, Iowa</b></li> </ul>	<ul style="list-style-type: none"> <li>• Extensive experience coordinating and facilitating early childhood programs.</li> <li>• Recognized as an instructional leader and strong advocate for quality early childhood education and family services.</li> <li>• Been in the education field for over three decades.</li> <li>• Coordinated Head Start programs in Des Moines for over 20 years.</li> <li>• Coordinated DMPS Early Reading First since 2004.</li> <li>• District-wide coordinator for DMPS Universal Pre-K.</li> <li>• Instrumental in several Early Childhood consortiums in Central Iowa.</li> <li>• Certified trainer in several areas of early childhood education.</li> <li>• Ms. Duey's resume is included in Appendix F.</li> </ul>

**Selection Criterion 2, Factor 2- Key Personnel Qualifications**

<b>To Be Hired, Project Coordinator</b>	
<b>Desired Education</b>	<b>Desired Experience</b>
<ul style="list-style-type: none"> <li>• Masters Degree in Education, Early Childhood preferred</li> <li>• Post-graduate hours in reading and/or reading endorsement</li> <li>• Knowledge of current research in early literacy, child development, and family literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Three to five years demonstrated success as an early childhood educator.</li> <li>• A minimum of two years of management/coordination in project administration.</li> <li>• Experience planning and facilitating professional development.</li> <li>• Adult/family literacy experience, preferred.</li> <li>• Organizational ability, including ability to handle multiple priorities and meet deadlines.</li> <li>• Multi-lingual, preferred.</li> <li>• A full job description is included in Appendix F.</li> </ul>

**Capitol View, Carver, King, McKinley, and Moulton Principals, Center Directors**

<b>Education</b>	<b>Experience</b>
<ul style="list-style-type: none"> <li>• All have a BA in Education, plus an MA in Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Building Principals with demonstrated success in early childhood education and grant management.</li> <li>• Recognized as instructional leaders and strong advocates for quality early childhood education and family services.</li> <li>• Administration in buildings with existing pre-school and Reading First programs.</li> </ul>

<b>5 To Be Hired, Literacy Coaches</b>	
<b>Desired Education</b>	<b>Desired Experience</b>
<ul style="list-style-type: none"> <li>• BA in Early Childhood, Elementary Education, or Curriculum and Instruction (MA preferred)</li> <li>• Post-graduate hours in reading and/or reading endorsement</li> <li>• Knowledge of current research in early literacy, child development, and family literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Three to five years demonstrated success as an early childhood educator.</li> <li>• Experience as a coach/mentor, preferred.</li> <li>• Experience facilitating strategies to support cultural, linguistic, and ability diverse children.</li> <li>• Experience administering language assessment tests.</li> <li>• Experience facilitating adult learning, preferred.</li> <li>• Multi-lingual, preferred.</li> <li>• A full job description is included in Appendix F.</li> </ul>
<ul style="list-style-type: none"> <li>• All Literacy Coaches will receive extensive professional development, as described in Purpose 4.</li> </ul>	
<b>Classroom Teachers</b>	
<b>Education</b>	<b>Experience</b>
<ul style="list-style-type: none"> <li>• BA in Elementary or Early Childhood Education</li> <li>• Post-graduate hours in reading and/or reading endorsement, preferred</li> <li>• Knowledge of current research in early literacy, child development, and family literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Three to five years demonstrated success as an early childhood educator.</li> <li>• Experience facilitating strategies to support cultural, linguistic, and ability diverse children.</li> <li>• Multi-lingual, preferred.</li> <li>• Experience administering language assessment tests, preferred.</li> <li>• For statistics for current teachers, see Appendix E.</li> </ul>
<ul style="list-style-type: none"> <li>• All Teachers will receive extensive Professional Development, as described in Purpose 4.</li> </ul>	
<b>3 To Be Hired, Family Liaisons</b>	
<b>Desired Education</b>	<b>Desired Experience</b>
<ul style="list-style-type: none"> <li>• BA in Human/Social Services or Elementary Education</li> <li>• Family Development Specialist Certification, Desired</li> </ul>	<ul style="list-style-type: none"> <li>• One to three years experience working with families, family literacy, or coordinating with human service agencies.</li> <li>• Experience facilitating strategies to support cultural, linguistic, and ability diverse persons.</li> <li>• Multi-lingual, preferred.</li> <li>• A full job description is included in Appendix F.</li> </ul>
<ul style="list-style-type: none"> <li>• All Family Liaisons will receive extensive Professional Development, as described in Purpose 4.</li> </ul>	
<b>Teacher Associates</b>	
<b>Desired Education</b>	<b>Desired Experience</b>
<ul style="list-style-type: none"> <li>• High school diploma, AA Degree desired</li> <li>• Child Development Associate Credentials, preferred</li> </ul>	<ul style="list-style-type: none"> <li>• One to three years experience in early childhood, preferred.</li> <li>• Multi-lingual, preferred.</li> <li>• For statistics for current associates, see Appendix E.</li> </ul>
<ul style="list-style-type: none"> <li>• All Teacher Associates will receive extensive continuing education, as described in Purpose 4.</li> </ul>	

**Selection Criterion 2, Factor 3: Project Consultant/Subcontractor Qualifications**

**Dr. Jill Johnson, Drake University College of Education, External Evaluator**

Education	Experience
<ul style="list-style-type: none"> <li>• <b>Ph.D. Curriculum &amp; Instruction: Literacy Education, <i>The University of Minnesota, Minneapolis, Minnesota, Emphasis: Reading Education and Comprehension</i></b></li> <li>• <b>M.A. Early Childhood Education, <i>The University of Iowa, Iowa City, Iowa, Emphasis: Family Support Systems</i></b></li> <li>• <b>B.A. Elementary Education, <i>The University of Iowa, Iowa City, Iowa</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Strong background in early education, reading, and family involvement.</li> <li>• Experienced in research-based literacy practices, evaluation design, preschool assessment, and family involvement.</li> <li>• Served as the external evaluator for the DMPS Early Reading First project since 2004.</li> <li>• Dr. Johnson's resume is included in Appendix E.</li> </ul>

**Research Institute for Studies in Education (RISE), Iowa State University, Evaluation**

Institutional Experience	Experience
<ul style="list-style-type: none"> <li>• Supported excellence in education research, evaluation, and assessment at ISU, in Iowa, nationally, and internationally since 1974.</li> <li>• Collaborates with schools, government agencies, and non-profit organizations to improve PK-12 education.</li> <li>• Projects focus on student learning in reading, math, science, and foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides leadership in program and project evaluation using advanced levels of quantitative and qualitative methodologies, as well as survey research and development, data management, and reporting.</li> <li>• Participated in the Des Moines Early Reading First program since 2004.</li> </ul>

**Mid-continent Research for Education and Learning (McREL), Professional Development**

Institutional Experience	Experience
<ul style="list-style-type: none"> <li>• Regional Education Laboratory for the Central Region</li> <li>• Holds the federal contract for the North Central Comprehensive Center, serving the states of Iowa, Minnesota, Nebraska, North Dakota, and South Dakota.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed widely acclaimed PreK-16 educational products that are used in classrooms nationally and internationally to help educators maximize student learning.</li> <li>• Scaffolding Early Literacy is being implemented currently in three Early Reading First grant sites, as well as numerous other preschool and kindergarten programs throughout the nation.</li> <li>• A resume for Elena Bodrova, Principal Researcher, is included in Appendix E.</li> </ul>

### III. ADEQUACY OF RESOURCES

#### Selection Criterion 3, Factor 1: Relevance & Commitment of Partners

*Support of Stakeholders.* DMPS is committed to providing high-quality early childhood education for all children. PERK sites were selected based upon need, including high poverty and ELL enrollment rates. The five schools selected have FRPL and ELL enrollment rates significantly higher than the district average. (See Appendix E, Table 3 for demographic and special needs data). Additionally, the schools are Reading First sites, which will allow for cooperation and planning between Reading First and ERF programs. District administrators, principals, teachers, and staff have collaborated in the development of the PERK project and are excited to participate in this grant. Each site is also fully supportive of the curriculum and the staff time commitment required for participation in professional development. (Documentation of support from the principals of each school is included in Appendix G).

In addition to the DMPS sites discussed above, preschool students from the Bidwell-Riverside Center and Holy Family School will also participate in the PERK project at Carver and McKinley, respectively. Holy Family is one of seven Catholic elementary schools in Des Moines that serves a diverse body of preschool students. Bidwell provides daycare and preschool education in low-income areas of Des Moines. Bidwell and Holy Family staff members are fully supportive of this grant proposal and are committed to participating in proposed program activities. (Documentation of support from Bidwell and Holy Family is included in Appendix G).

DMPS will also contract with McREL for professional development services, the University of Oklahoma for additional assessment instruments, and national early literacy consultants to provide diversity of perspectives and topics in professional development provided by DMPS as needed. Additional program support will be received from community partners including the

United Way of Central Iowa, the Early Childhood Partnership (which includes an extensive list of community organizations), DMPS Head Start and Iowa Community Empowerment. DMPS will coordinate with these community organizations to provide continued support and expanded opportunities to PERK students, their families, and staff. The Project Director collaborates with these community organizations monthly to coordinate activities. *(Documentation of support from McREL and DMPS Head Start included in Appendix G).*

**Selection Criterion 3: Factor 2: Reasonable Costs**

*Activities/People Served.* An Early Reading First grant will have a positive impact on up to 426 at-risk children, 41 staff, parents, and family members. Currently, the district cost/child rate for preschool children is \$3,200 (9-month program). An Early Reading First grant will allow the district to expend significant amounts of time and money developing first-rate preschool programs in these high-needs areas of the city. It is less expensive to provide high-quality education in preschool than to incur the costs of remedial education in later grades. It is anticipated that, as a result of this program, participating students will develop the literacy skills they need to succeed in kindergarten and beyond, and that fewer students will need remedial and/or special education services in the future.

The budget for this grant is focused primarily on supporting additional staff, professional development, and literacy materials. 72% of the budget is allocated to personnel salaries and benefits. 11% is allocated to equipment and supplies, and 13% is allocated to contractual costs, including professional development and evaluation services.

*Improvement to Existing Project.* This grant will serve as a long-term investment in strengthening the early childhood curriculum, instruction, and assessment at each site. This project will provide intensive professional development, books and materials for site and home use, increase

family literacy, and provide at-risk children with a solid foundation for school success and ongoing increased student achievement.

All staff participating in the program will receive high-quality professional development on Scaffolded Early Learning from McREL, the HM Pre-K and Hampton Brown Avenues/ELL curricula, and effective assessment and evaluation procedures from DMPS. (*See Purpose 4 for description of professional development*). These professional development opportunities will not be available without the support of the ERF grant. Currently, preschool staff receives only limited professional development on literacy. The high-quality, intensive professional development opportunities in PERK will provide staff with the knowledge and skills needed to effectively integrate PERK curriculum materials into daily preschool instruction, develop and implement a comprehensive system of program assessment and evaluation, and improve preschool students' literacy skills and future school success.

*Increased Student Achievement.* In 2008, a study conducted by the Child & Family Policy Center of Des Moines determined that **only 29% of students in Des Moines enter kindergarten with the knowledge and skills they need to succeed in school.**<sup>31</sup> With this grant, 25 preschool classrooms will begin using the *HM Pre-K* curriculum and supplemental *HBA* materials to develop literacy skills and improve the percentage of students who are prepared to enter kindergarten. Providing effective literacy instruction in preschool will lay the foundation for academic success in the future. Results from the 2004 ERF grant in Des Moines show that students whose teachers have participated in ERF professional development perform as well as, or better than, like peers through second grade. The results of the 2004 ERF project are also significant as the teachers taught at high-need sites.

**IV. QUALITY OF MANAGEMENT PLAN**

**Selection Criterion 4, Factor 1: Adequacy of Management Plan**

(See Purposes 2, 3, and 4 for project Goals and Objectives)

<u>ACTIVITIES—YEAR 1</u>	<u>PERSON RESPONSIBLE</u>	<u>DATA SOURCE</u>
<ul style="list-style-type: none"> <li>• Capacity Building                             <ul style="list-style-type: none"> <li>◆ Goal 1: Early Reading Skills                                     <ul style="list-style-type: none"> <li>▪ Goal 2: Language-Rich Environments</li> <li>★ Goal 3: Professional Development</li> </ul> </li> </ul> </li> </ul>		

**SEPTEMBER**

• Award Notification .....	US Dept of Ed .....	Award Letter
• Establish Accounts.....	Business & Finance .....	Account Numbers
• Hire Project Coordinator.....	DMPS HR.....	Contract
• Hire Support Staff.....	DMPS HR.....	Contract
• Hire any Teachers, Teacher Assistants needed.....	DMPS HR.....	Contract
• Contract with External Evaluator.....	Project Director (P.D.).....	Contract
• Contract with University of Oklahoma.....	P.D.....	Contract
• United Way Early Childhood Partnership Meetings, <i>twice monthly, ongoing</i> .....	P.D.....	Meeting Notes
• Strong Families Meetings, <i>monthly, ongoing</i> .....	P.D.....	Meeting Notes
◆ CCPORT assessment .....	ERF Teachers .....	Evaluation Report
◆ Purchase HM Pre-K materials .....	P.D.....	Purchase Orders (P.O.)
◆ Purchase HB Avenues materials .....	P.D.....	P.O.
◆ Collaborate with SPED teachers for incoming preschool students, <i>continue as needed</i> .....	ERF Teachers, SPED .....	IEP
◆ Well-child screenings (vision, hearing, speech/ language, physical, cognitive, social, developmental (Dever-II).....	Nurse, ERF Teachers...	Screening Reports
▪ Purchase ECERS/ELLCO materials .....	Project Coordinator (P.C.).....	P.O.
★ Contract with McREL.....	P.D.....	Contract

**OCTOBER**

• Hire Literacy Coaches and Family Liaisons, <i>ongoing through Dec., all by start Jan 4.</i> .....	DMPS HR.....	Contract
• Contract with External Evaluator.....	P.D.....	Contract
• Order assessment tools.....	P.C. ....	P.O.
• Order computers, supplies, etc. for PERK staff.....	P.C. ....	P.O.
• Project Coordinator orientation to DMPS, DMPS preschool programs, building teams, and PERK grant .....	P.C. ....	Calendar of Events
• ERF Presentations for Building Principals, Center Directors, Literacy Coordinator, Community Partners, <i>continues through Nov.</i> .....	P.D., P.C. ....	Meeting Notes
• Head Start Nat's Conf. on ELL Education .....	P.D., P.C. ....	Registration, Artifacts

- ERF Quarterly Program Assessment ..... P.C. .... Evaluation Report
- UW EC Meeting, cont. .... P.D. .... Meeting Notes
- Strong Families Meetings, cont. .... P.D. .... Meeting Notes
  - ♦ Development learning activities, *continues daily*..... ERF Teachers & TAs ..... Lesson Plans
  - ♦ Visits to ERF classrooms, *continues weekly*..... P.C. .... Observation Notes
  - ♦ Baseline data {PPVT, PALS, and G3} ..... Iowa State University ..... Score Reports
  - ♦ Research supplemental materials for ELL & SPED ..... P.D. .... Purchase Plan
  - ♦ ERF teachers visit Kindergarten classes ..... P.C. .... Substitute Records
  - ♦ Parent/Teacher Conferences ..... ERF Teachers ..... Conference Records
    - Baseline data {ELLCO & ECERS-R} ..... Iowa State ..... Score Reports
    - ★ Needs assessment for ERF teachers..... P.C. .... Survey Report
    - ★ Finalize DMPS PD schedule based on needs assessment survey results..... P.C. .... PD Schedule
    - ★ Finalize McREL PD schedule..... P.D., P.C. .... PD Schedule

**NOVEMBER**

- Visit Exemplary ERF Programs..... P.D., P.C, ERF Teachers ..... Artifacts
- ERF Presentations, cont. .... P.D., P.C. .... Meeting Notes
- UW EC Meeting, cont. .... P.D. .... Meeting Notes
- Strong Families Meetings, cont. .... P.D. .... Meeting Notes
  - ♦ Daily development learning activities, cont..... ERF Teachers ..... Lesson Plans
  - ♦ ERF Classroom visits, cont..... P.C. .... Observation Notes
    - Purchase ELL & SPED supplemental materials..... P.C. .... P.O.
    - ★ DMPS PD, *continues monthly* ..... P.C. .... PD Evaluation Report
    - ★ Plan Substitute Schedule ..... P.C. .... Sub Schedule

**DECEMBER**

- Meeting with Principals, *cont. monthly* ..... P.C. .... Meeting Notes
- UW EC Meeting, cont. .... P.D. .... Meeting Notes
- Strong Families Meetings, cont. .... P.D. .... Meeting Notes
  - ♦ Daily development learning activities, cont..... ERF Teachers ..... Lesson Plans
  - ♦ ERF Classroom visits, cont..... P.C. .... Observation Notes
    - Development of classroom libraries, *continues monthly* ..... P.C. .... P.O.
    - ★ DMPS PD, *cont.*..... P.C. .... PD Evaluation Report

**JANUARY— ALL PERK STAFF BEGINS**

- Principal/Center Director Meetings, cont. .... P.C. .... Meeting Notes
- UW EC Meeting, cont. .... P.D. .... Meeting Notes
- Strong Families Meetings, cont. .... P.D. .... Meeting Notes
  - ♦ Daily development learning activities, cont..... ERF Teachers ..... Lesson Plans
  - ♦ ERF Classroom visits, cont..... P.C. .... Observation Notes
  - ♦ CCPORT assessment..... ERF Teachers ..... Evaluation Report
  - ♦ Parent meetings & newsletter, *cont. monthly*.... Family Liaisons ... Attendance & Artifacts
  - ♦ PACT Time, *continues weekly*..... Family Liaisons ..... Attendance Records

- ◆ Family Literacy Nights, *continues bi-monthly* . Family Liaisons ..... Attendance Records
  - ELLCO, ECERS-R training for Coaches..... Iowa State Extension ..... Certification
  - Purchase Family Literacy Materials,
    - continues monthly* ..... Family Liaison ..... P.O.
    - ★ *DMPS PD, cont.* ..... P.C. .... PD Evaluation Report
    - ★ All-day PD for all ERF staff ..... P.C. .... PD Evaluation Report
    - ★ Needs assessment for Coaches and Liaisons ..... P.C. .... Survey Report
    - ★ PD Book Study, *continues monthly* ..... P.C. .... PD Credit
    - ★ Team planning meetings,
    - ★ Family Specialist Certification from University of Iowa ..... Family Liaison ..... Certification
    - continues weekly* ..... ERF Teachers and Coaches .... Team notes

**FEBRUARY—BEGIN TRANSITION TO KINDERGARTEN**

- *Principal/Center Director Meetings, cont.* ..... P.C. .... Meeting Notes
- *UW EC Meeting, cont.* ..... P.D. .... Meeting Notes
- *Strong Families Meetings, cont.* ..... P.D. .... Meeting Notes
- ERF Quarterly Program Assessment ..... P.C. .... Evaluation Report
- Classroom observation, *continues weekly* ..... Coaches ..... Observation Reports
  - ◆ *Daily development learning activities, cont.* ..... ERF Teachers ..... Lesson Plans
  - ◆ *ERF Classroom visits, cont.* ..... P.C. .... Observation Notes
  - ◆ *Parent meetings & newsletter, cont.* ..... Family Liaisons ... Attendance & Artifacts
  - ◆ *PACT Time, cont.* ..... Family Liaisons ..... Attendance Records
  - ◆ *Family Literacy Nights, cont.* ..... Family Liaisons ..... Attendance Records
  - ◆ Training on administering assessment tests for Coaches ..... Heartland AEA, ISU ..... Certification
  - ◆ Re-test struggling students ..... Coaches ..... Score Reports
    - Create action plans for ECERS compliance Coaches & ERF Teachers..... Action Plans
    - ★ *DMPS PD, cont.* ..... P.C. .... PD Evaluation Report
    - ★ *Weekly team meetings, cont.* ..... ERF Teachers and Coaches .... Team notes
    - ★ *PD Book Study, cont.* ..... P.C. .... PD Credit
    - ★ “How to be an Effective Coach” PD for Coaches, *continues monthly* ..... P.C. .... P.D. Evaluation Report
    - ★ “Family Literacy Education” PD for Liaisons, *continues monthly* ..... P.C. .... P.D. Evaluation Report
    - ★ “Child Development Associate” for TAs, *continues monthly* ..... DMACC ..... Certification

**MARCH**

- *Principal/Center Director Meetings, cont.* ..... P.C. .... Meeting Notes
- *UW EC Meeting, cont.* ..... P.D. .... Meeting Notes
- *Strong Families Meetings, cont.* ..... P.D. .... Meeting Notes
- Classroom observation, *continues weekly* ..... Coaches ..... Observation Reports
  - ◆ *Daily development learning activities, cont.* ..... ERF Teachers ..... Lesson Plans
  - ◆ *ERF Classroom visits, cont.* ..... P.C. .... Observation Notes
  - ◆ *Parent meetings & newsletter, cont.* ..... Family Liaisons ... Attendance & Artifacts
  - ◆ *PACT Time, cont.* ..... Family Liaisons ..... Attendance Records

- ♦ *Family Literacy Nights, cont.*..... Family Liaisons ..... Attendance Records
- ♦ ERF Teachers visit Kindergarten classes..... P.C. .... Substitute Reports
- ♦ Parent/Teacher Conferences ..... ERF Teachers ..... Conference Report
  - Buy literacy, math, and science materials,  
*continues monthly*..... Coaches ..... P.O.
  - ★ *DMPS PD, cont.*..... P.C. .... PD Evaluation Report
  - ★ *Weekly team meetings, cont.* ..... ERF Teachers and Coaches .... Team notes
  - ★ *PD Book Study, cont.* ..... P.C. .... PD Credit
  - ★ *Coaching PD*..... P.C. .... P.D. Evaluation Report
  - ★ *Family Literacy PD*..... P.C. .... P.D. Evaluation Report
  - ★ *CDA certification*..... DMACC ..... Certification

**APRIL**

- *Principal/Center Director Meetings, cont.* ..... P.C. .... Meeting Notes
- *UW EC Meeting, cont.* ..... P.D. .... Meeting Notes
- *Strong Families Meetings, cont.* ..... P.D. .... Meeting Notes
- PD Library Needs Assessment..... Coaches ..... Needs Report
  - ♦ *Daily development learning activities, cont.*..... ERF Teachers ..... Lesson Plans
  - ♦ *ERF Classroom visits, cont.*..... P.C. .... Observation Notes
  - ♦ *Parent meetings & newsletter, cont.* ..... Family Liaisons ... Attendance & Artifacts
  - ♦ *PACT Time, cont.* ..... Family Liaisons ..... Attendance Records
  - ♦ *Family Literacy Nights, cont.*..... Family Liaisons ..... Attendance Records
  - ♦ Coaching sessions, *continue weekly*..... Coaches ..... Coaching Reports
  - ♦ Collaboration with SPED teachers for outgoing preschool students, *continue as needed* ..... ERF Teachers ..... IEP
    - *Buy materials, cont.* ..... Coaches ..... P.O.
    - ★ *DMPS PD, cont.*..... P.C. .... PD Evaluation Report
    - ★ *Weekly team meetings, cont.* ..... ERF Teachers and Coaches .... Team notes
    - ★ *PD Book Study, cont.* ..... P.C. .... PD Credit
    - ★ *Coaching PD*..... P.C. .... P.D. Evaluation Report
    - ★ *Family Literacy PD*..... P.C. .... P.D. Evaluation Report
    - ★ *CDA certification*..... DMACC ..... Certification
    - ★ *All-day PD* ..... P.C. .... PD Evaluation Report

**MAY**

- *Principal/Center Director Meetings, cont.* ..... P.C. .... Meeting Notes
- *UW EC Meeting, cont.* ..... P.D. .... Meeting Notes
- *Strong Families Meetings, cont.* ..... P.D. .... Meeting Notes
- ERF Quarterly Program Assessment ..... P.C. .... Evaluation Report
- Develop PD Library Action Plan..... Coaches ..... Action Plan
  - ♦ *Daily development learning activities, cont.*..... ERF Teachers ..... Lesson Plans
  - ♦ *ERF Classroom visits, cont.*..... P.C. .... Observation Notes
  - ♦ *Parent meetings & newsletter, cont.* ..... Family Liaisons ... Attendance & Artifacts
  - ♦ *PACT Time, cont.* ..... Family Liaisons ..... Attendance Records
  - ♦ *Family Literacy Nights, cont.*..... Family Liaisons ..... Attendance Records
  - ♦ *Coaching sessions, cont.* ..... Coaches ..... Coaching Reports
  - ♦ CCPORT assessment ..... ERF Teachers ..... Evaluation Report
  - ♦ Re-test all students {PPVT, PALS, and G3} ..... Coaches ..... Score Reports

- Re-assess classrooms {ELLCO, ECERS} ... Coaches ..... Score Reports
- ★ *DMPS PD, cont.*..... P.C. .... PD Evaluation Report
- ★ *Weekly team meetings, cont.* ..... ERF Teachers and Coaches .... Team notes
- ★ *PD Book Study, cont.* ..... P.C. .... PD Credit
- ★ *Coaching PD*..... P.C. .... P.D. Evaluation Report
- ★ *Family Literacy PD*..... P.C. .... P.D. Evaluation Report
- ★ *CDA certification* ..... DMACC ..... Certification

**JUNE**

- *Principal/Center Director Meetings, cont.* ..... P.C. .... Meeting Notes
- *UW EC Meeting, cont.* ..... P.D. .... Meeting Notes
- *Strong Families Meetings, cont.* ..... P.D. .... Meeting Notes
- ♦ *Daily development learning activities, cont.*..... ERF Teachers ..... Lesson Plans
- ♦ *ERF Classroom visits, cont.*..... P.C. .... Observation Notes
- ♦ *Parent meetings & newsletter, cont.* ..... Family Liaisons ... Attendance & Artifacts
- ♦ *PACT Time, cont.* ..... Family Liaisons ..... Attendance Records
- ♦ *Family Literacy Nights, cont.*..... Family Liaisons ..... Attendance Records
- ♦ *Coaching sessions, cont.* ..... Coaches ..... Coaching Reports
- Create action plans for ECERS compliance Coaches & ERF Teachers..... Action Plans
- ★ *DMPS PD, cont.*..... P.C. .... PD Evaluation Report
- ★ *Weekly team meetings, cont.* ..... ERF Teachers and Coaches .... Team notes
- ★ *PD Book Study, cont.* ..... P.C. .... PD Credit
- ★ *CDA certification* ..... DMACC ..... Certification

**JULY**

- *Principal/Center Director Meetings, cont.* ..... P.C. .... Meeting Notes
- *UW EC Meeting, cont.* ..... P.D. .... Meeting Notes
- *Strong Families Meetings, cont.* ..... P.D. .... Meeting Notes
- ERF Annual Program Assessment..... External Evaluator ..... Evaluation Report
- Modifications to ELI..... P.D., P.C. .... Revised Action Plan

**AS SCHEDULED**

- ERF Technical Assistance meeting ..... P.D., P.C. .... Artifacts
- National Family Literacy Conference..... P.D., P.C. .... Artifacts
- International Reading Association Conference ..... P.D., P.C. .... Artifacts
- NAEYS Conference..... P.D., P.C. .... Artifacts

**ACTIVITIES—YEARS 2 & 3**

	PERSON RESPONSIBLE	DATA SOURCE
--	--------------------	-------------

- |  |            |                   |
|--|------------|-------------------|
| • Weekly visits to ERF classrooms continue.....      | P.C.       | Visit Notes       |
| • Monthly Principal/Center Director meetings cont... | P.C.       | Meeting Notes     |
| • Monthly UW ECC meetings continue .....             | P.D.       | Meeting Notes     |
| • Monthly Strong Families meetings continue .....    | P.C.       | Meeting Notes     |
| • PD Library Development continues.....              | Coaches    | P.O.              |
| • ERF Technical Assistance meeting .....             | P.D., P.C. | Artifacts         |
| • National Family Literacy Conference.....           | P.D., P.C. | Artifacts         |
| • International Reading Association Conference ..... | P.D., P.C. | Artifacts         |
| • NAEYC Conference .....                             | P.D., P.C. | Artifacts         |
| • OCT: Quarterly program assessment.....             | P.C.       | Evaluation Report |

- **NOV:** Program data to External Evaluator..... P.D., P.C. ....Data Reports
- **FEB:** Quarterly program assessment..... P.C. .... Evaluation Report
- **MARCH:** Quarterly program assessment..... P.C. .... Evaluation Report
- **JUNE:** Program data to External Evaluator..... P.D., P.C. ....Data Reports
- **JULY-AUG:** ERF program assessment External Evaluator..... Evaluation Report
- **JULY-AUG:** Modifications to ELI..... P.D., P.C. ....Revised Action Plan
  - ♦ **Full Implementation of HM Pre-K**..... ERF Teachers & TAs .....Lesson Plans
  - ♦ Development learning activities continue daily. ERF Teachers & TAs .....Lesson Plans
  - ♦ Parent meetings & newsletter cont. monthly .... Family Liaisons ... Attendance & Artifacts
  - ♦ PACT Time continues bi-monthly ..... Family Liaisons ..... Attendance Records
  - ♦ Family Literacy Nights continue monthly ..... Family Liaisons ..... Attendance Records
  - ♦ **AUG:** Baseline data {PPVT, PALS & G3} ..... Coaches ..... Score Reports
  - ♦ **AUG:** Establish “Coaching” schedule..... P.C. .... Schedule
  - ♦ **SEPT:** CCPORT assessment..... ERF Teachers ..... Evaluation Report
  - ♦ **SEPT:** Coaching sessions continue until  
end of program..... Coaches ..... Coaching Reports
  - ♦ **SEPT:** Collaboration with SPED teachers ..... ERF Teachers ..... IEP
  - ♦ **OCT:** Oklahoma assessments..... ERF Teachers ..... Score Reports
  - ♦ **OCT:** Kindergarten teachers visit  
ERF classrooms ..... P.C. .... Substitute Records
  - ♦ **NOV:** Parent/Teacher conferences..... ERF Teachers ..... Conference Records
  - ♦ **NOV:** Family Literacy Survey ..... Family Liaisons ..... Survey Report
  - ♦ **DEC:** Oklahoma assessments..... ERF Teachers ..... Score Reports
  - ♦ **JAN:** CCPORT assessment..... ERF Teachers ..... Evaluation Report
  - ♦ **JAN:** Re-assess progress toward accomplishing  
Goal 1 and revise, as needed..... P.D., P.C. .... Revised Action Plan
  - ♦ **FEB:** Re-test struggling students  
{PPVT, PALS & G3} ..... Coaches ..... Score Reports
  - ♦ **MARCH:** Parent/Teacher conferences ..... ERF Teachers ..... Conference Records
  - ♦ **MARCH:** Kindergarten teachers visit  
ERF classrooms ..... P.C. .... Substitute Records
  - ♦ **APRIL:** Oklahoma assessments ..... ERF Teachers ..... Score Reports
  - ♦ **APRIL:** Collaboration with SPED teachers..... ERF Teachers ..... IEP
  - ♦ **NOV:** Family Literacy Survey ..... Family Liaisons ..... Survey Report
  - ♦ **MAY:** CCPORT assessment ..... ERF Teachers ..... Evaluation Report
  - ♦ **MAY:** Re-test all students {PPVT, PALS & G3} Coaches ..... Score Reports
  - ♦ **JUNE:** Oklahoma assessments..... ERF Teachers ..... Score Reports
    - **AUG:** Baseline data {ELLCO & ECERS-R} Coaches ..... Score Reports
    - **SEPT:** Create action plans..... Coaches & ERF Teachers..... Action Plans
    - **OCT-DEC:** Buy literacy, math, & science  
materials..... Coaches & ERF Teachers..... P.O.
    - **JAN:** Re-assess classroom environments .... Coaches ..... Revised Action Plans
    - **FEB-APRIL:** Buy needed materials ..... Coaches & ERF Teachers..... P.O.
    - **MAY:** Re-assess {ELLCO, ECERS-R} ..... Coaches ..... Score Reports
      - ★ Continue weekly team planning..... Coaches & ERF Teachers..... Team notes
      - ★ Continue DMPS PD schedule..... P.C. .... PD Evaluation Reports

- ★ Continue McREL PD schedule.....McREL .....PD Evaluation Reports
- ★ Continue PD for Liaisons.....P.C. .... PD Evaluation Report
- ★ Continue PD for TAs .....P.C. .... PD Evaluation Report
- ★ Continue PD for Coaches .....P.C. .... PD Evaluation Report
- ★ AUG: Re-assess PD needs.....P.C. ....Needs Report
- ★ AUG: Week-long PD .....P.C. .... PD Credit
- ★ SEPT - APRIL: PD book study.....P.C. .... PD Credit
- ★ JAN: All-day PD. ....P.C. .... PD Evaluation Report
- ★ JAN: Modify future PD, as needed .....P.D., P.C. ....Modified PD Schedule
- ★ APRIL: All-day PD. Topic TBD.....P.C. .... PD Evaluation Report

**Selection Criterion 4, Factor 2: Adequacy of Procedures for Feedback Improvement**

Data Gathering and Analysis. The evaluation plan for PERK involves a continuous process of systematically gathering, analyzing, and interpreting data and information upon which decisions will be made relative to the effectiveness and efficacy of the project. Baseline data will be collected on all project objectives, performance indicators, and other critical elements identified at the beginning of the project (or as objectives are developed or revised), and assessment data will be periodically and systematically gathered on each objective at regular time intervals thereafter. (See Selection Criterion 5 for evaluation plan).

Project Improvement Strategies. To assess achievement of PERK goals, program staff will gather data on a quarterly basis and compare it to baseline data. From these quarterly assessments, strategies will be developed to refine, modify, or improve the program. All information will be compiled into **quarterly reports**, which will include: (1) Work accomplished over the past reporting period; (2) Results from the ongoing assessment process; (3) Expectations for the next reporting period; (4) Changes that will be made to implementation based on that assessment; and (5) Changes considered for the future.

At the end of each project year, the Project Director, Project Coordinator, and External Evaluator will review all evaluation data and reports and will collectively develop an **Annual Report** that will contain year-end evaluation findings and the annual performance report, rec-

ommendations for improved or modified programming, and an action plan to implement the changes for the next fiscal year.

**Selection Criterion 4, Factor 3: Adequacy of Time Commitments**

<b>Position &amp; Time*</b>	<b>Responsibilities</b>
<b>Project Director</b> <i>Nancy Duey</i> 20% FTE	Provide leadership and coordination needed to successfully achieve the program goals. Serve as a link between the PERK project and district early childhood programs, DMPS literacy initiatives, Reading First, and other DMPS programs and resources.
<b>Project Coordinator</b> <i>To Be Hired</i> 100% FTE	Provide coordination and leadership in all aspects for the implementation of the Early Reading First Initiative. Responsible for fiscal management, data collection/compilation, continuous improvement activities, professional development supports, and program evaluation. Provide oversight and support to the Family Liaisons, Literacy Coaches, Principal Investigator, Principals/Center Directors, and Preschool Teachers and Associates in PERK Centers.
<b>Center Directors</b> <i>Building Principals</i> 2% FTE	Function as instructional leaders and enhance the quality of staff and overall program. Help coordinate efforts between ERF and Reading First programs.
<b>Literacy Coaches</b> <i>Five To Be Hired</i> 100% FTE	Provide coaching sessions to help teachers reflect on best and work toward practices. Select developmentally and linguistically appropriate materials. Plan and implement assessments.
<b>Family Liaisons</b> <i>Three To Be Hired</i> 100% FTE	Work with parents/families on literacy activities. Coordinate the "Family Lending Library." Facilitate PACT Time and Family Literacy Nights. Work with students in small groups in the classroom at the teacher's direction.
<b>Classroom Teachers</b> <i>20 teachers</i> 100% FTE	Implement the project. Communicate with parents regarding student progress. Assess student progress using benchmark assessments. Collect and report student data.
<b>Teacher Associates</b> <i>20 teacher associates</i> 100% FTE	Function as a teaching team in the classroom. Work with students in small groups at teacher's direction. Help with the organization and daily functioning of the classroom.
<b>External Evaluator</b> <i>Jill Johnson</i> 124 hours	Working with the PERK project using both project and process data to evaluate the effectiveness of the PERK program.
<b>Evaluation</b> RISE 60 hours	Gather and analyze program data for evaluation by External Evaluator.
<b>SEL Prof. Develop.</b> McREL 128 hours	Provide intensive instruction for early literacy to teachers, Coaches, and administrators to build capacity and develop a self-sustaining program of professional development in the district.

\*For analysis of qualifications, please see Selection Criterion 2.

**V. QUALITY OF PROJECT EVALUATION**

**Selection Criterion 5: Factor 1: Thorough, Feasible, & Appropriate Evaluation Methods**

Lessons Learned from 2004 ERF Grant. DMPS has institutional knowledge of what “Early Reading First” means and what it takes to run a successful ERF program. There is a lot of energy and excitement for this ERF proposal, because we have seen the impact this program has for our students. This proposal is influenced by lessons learned over the past four years, and ideas are proposed to address issues that were faced in the past.

Issue	Resolution
Teachers did not personally administer assessments; value of assessment not always realized	Teachers will administer <i>HM Pre-K</i> and Oklahoma assessments and receive professional development on using assessment to differentiate instruction
Family Liaisons had limited student interaction (i.e. only “family” interactions)	Family Liaisons will work in the classroom to develop rapport with students
Unstructured coaching schedules that decreased effectiveness of sessions	Sessions will be scheduled in advance so all know what is going to happen and when
Need for consistent, ongoing, progressive professional development	Contract with McREL for formal PD and DMPS will conduct monthly PD sessions
Need for ongoing professional development between formal PD sessions	PD book studies and videoconferencing with McREL between sessions

Proposed Methods/Instruments. The proposed methods and instruments that will be used to assess and evaluate each goal for the PERK project are listed in the tables below. The schedule for administration of these evaluation measures is included in the management plan. (See *Criterion 4, Factor 1 for management plan*). Data collected from all of the instruments and assessments will be used to monitor individual student progress, modify and strengthen curriculum content and instructional strategies, provide accountability information, and disseminate effective strategies for replication in other sites. Participants in the PERK program will monitor data as it becomes available throughout grant implementation. Quarterly reports will ensure year-round program analysis, and the results of the quantitative data and a summary of the findings

resulting from an analysis of the qualitative data will be reported to the U.S. Department of Education in annual progress reports. Dr. Jill Johnson from the Drake University School of Education will conduct the outside evaluation for this project, and the Research Institute for Studies in Education (RISE) of the Iowa State University School of Education will conduct outside data analysis.

<b>Goal 1: Improve oral language, alphabet knowledge, and phonological &amp; print awareness.</b>	
<b>PPVT-III</b>	Pre-, re- and post-test to measure verbal ability and listening comprehension for spoken words in standard English.
<b>PALS-PreK</b>	Pre-, re- and post-test to measure phonemic awareness, phonics, and fluency.
<b>G3</b>	Pre-, re- and post-test to measure expressive communication; adaptive motor, social, and cognition skills; alliteration and rhyming; and phonological awareness.

Beginning in Year 2, DMPS will also use informal assessments designed by the University of Oklahoma and Houghton Mifflin to monitor student progress. After each formal assessment is given, PERK staff will conduct an item analysis and review the data to develop needed changes to the overall program and for individual students.

<b>Goal 2: Improve the language- and print-rich environment</b>	
<b>ELLCO</b>	Pre- and post-assessment to measure environmental factors in early literacy and language development.
<b>ECERS-R</b>	Pre- and post-assessment to measure the quality of the early childhood environment.

After each assessment is completed, PERK staff will develop/review and revise action plans to improve the effectiveness of early childhood classroom environments.

<b>Goal 3: Provide high-quality professional development opportunities</b>	
<b>PD Evaluations</b>	Exit evaluation; Leichardt-scale evaluation; Classroom Action Plan; and McREL-developed assessment component.

DMPS professional development offerings will be determined based on self-assessments and observations of ERF teachers, associates, Coaches, and Liaisons.

To determine long-term success of PERK, the progress of PERK students will be followed as they leave preschool and move into elementary programs. DMPS will also compare Criterion Referenced Test scores for PERK students with similarly situated peers through 3<sup>rd</sup> grade.

Validity & Reliability. The instruments used to gather quantitative data in this study have been documented as being valid and reliable. (See Purpose 5 for a description of the validity and reliability of the assessment instruments).

**Selection Criterion 5, Factor 2: Objective Performance Measures**

A number of objective performance measures are included in this project and are linked to the achievement of each of the three project goals. These objective performance measures will provide both quantitative and qualitative data relating to improved oral language, phonological/print awareness, and alphabet knowledge skills among preschoolers; the improvement of the language and print rich environment; and the success of professional development. (See Purposes 2, 3, and 4 for full project Goals and Objectives)

Qualitative assessment measures will include assessments of McREL and DMPS professional development opportunities. Qualitative assessments will include teacher self-report surveys, attendance records, focus groups, interviews, observation reports, video and photo documentation of the classroom environment and student-teacher interactions, documentation of teacher performance, and documentation of parent involvement.

<b>Goal 1: Improve oral language, alphabet knowledge, and phonological &amp; print awareness.</b>		
<b>3-Year Outcomes</b>	<b>1st-Year Benchmarks</b>	<b>Measures</b>
Children with diverse backgrounds will participate in the program (GPRA 5)	Children with diverse backgrounds will participate in the program	FRPL, ELL, Race: School Records
Children will identify an average of 19 or more upper case letters (GPRA 4)	Children will identify an average of 12 or more upper case letters	PALS-PreK
67% of children will achieve a Standard Score of 85 or higher on Receptive Vocabulary (GRPA 3)	65% of children will achieve a Standard Score of 85 or higher on Receptive Vocabulary	PPVT-III, Receptive
67% of children who score lower than 85 at pre-assessment in Receptive Vocabulary will achieve significant gains at post assessment (GPRA 2)	65% of children who score lower than 85 at pre-assessment in Receptive Vocabulary will achieve significant gains at post assessment	PPVT-III, Receptive

Cost per child who achieves significant gains in oral language skills (GPRA 1)	Cost per child who achieves significant gains in oral language skills	PPVT-III, Receptive cost analysis
85% of children will improve growth and development indicators.	75% of children will improve growth and development indicators.	Get it, Got it, Go!
At Kindergarten, 85% of children will demonstrate proficiency in literacy.	At Kindergarten, 85% of children will demonstrate proficiency in literacy	Criterion Reference Test
<b>Goal 2: Improve the language and print rich environment.</b>		
<b>3-Year Outcomes</b>	<b>1<sup>st</sup>-Year Benchmarks</b>	<b>Measures</b>
Classrooms will average 41 on Environment checklist (GPRA 6)	Classrooms will average 32 or greater on the Environment Checklist	ELLCO-sub-task Environment Checklist
100% of classrooms will rate "Exemplary" in all 10 dimensions of the Classroom Observation of ELLCO	100% of classrooms will rate "Basic" or higher in all 10 dimensions of Classroom Observations of ELLCO	ELLCO-sub-task Classroom Observation
100% of teachers will score between 6-7 (high) on the ECERS-R subscale for Space and Furnishing	60% of teachers will score between 6-7 (high) and 40% will score between 3-5 (mid) on both Space and Furnishing	ECERS-R subscales Language Modeling Literacy Focus
<b>Goal 3: Provide high-quality professional development opportunities.</b>		
<b>3-Year Outcomes</b>	<b>1st-Year Benchmarks</b>	<b>Measures</b>
100% of staff will rate professional development opportunities between 4-5 (high) on a 5-point Leichardt-scale	80% of staff will rate professional development opportunities between 4-5 (high) on a 5-point Leichardt-scale	Professional Development Evaluation Reports, combined
100% of teachers/coaches will increase knowledge of scientifically-based research about early language and literacy curriculum and instruction	65% of teachers/coaches will increase knowledge of scientifically-based research about early language and literacy curriculum and instruction	Professional Development Evaluation Reports, combined
100% of teachers will demonstrate increased time spent in systematic and explicit instruction in early literacy	70% of teachers will demonstrate increased time spent in systematic and explicit instruction	Coaches Reports Classroom Schedules Teacher Reflections Teacher Videos
100% of teachers will use assessments to plan interventions for native and non-native speakers and children with special needs	65% of teachers will use assessments to plan interventions for native and non-native speakers and children with special needs	Coaches Reports

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: 7247-Mandatory\_DMPS\_Appendices.pdf

**ENGLISH LANGUAGE ACQUISITION PLAN*****Conceptual Framework***

Research indicates a developmental sequence for acquiring a second language (L2) in preschool settings.<sup>32</sup> This framework will guide the PERK program and recognize that preschool children are cognitively and linguistically tied to their home language and culture.<sup>33</sup> The Des Moines Public Schools serves a diverse population of ELL students, and in the last decade there has been a 122.6% increase in the ELL population in Des Moines, and there are over 50 different languages spoken in Des Moines schools.. This English Language Acquisition Plan uses the Spanish language as the example for L1; however, the plan will be applied for all students that speak other languages, including Bosnian, Vietnamese, Laotian, Nuer, and others

The stages of second language acquisition are described below:

1. *Home Language Use* – Children use their home language (L1) to communicate with everyone, including those who do not speak L1.
2. *Nonverbal Period* –Preproduction stage of speech, children show their understanding through gestures, pointing, and nodding yes or no to questions; and realize that their home language is not being understood and stop using it, relying instead on nonverbal means to communicate. They also listen carefully to the language used by others and begin to build receptive understanding of L2.
3. *Telegraphic and Formulaic Speech* – During this early production stage of speech children will use common greetings and standard routine phrases; and begin to use 1-word statements (“play”) and catch phrases (e.g., “my turn” ) in L2 to express their ideas with minimum language. This condensed speech allows them to join in classroom activities.

4. *Productive Language Use* – Children begin to produce their own phrases and sentences in L2. Frequent errors should be expected as children work through the process of acquiring and generalizing rules of English.

Research indicates that an effective second language acquisition plan should be thoughtfully designed, engaging, developmentally appropriate, and culturally and linguistically sensitive.<sup>34</sup> When these elements are present, teachers are able to make connections between children's L1 Spanish and L2 English, which in turn helps children progress through the stages described above. Connecting the two languages enables children to take advantage of cross-linguistic transfer of important pre-reading skills such as phonological awareness and oral language.<sup>35</sup> Teachers introduce L1 Spanish children to the sounds and speech patterns of English while cultivating children's growing awareness of both English and Spanish, supporting the development of phonological awareness in both languages.<sup>36</sup>

### *Instructional Strategies and Practices*

While research does not support one particular approach to second language acquisition, research does support effective strategies and practices that should be part of any approach.<sup>37</sup> PERK will use the following effective strategies and practices to support L1 Spanish children's acquisition of L2 English:

- Teachers will emphasize early identification of children struggling with oral language skills using a non-deficient approach recognizing strengths rather than weaknesses.
- Teachers will use a set routine and schedule so that ELL children can understand and participate fully in classroom activities.<sup>38</sup>
- Teachers will provide children with comprehensible input,<sup>39</sup> so that children understand the meaning of language used in the classroom. Procedures will include:

- using nonverbal communication;
  - keeping messages simple;
  - emphasizing and repeating key words in sentences;
  - talking about the “here and now;” and
  - using visual supports whenever possible.<sup>40</sup>
- Teachers will introduce children to the sounds, speech patterns, and vocabulary of English, while also promoting children’s L1 Spanish acquisition. This will support cross-language transfer as well as the development of speaking and listening skills and phonological awareness in both languages.<sup>41</sup>
  - Teachers will emphasize and repeat important words in multiple ways using thematic and story contexts. For example, large-group activities such as dramatic play will be designed to give children opportunities to use and hear key vocabulary from the stories that are read aloud.<sup>42</sup>
  - Teachers will utilize materials from *Hampton Brown Avenues (HBA)* for ELL curriculum and construction resources to be incorporated into classroom instruction.
  - Teachers will engage in running commentaries, using English to describe classroom activities.<sup>43</sup>
  - Teachers will frequently read predictable books in which the illustrations and repeated sentence patterns help explain the meaning of the words in the text.<sup>44</sup>
  - Teachers will use environmental and functional print to surround children with plenty of meaningful opportunities to talk about words and link them to their environment.
  - Children will work in centers for at least 60 minutes per day, providing ample opportunities for language input from peers.

- Teachers will also scaffold children’s language during center time, encouraging them to use theme-related vocabulary.
- When appropriate, teachers will use a “buddy system” of pairing English proficient children with ELL children.<sup>45</sup>

The PERK program will allow teachers to use all of these strategies and practices, and many more, through theme-based literacy activities.

### ***Nurturing English Proficiency***

Children in the PERK program will experience nurturing classroom environments that clearly support and value their home language, community and culture. An effort will be made to hire bi-lingual staff members for participation in the PERK program, and communication in Spanish and English will be accepted and encouraged. To engage and nurture language acquisition, learning centers and other classroom areas will be clearly labeled in both English and Spanish, supported by photographs and drawings. Along with these forms of functional print, environmental print from home and community will also be used in classroom and home-based activities. Classrooms will reflect the culture and ethnicity of students and families through curriculum, environment, languages, and materials used in daily activities.

### ***Intensive Professional Development***

One of the objectives of the professional development component of the PERK program is to provide high-quality, research-based strategies, practices, instructional aides, and activities to PERK staff. Specific emphasis will be placed on providing professional development to teachers on the instruction of preschoolers who are English Language Learners. PERK staff members will receive ELL-specific professional development from DMPS and McREL on ELL instruction in

the preschool classroom, and teachers will have numerous opportunities to learn about ELL instructional strategies and practices, implement these strategies and practices in the classroom, and receive feedback and coaching on modification and improvement of ELL instruction.

Professional development activities will be ongoing throughout all years of the grant, based upon the timeline described in (professional development section) and (management plan section) of this ERF proposal.

ENDNOTE CITATIONS

---

1

Iowa Department of Education, & Iowa Department of Human Services. (2006). *Iowa early learning standards*. Retrieved January 25, 2008 from <http://www.iowa.gov/educate/content/view/681/805/>.

2

National Research Council. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academies Press.

3

Bowman, B.T., Donovan, M.S., & Burns, M.S. (Eds.). (2001). *Eager to Learn*. Washington, DC: National Academy Press.

4

Bowman, B.T., Donovan, M.S., & Burns, M.S. (Eds.). (2001). *Eager to Learn*. Washington, DC: National Academy Press.

5

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Adger, C.T., Snow, C.E., & Christian, D. (Eds.). (2002). *What teachers need to know about language*. McHenry, IL: Delta Systems Co.

Blachowicz, C., & Fisher, P. (2004). Vocabulary lessons. *Educational Leadership*, 6, 61.

Fountas, I.C., & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.

Guillaume, A. (1998). Learning with text in the primary grades. *The Reading Teacher*, 6, 51.

Hudelson, S. (1994). Literacy development of second language children. In F. Genesee (Ed.), *Educating second language children: The whole child, the whole curriculum, the whole community*. New York, NY: Cambridge.

National Association for the Education of Young Children. (1999). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, D.C.: Author.

National Association for the Education of Young Children. (January, 2005). *Screening and assessment of young English learners*. Washington, D.C.: Author.

---

Neuman, S.B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, D.C.: National Association for the Education of Young Children.

Pinnell, G.S., & Fountas, I.C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.

Snow, C., Tabors, P., Nicholson, P., & Kurland, B. (1995). SHELL: Oral language and early literacy skills in kindergarten and first grade children. *Journal of Research in Childhood Education*, 10, 37-48.

6

Annual Grant Performance Report. (2003, 2004). Big Horn School District #1, Wyoming.

Annual Grant Performance Report. (2004). Mississippi Bend Area Education Agency, Iowa.

Annual Grant Performance Report. (2004). District U46, Elgin, IL.

7

Barnett, W.S. (2001). [Review of McREL's Early Literacy Advisor.] (Available from Helen Apthorp, Mid-continent Research for Education and Learning, 2500 South Parker Road, Suite 500, Aurora, CO 80014).

Roskos, K. (2001). [Review of McREL's Early Literacy Advisor.] (Available from Helen Apthorp, Mid-continent Research for Education and Learning, 2500 South Parker Road, Suite 500, Aurora, CO 80014).

8

Bodrova, E. and D. J. Leong (2001). *Tools of the mind: A case study of implementing the Vygotskian approach in American early childhood and primary classrooms*. Geneva, Switzerland, International Bureau of Education, UNESCO. January 25, 2008 from [www.ibe.unesco.org/publications/Monograph/inno07.pdf](http://www.ibe.unesco.org/publications/Monograph/inno07.pdf).

Bodrova, E. & Leong, D. J. (2002a). [Early Literacy Advisor Head Start results 2001–2002]. Unpublished raw data.

Bodrova, E. & Leong, D. J. (2002b). *Literacy for preschoolers when learning to read is vital*. Panel presentation at the Head Start 6<sup>th</sup> Annual National Research Conference, Washington, D.C.

Bodrova, E., Leong, D. J., & Semenov, D. (1997a). *Tools of the mind end of the year report, ECE project*. Denver, CO: Metropolitan State College of Denver.

Bodrova, E., Leong, D. J., & Semenov, D. (1997b). *Tools of the mind end of the year report, Adams District 50*. Denver, CO: Metropolitan State College of Denver.

---

Bodrova, E., Leong, D. J., & Semenov, D. (1997c). *Statistical report to tools of the mind end of the year report, Adams District 50*. Denver, CO: Metropolitan State College of Denver.

Bodrova, E., Leong, D. J., & Semenov, D. (1998). *Best teachers with at-risk children (BTRC): Final report*. Denver, CO: Metropolitan State College of Denver.

Barnett, S., Yarosz, D., Thomas, J., & Hornbeck, A. (2006). Educational effectiveness of a Vygotskian approach to preschool education: A randomized control trial. Rutgers: National Institute for Early Education Research.

Diamond, A., Barnett, S., Thomas, J., & Monro, S. (2007). Preschool program improves cognitive control. *Science*, 318, 1387-1388.

Killion, J. (2002). *What works in the elementary school: Results-based staff development*. Oxford, OH: National Staff Development Council.

9

Dickinson, D. K. (2001b). Large-group and free-play times: Conversational settings supporting language and literacy development. In D. K. Dickinson, & P. O. Tabors (Eds.), *Young children learning at home and school: Beginning literacy with language* (pp. 223–256). Baltimore, MD: Paul H. Brookes Publishing.

Neuman, S. B. and D. K. Dickinson, Eds. (2001). *Handbook of early literacy research*. New York, NY, The Guilford Press.

10

Iowa Department of Education. (2005). *Iowa Professional Development Model: Training Manual*. Des Moines, Iowa: Author.

11

Bruner, C. (March 26, 2008.) *Presentation to Early Childhood Partnerships: The state of preschool in Polk County*. Des Moines, IA: Child & Family Policy Center.

12

Adams, M.T. (1994). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children*. Baltimore: Paul H. Brookes Publishing.

Dickinson, D.K. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly*, 23, 104-122.

Hart, B., & Risely, T.R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: Paul H. Brookes Publishing Co.

---

Wells, G. (1986). *The meaning makers: Children learning language and using language to learn*. Portsmouth, NH: Heinemann.

13

Berman, P., Minicucci, C., McLaughlin, B., Nelson, B., & Woodworth, K. (1995). *School reform and student diversity: Case studies of exemplary practices for LEP students*. Washington, DC: National Clearinghouse for Bilingual Education. Retrieved January 9, 2008, from <http://www.ncele.gwu.edu/pubs/schoolreform/index.htm>

Lucas, T., & Katz, A. (1994). Reframing the debate: The roles of native languages in English-only programs for language minority students. *TESOL Quarterly*, 23(3), 537-561.

Pease-Alvarez, L., Garcia, E., & Espinosa, P. (1991). Effective instruction for language minority students: An early childhood case study. *Early Childhood Research Quarterly*, 6(3), 347-363.

14

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, D.C.: Partnership for Reading.

15

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, D.C.: Partnership for Reading.

Snow, C.E., Burns, M.S., & Griffin, S. (Eds.). (1998). *Preventing reading failure in young children*. Washington, DC: National Academy Press.

16

Torgesen, J. (1998). Catch them before they fall: identification and assessment to prevent reading failure in young children. *American Educator*. Retrieved January 29, 2008 from <http://www.ldonline.org/article/225>.

17

Berk, L.E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, D.C.: National Association for the Education of Young Children.

Bodrova, E., & Leong, D.J. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Bodrova, E., Leong, D.J., Paynter, D.E., & Hensen, R. (2001). *Scaffolding literacy development in the preschool classroom*. (2nd ed.). Aurora, CO: Mid-continent Research for Education and Learning.

---

International Reading Association and the National Association for the Education of Young Children. (1998). Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). *Young Children*, 53(4), 30–46.

Neuman, S.B., Griffin, P., & Cole, M. (1989). *The construction zone: Working for cognitive change in school*. New York: Cambridge University Press.

Pressley, M., Allington, R.L., Wharton-McDonald, R., Block, C.C., Morrow, L.M. (2001). *Learning to read: Lessons from exemplary first-grade classrooms*. New York: Guilford Press.

Tharp, R.G., & Gallimore, R. (1992). *Rousing minds to life: Teaching, learning, and schooling in social context*. New York: Cambridge University Press.

Wood, D., Bruner, J.C., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89-100.

18

Bodrova, E., & Leong, D. J. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Bodrova, E., Leong, D. J., Paynter, D. E., & Hensen, R. (2001). *Scaffolding literacy development in the preschool classroom*. (2nd ed.). Aurora, CO: Mid-continent Research for Education and Learning.

Neuman, S. B., Griffin, P., & Cole, M. (1989). *The construction zone: Working for cognitive change in school*. New York: Cambridge University Press.

Pressley, M., Allington, R. L., Wharton-McDonald, R., Block, C. C., Morrow, L. M. (2001). *Learning to read: Lessons from exemplary first-grade classrooms*. New York: Guilford Press.

Tharp, R. G., & Gallimore, R. (1992). *Rousing minds to life: Teaching, learning, and schooling in social context*. New York: Cambridge University Press.

Wood, D., Bruner, J. C., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89-100.

19

Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1994). Accelerating language development through picture book reading replication and extension to a videotape training format. *Journal of Educational Psychology*, 86(2), 235–243. Retrieved June 26, 2002, from <http://spider.apa.org.ftdocs/edu/1994/june/edu862235.html>

---

Dickinson, D. K. (2001a). Putting the pieces together: Impact of preschool on children's language and literacy development in kindergarten. In D. K. Dickinson, & P. O. Tabors (Eds.), *Young children learning at home and school: Beginning literacy with language* (pp. 257–288). Baltimore, MD: Paul H. Brookes Publishing.

Purcell-Gates, V. (1998). Growing successful readers: Homes, communities and schools. In J. Osborn & F. Lehr (Eds.), *Literacy for all: Issues in teaching and learning* (pp. 51–72). New York: Guilford Press.

20

Andersson, M. (1999). The Early Childhood Environment Rating Scale (ECERS) as a tool in evaluating and improving quality in preschools. *Studies in Educational Sciences, 19*.

Burchinal, M.R., Roberts, J.E., Riggins, R., Zeisel, S.A., Neebe, E., & Bryant, D. (2000). Relating quality of site-based child care to early cognitive and language development longitudinally. *Child Development, 71*(2), 339-357.

Calder, P. (1996). Methodological reflections on using the Early Childhood Environment Rating Scale as a measure to make cross-national evaluations of quality. *Early Childhood Development and Care, 126*, 27-37.

Harms, T., & Clifford, R.M. (1980). *The Early Childhood Environment Rating Scale*. New York, NY.: Teachers College Press.

21

Burns, M.S., Griffin, P., & Snow, C.E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success.*: Washington, D.C.: National Academy Press.

Snow, C.E., Burns, M.S., & Griffin, S. (Eds.). (1998). *Preventing reading failure in young children*. Washington, DC: National Academy Press.

22

International Reading Association and the National Association for the Education of Young Children. (1998). Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). *Young Children, 53*(4), 30–46.

23

U. S. Department of Education. (2004). *Serving preschool children under Title I: Non-regulatory guidance*. Washington, DC: Author.

24

Burns, M.S., Griffin, P., & Snow, C.E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success.*: Washington, D.C.: National Academy Press.

25

Neuman, S. B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly*, 34(3), 286–311.

Neuman, S. B. (2001). The role of knowledge in early literacy. *Reading Research Quarterly* 36(4), 468–475.

Neuman, S. B., & Roskos, K. (1993). Access to print for children of poverty: Differential effects of adult mediation and literacy-enriched play settings on environmental and functional print tasks. *American Educational Research Journal*, 30(1), 95–122.

Neuman, S. B., & Roskos, K. (1997). Literacy knowledge in practice: Contexts of participation for young writers and readers. *Reading Research Quarterly*, 32(1), 10–32.

26

Epstein, A.S. (1993). Training for quality: Improving early childhood programs through systematic in-service training. Ypsilanti, MI: High/Scope.

27

Dickinson, D. K. (2001). Putting the pieces together: Impact of preschool on children's language and literacy development in kindergarten. In D. K. Dickinson, & P. O. Tabors (Eds.), *Young children learning at home and school: Beginning literacy with language* (pp. 257–288). Baltimore, MD: Brookes Publishing.

28

Blachman, B.A. (1991). Getting ready to read: Learning how print maps to speech. In J. Kavanagh (Ed.), *The language continuum: From infancy to literacy* (pp. 1-22). Washington, DC: US. Dept. of Health and Human Services.

29

Foorman, B.R., et al. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90(1), 37-55.

30

Hayes, K. Maddahian, E., & Fernandez, A. (2002). *An evaluation of pre-k reading programs: Final report*. Los Angeles, CA: Los Angeles Unified School District Program Evaluation and Research Branch.

University of Alabama Center for Educational Accountability. (2004). *Building language for literacy with at-risk preschoolers: Part one report: First year analysis of 3-year evaluation in Bessemer, Alabama*. Birmingham, AL: Author.

31

Bruner, C. (March 26, 2008.) *Presentation to Early Childhood Partnerships: The state of pre-school in Polk County*. Des Moines, IA: Child & Family Policy Center.

32

Tabors, P. (1998). What early childhood educators need to know: Developing effective programs for linguistically and culturally diverse children and families. *Young Children*, 53(6), 20-26.

33

National Association for the Education of Young Children. In *Young Children*, July 1998, 53 (4): 30-46.

34

National Association for the Education of Young Children. In *Young Children*, July 1998, 53 (4): 30-46.

35

Atwill, K., Blanchard, J., Gorin, J.S., & Burstein, K. Receptive vocabulary and cross-language transfer of phonemic awareness in kindergarten children. *Journal of Educational Research*, v100 n6 p336-346 Jul-Aug 2007

Vaughn, S., Linan-Thompson, S., Pollard-Durodola, S., Cirino, P., Carlson, C., Mathes, P., Cardenas-Hagen, E., & David, F. Effectiveness of an English intervention for first-grade English Language Learners at risk for reading problems. *Elementary School Journal*, v107 n2 p153-181 Nov 2006.

36

August, D. & Hakuta, K. (eds). *Improving Schooling for Language-Minority Children: A Research Agenda*. National Academy Press: Washington, DC (1997).

Tabors, P.O., Paez, M., & Lopez, L.M. Dual language abilities of bilingual four-year olds: Initial findings from the Early Childhood Study of Language and Literacy Development of Spanish-Speaking Children. *NABE Journal of Research and Practice*, v1 n1 Win 2003.

37

Vaughn, S., Linan-Thompson, S., Pollard-Durodola, S., Cirino, P., Carlson, C., Mathes, P., Cardenas-Hagen, E., & David, F. Effectiveness of an English intervention for first-grade English Language Learners at risk for reading problems. *Elementary School Journal*, v107 n2 p153-181 Nov 2006.

<sup>38</sup> Tabors, P. (1998). What early childhood educators need to know: Developing effective programs for linguistically and culturally diverse children and families. *Young Children*, 53(6), 20-26.

39

Krashen, S.D. (Ed.). (1982). *Child-adult differences in second language acquisition. Series on issues in second language research*. Rowley, MA: Newbury House Publishers, Inc.

40

Tabors, P. (1998). What early childhood educators need to know: Developing effective programs for linguistically and culturally diverse children and families. *Young Children*, 53(6), 20-26.

41

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research and Practice*, 20(1), 50-57.

Tabors, P.O., Paez, M., & Lopez, L.M. Dual language abilities of bilingual four-year olds: Initial findings from the Early Childhood Study of Language and Literacy Development of Spanish-Speaking Children. *NABE Journal of Research and Practice*, v1 n1 Win 2003.

42

Roskos & Christie, in press

43

Tabors, P. (1998). What early childhood educators need to know: Developing effective programs for linguistically and culturally diverse children and families. *Young Children*, 53(6), 20-26.

44

Tabors, P. (1998). What early childhood educators need to know: Developing effective programs for linguistically and culturally diverse children and families. *Young Children*, 53(6), 20-26.

45

Tabors, P. (1998). What early childhood educators need to know: Developing effective programs for linguistically and culturally diverse children and families. *Young Children*, 53(6), 20-26.

**HM PRE-K-K SCOPE & SEQUENCE**

	Theme									
	1	2	3	4	5	6	7	8	9	10
<b>Phonological Awareness</b>										
Becomes familiar with nursery rhymes and rhyming songs	•	•	•	•						
Identifies spoken words as same or different	•	•	•	•						
Identifies oral rhymes	•	•	•	•						
Blends, segments, claps syllables	•	•	•	•	•	•	•	•	•	•
Produces oral rhymes	•	•	•	•	•	•	•	•	•	•
Listens for beginning sound	•	•	•	•	•	•	•	•	•	•
Matches/produces words with same beginning sound	•	•	•	•	•	•	•	•	•	•
Isolates beginning sound	•	•	•	•	•	•	•	•	•	•
Blends onset and rime	•	•	•	•	•	•	•	•	•	•
Blends two phonemes	•	•	•	•	•	•	•	•	•	•
<b>Transition to Kindergarten</b>										
Segments onset and rime	•	•	•	•	•	•	•	•	•	•
Blends three phonemes	•	•	•	•	•	•	•	•	•	•
Substitutes initial sound	•	•	•	•	•	•	•	•	•	•
Isolates ending sound	•	•	•	•	•	•	•	•	•	•
Segments phonemes	•	•	•	•	•	•	•	•	•	•
<b>Comprehension</b>										
Makes and confirms predictions	•	•	•	•	•	•	•	•	•	•
Makes connections using illustrations/photos, prior knowledge, real-life experiences	•	•	•	•	•	•	•	•	•	•
Notes details	•	•	•	•	•	•	•	•	•	•
Makes inferences	•	•	•	•	•	•	•	•	•	•
Draws conclusions	•	•	•	•	•	•	•	•	•	•
Identifies sequence of events	•	•	•	•	•	•	•	•	•	•
Recognizes story structure: Characters, setting	•	•	•	•	•	•	•	•	•	•
Compares and contrasts	•	•	•	•	•	•	•	•	•	•
Distinguishes between fiction and nonfiction	•	•	•	•	•	•	•	•	•	•
Determines cause and effect	•	•	•	•	•	•	•	•	•	•
Categorizes and classifies	•	•	•	•	•	•	•	•	•	•
Recognizes story structure: Beginning, middle, and end	•	•	•	•	•	•	•	•	•	•
Distinguishes between fantasy and realism	•	•	•	•	•	•	•	•	•	•

	Theme									
	1	2	3	4	5	6	7	8	9	10
Recognizes story structure: Plot	•	•	•	•	•	•	•	•	•	•
Recognizes main idea	•	•	•	•	•	•	•	•	•	•
Predicts outcomes	•	•	•	•	•	•	•	•	•	•
Uses props to convey meaning	•	•	•	•	•	•	•	•	•	•
Follows directions	•	•	•	•	•	•	•	•	•	•
Retells story in sequence	•	•	•	•	•	•	•	•	•	•
Identifies recurring themes across works	•	•	•	•	•	•	•	•	•	•
Identifies rhyme, rhythm, and repetition in poems	•	•	•	•	•	•	•	•	•	•
Identifies, retells important facts from an informational text	•	•	•	•	•	•	•	•	•	•
<b>Oral Language and Vocabulary</b>										
Uses newly learned vocabulary on multiple occasions and in new contexts	•	•	•	•	•	•	•	•	•	•
Identifies a wide variety of objects through receptive language	•	•	•	•	•	•	•	•	•	•
Names, describes actual or pictured objects	•	•	•	•	•	•	•	•	•	•
Shows a steady increase in listening and speaking vocabulary	•	•	•	•	•	•	•	•	•	•
Derives meaning from non-verbal and verbal cues	•	•	•	•	•	•	•	•	•	•
Identifies the source of environmental sounds	•	•	•	•	•	•	•	•	•	•
Expresses familiar routines, tells simple personal narratives or memories	•	•	•	•	•	•	•	•	•	•
Identifies the meaning of content-specific vocabulary	•	•	•	•	•	•	•	•	•	•
Interprets illustrations, simple charts, webs	•	•	•	•	•	•	•	•	•	•
Uses position words	•	•	•	•	•	•	•	•	•	•
Uses sensory words	•	•	•	•	•	•	•	•	•	•
Uses temporal words	•	•	•	•	•	•	•	•	•	•
Follows directions	•	•	•	•	•	•	•	•	•	•
Begins to understand simple multiple-meaning words, homonyms, synonyms, antonyms	•	•	•	•	•	•	•	•	•	•
Begins to understand naming words, action words, describing words	•	•	•	•	•	•	•	•	•	•

	Theme									
	1	2	3	4	5	6	7	8	9	10
Speaks in complete sentences with subject/verb agreement										
Experiments with using more complex grammar and parts of speech										
Speaks in large/small groups, formal/informal settings										
Listens to and engages in sustained conversation (five or more exchanges)										
<b>Book/Print Awareness</b>										
Makes connections between oral language and print										
Shows where reading begins on a page										
Demonstrates directionality in print										
Distinguishes between print and illustrations										
Recognizes print forms in the environment										
Develops understanding of different functions of print										
Distinguishes letters from numbers										
Identifies role of author and illustrator										
Recognizes print features of informational texts										
Recognizes graphic aids of informational texts										
Identifies use of informational text										
Identifies and explains how the title contributes to meaning										
Demonstrates the proper use and care of books										
Points out front cover and first, middle, and end pages of a book										
Understands that letters form words										
Understands that words are separated by spaces										
Counts words in a sentence										
Recognizes favorite books by the covers										
<b>Motivation to Read</b>										
Listens to and discusses literary multicultural texts, songs, and oral stories										
Shows growing interest and involvement in a variety of books and poetry										
Chooses to look at books independently, sees self as reader										
Independently engages in reading behaviors										
<b>Letter and Word Knowledge</b>										
Knows order of the alphabet and recites in sequence										
Focuses on letter names and shapes										
Recognizes own written name in a variety of contexts, capital and lowercase letters										
Begins to notice the beginning letters in familiar words										
Is introduced to letter sounds										
Identifies 10 or more printed alphabet letters by name, in random order										
Matches some letters with their sound										
Correctly produces the most common sound for 3-8 letters										
Selects letters to stand for sounds (8-10 correct letter-sound associations)										
Identifies all 26 alphabet letters (capital and lowercase) by name, in random order										
Recognizes some frequently seen words										
<b>Writing, Written Expression</b>										
Experiments daily with a variety of writing surfaces and materials										
Dictates words, phrases, ideas, experiences, story events, sentences										
Uses pictures, signs, symbols to represent oral language, ideas, stories										
Uses scribbles to represent language										
Experiments with basic writing conventions										
Writes independently and without resistance										
Writes own name using initial capital and lowercase letters										
Generates content and topics for writing										
Contributes to a shared writing										
Writes five or more recognizable upper- or lowercase letters or numbers										
Writes for specific and varied purposes										
<b>Fluency</b>										
Listens daily to fluent and expressive formal and informal texts										
Progresses in clarity of pronunciation										
Speaks with appropriate volume, intensity, and tone										
Recites with expression and rhythm										

**SEL PROFESSIONAL DEVELOPMENT SCOPE & SEQUENCE**

Topics	Teacher Outcomes		
	Year 1	Year 2	Year 3
<b>Early Childhood Learning and Development</b>			
Brain Research	Understand major developmental trajectories of brain development in early childhood	Recognize universal developmental accomplishment and use instructional strategies to support them	Recognize individual variations in development and adapt teaching strategies to these variations
Theory of Learning and Development	Understand the zone of proximal development (ZPD)	Recognize sources of assistance that allow children to function at high levels of ZPD	Recognize how children's learning impacts development and teachers' role
Foundational Skills	Recognize how cognitive and self-regulation skills develop and teachers' role Know early learning standards in cognitive, physical, and social-emotional development	Use specific teaching strategies to support development of foundational skills	Recognize individual variations and adapt teaching strategies to these variations
Research on Specific Populations	Understand how specific factors (e.g., poverty, bilingualism) affect learning and development of young children	Recognize specific characteristics of the population and identify areas of learning and development to emphasize	Recognize individual and group characteristics of children and adapt teaching strategies to these characteristics
Early Learning in Content Areas	Know early learning standards in math, science, social studies, and art	Use specific teaching strategies to support early learning in content areas	Integrate opportunities for early learning in content areas in various classroom activities
<b>Early Literacy Development</b>			
Oral Language	Understand elements of oral language and vocabulary development and implications for classroom instruction Use dramatic play as a key strategy for oral language development	Use general teaching strategies to support oral language development	Use specific teaching strategies to support oral language development and integrate them in various classroom activities
Phonological Awareness	Understand elements of phonological awareness (e.g., rhymes phonemic awareness, syllables, blending, segmenting) and implications for classroom instruction	Use general teaching strategies to support phonological awareness development	Use specific teaching strategies to support phonological awareness development and integrate them in various classroom activities

Topics	Teacher Outcomes		
	Year 1	Year 2	Year 3
Alphabet Knowledge	Understand elements of alphabet knowledge and implications for classroom instruction	Use general teaching strategies to support alphabet knowledge development	Use specific teaching strategies to support alphabet knowledge and integrate them in various classroom activities
Early Reading	Understand prerequisites for beginning reading and implications for classroom instruction	Use general teaching strategies to support early reading development	Use specific teaching strategies to support early reading development and integrate them in various classroom activities
Beginning Writing	Recognize prerequisites for beginning writing (e.g., phonological awareness, visual letter recognition, letter formation) and implications for classroom instruction	Use general teaching strategies to support beginning writing development	Use specific teaching strategies to support beginning writing development and integrate them in various classroom activities
Classroom Elements for Early Literacy Development			
Classroom Environment	Use general strategies for creating an effective language-, literacy-, and print-rich environment Identify how environment can support learning	Use specific strategies for creating an effective language-, literacy-, and print-rich environment. Integrate language and literacy across learning centers	Adapt the classroom environment to growing language and literacy competencies of young children
Instruction	Use direct instruction with young children Recognize independent learning in ECE classroom Use make-believe play as the context for learning and development	Use large group format for instruction Use small group format for instruction Use centers for instruction Use specific strategies to develop and support mature play (e.g., adult intervention, play plans)	Design and implement multi-level activities to support various levels of children's competencies. Use specific strategies to scaffold children's learning in large groups, small groups, centers, and play
Assessment	Understand the types and purposes of major assessments in ECE	Align assessments to literacy standards	Use assessment results in instruction
Lesson Design	Understand the major elements and objectives of lesson design Align classroom activities with literacy standards	Integrate curriculum materials in lesson design. Use prototypical lesson plans	Integrate content area and foundational skills standards with early literacy when designing classroom activities. Develop specific lesson plans for different times of the year
Mentoring	Participate in structured shared learning in study groups	Use facilitated visits to model classrooms	Use individualized mentoring to address the specific needs of teachers and their classrooms

**LIST OF EXISTING PRESCHOOL PROGRAMS PROPOSED**

**Table 1. Names and Addresses of Proposed Preschool Programs**

<b>Carver Community School</b> 705 E. University Avenue Des Moines, Iowa 50316 Phone: (515) 242-8418 Fax: (515) 262-1605 and	<b>McKinley Elementary</b> 1610 SE 6 <sup>th</sup> Street Des Moines, Iowa 50315 Phone: (515) 242-8423 Fax: (515) 282-1327 and	<b>Capitol View Elementary</b> 320 E. 16 <sup>th</sup> Street Des Moines, Iowa 50316 Phone: (515) 242-8402 Fax: (515) 262-3471
<b>Holy Family Preschool</b> 1040 E. 12 <sup>th</sup> St. Des Moines, Iowa 50316 (515) 262-8025 Fax: (515) 262-9665	<b>Bidwell Riverside Child Care</b> 1203 Hartford Des Moines, Iowa 50315 (515) 243-6502 Fax: (515) 244-3815	
<b>Moulton Elementary</b> 1541 8 <sup>th</sup> Street Des Moines, Iowa 50314 Phone: (515) 242-8427 Fax: (515) 288-1346/	<b>King Elementary School</b> 1849 Forest Des Moines, Iowa 5031 Phone: (515) 242-841 Fax: (515) 243-1298/	
<b>Findley Elementary</b> 3000 Cambridge (515) 242-8407 Fax (515) 244-7410	<b>Casady Preschool</b> 1801 16 <sup>th</sup> Street Des Moines, Iowa 50314 (515) 242-7588 Fax: (515) 242-7862	

These five sites were selected because they are high-poverty Reading First elementary schools in Making Connections neighborhoods with large ELL student/family population; high program quality (NAEYC accreditation standards, Head Start performance standards, Iowa licensed, and participating in the Iowa Quality Preschool Program Standards verification); high quality staff (degreed teachers and associates pursuing their CDA credential) with low turnover; and full inclusion classrooms (general education students and students with special needs).

**Table 2. Current and Proposed Programs**

<b>Carver Site Programs</b>		<b>McKinley Site Classrooms</b>		<b>Capitol View Site Classrooms</b>	
<i>Current</i>	<i>With Grant</i>	<i>Current</i>	<i>With Grant</i>	<i>Current</i>	<i>With Grant</i>
4 Full-Day 6 Half-Day	5 Full-Day 4 Half-Day	4 Full-Day 2 Half-Day	5 Full-Day 0 Half-Day	3 Full-Day 2 Half-Day	4 Full-Day 0 Half-Day
<b>Moulton Site Classrooms</b>		<b>King Site Classrooms</b>			
<i>Current</i>	<i>With Grant</i>	<i>Current</i>	<i>With Grant</i>		
2 Full-Day 4 Half-Day	4 Full-Day 0 Half-Day	0 Full-Day 6 Half-Day	3 Full-Day 0 Half-Day		

Table 3. Demographic Data and Special Needs Designation of Preschool Children

Site	# Children / Ages	FRPL	Racial Composition	ELL	Special Needs
Carver	52- 3 yr olds 108- 4 yr olds	95%	African American- 47.5% Latino- 27.5% White- 21.3% Asian- 3.8%	45%	19%- Speech/Language, Occupational Therapy, Behavior/Social Skills, Cognitive Delays
McKinley	18- 3 yr olds 71- 4 yr olds	81%	African American- 28.1% Latino- 27% White- 32.6% Asian- 6.7% Other- 5.6%	30%	12%- Speech/Language, Cognitive Delays
Capitol View	16- 3 yr olds 29- 4 yr olds	97%	African American- 26.7% Latino- 44.4% White- 28.9%	35%	36%- Speech/Language, Cognitive Delays, Deaf
Moulton	35- 3 yr olds 39- 4 yr olds	90%	African American- 40.5% Latino- 28.4% White- 13.5% Asian- 14.9% Other- 2.7%	33%	8%- Speech/Language
King	20- 3 yr olds 38- 4 yr olds	80%	African American- 37.9% Latino- 41.4% White- 6.9% African- 13.8%	40%	10%- Speech/Language

Table 4. Attendance, Funding Sources, and Instructional Programs

Site	Attendance Hrs/Day Days/Week Months/Yr	Average Daily Attendance	Primary Funding Sources	Current Instructional Program
Carver	3.5-6.5 hours/day 4-5 days/week 10.5 months/year*	86%	Head Start/ECSE/State Universal Pre K/ State Empowerment/Harkin Earmark/Prairie Meadows Race Track	Creative Curriculum/ Houghton Mifflin PRE-K
McKinley	3.5-6.5 hours/day 4-5 days/week 10.5 months/year*	90%	Head Start/State Universal Pre K/ Empowerment/Child Care Assistance/State Shared Visions Grant	Creative Curriculum/ Houghton Mifflin PRE-K
Capitol View	3.5-6.5 hours/day 4-5 days/week 10.5 months/year*	85%	Head Start/State Shared Visions Grant/ECSE	Creative Curriculum/ Houghton Mifflin PRE-K
Moulton	3.5-6.5 hours/day 4-5 days/week 10.5 months/year*	84%	Head Start/State Shared Visions Grant	Creative Curriculum/ Houghton Mifflin PRE-K
King	3.5-6.5 hours/day 4-5 days/week 10.5 months/year*	92%	Head Start/Universal Pre K	Creative Curriculum/ Houghton Mifflin PRE-K

\*These sites will be expanded to 46 week programs with ERF funding.

Table 5. Qualifications and Stability of Preschool Staff

Site	# Staff	Teachers	Assoc. Teachers	Aides	Certified Early Childhood	BA / BS	Masters	AA / AS	Ave. Tenure (Years)
Carver	17	8	9	0	8	8	0	0	5
McKinley	6	3	3	0	3	3	0	2	5.5
Capitol View	8	4	4	0	4	4	0	0	8.0
Moulton	4	2	2	0	2	2	0	0	9.0
King	6	3	3	0	3	2	1	0	8.5

\*All associate teachers are high schools graduates who either have, or are working toward their CDA certification.

**RESUMES AND JOB DESCRIPTIONS FOR KEY PERSONNEL*****Nancy Duey, Program Coordinator***

(b)(6)

**NANCY L. DUEY**Telephone: (b)(6)  
nancy.duey@dmps.k12.ia.us**EDUCATION / CERTIFICATIONS**

- |  |             |
|--|-------------|
| • <b>Family Development Specialist Certification</b><br><i>University of Iowa, Iowa City, Iowa</i>                         | <b>2002</b> |
| • <b>Masters of Arts, Elementary Administration</b><br><i>Drake University, Des Moines, Iowa</i>                           | <b>1995</b> |
| • <b>Early Childhood Endorsement</b><br><i>Drake University, Des Moines, Iowa</i>  | <b>1995</b> |
| • <b>Bachelor of Science, Elementary Education Major, Social Studies Minor</b><br><i>Iowa State University, Ames, Iowa</i> | <b>1970</b> |

**PROFESSIONAL / COMMUNITY INVOLVEMENT**

- |   |              |
|---|--------------|
| • Iowa Head Start Association   | 1996-Present |
| • Evelyn Davis Early Learning Academy, Board of Directors                                     | 1996-Present |
| • Child Care Resource and Referral of Central Iowa Advisory Board                             | 1997-Present |
| • Des Moines Public Schools Even Start Advisory Committee                                     | 2000-Present |
| • Early Literacy Initiative   | 2001-Present |
| • Building Blocks Career Opportunities Program Des Moines Area Community College, Chairperson | 2001-Present |

**PROFESSIONAL EXPERIENCE**

- |   |                              |
|---|------------------------------|
| <b>Program Director/Coordinator, Head Start funded Early Childhood Programs</b><br><b><i>Des Moines Public Schools, Des Moines, Iowa</i></b>  | <b>July 1996-Present</b>     |
| • Ensure all programs meet Head Start performance standards and comply with federal, state, and school district regulations, policies, and procedures   |                              |
| • Ensure the Needs of all preschool children and their families are effectively identified and serves in accordance with Head Start performance standards, state of Iowa requirements, and all program grant requirements |                              |
| • Consult and provide technical assistance through regular staff development training and through the following appointments:   |                              |
| o Head Start State Consultant – 2 <sup>nd</sup> Step Violence Prevention Program  | 1999-Present                 |
| o Polk County Human Services Planning Alliance Early Childhood Group  | 2000-Present                 |
| o Denver II Trainer   | 2000-Present                 |
| o Hands on Science, National Science Dissemination Team   | June 2000-Present            |
| o Head Start Region 7 Consultant – Child Outcomes   | 2001-Present                 |
| o Region 7 Head Start Director Mentor   | 2001-Present                 |
| o Every Child Reads State Trainer   | 2001-Present                 |
| o Literacy Trainer (CIRCLE) – STEP Trainer  | June 2002-Present            |
| • Develop policies and procedures for early childhood programs within the Des Moines Independent Community School District including curriculum, program design, implementation, evaluation, and systems management       |                              |
| • Coordinate the process of identifying child and family needs with all potential grant-funded services   |                              |
| <b>Program Director/Coordinator, Drake University Head Start</b><br><b><i>Drake University, Des Moines, Iowa</i></b>  | <b>July 1991-June 1996</b>   |
| • Coordinated Head Start programs in West Des Moines Public Schools delegate, Des Moines Public Schools delegate, and Boone, Iowa   |                              |
| • Member of federal in-depth program monitoring team  |                              |
| <b>Center Director/Teacher</b><br><b><i>Des Moines Public Schools, Des Moines, Iowa</i></b>   | <b>August 1985-June 1991</b> |
| • Developed and implemented developmentally appropriate curriculum for preschoolers   |                              |
| • Provided curriculum training and technical assistance to early childhood staff  |                              |

- Center Director/Teacher** **July 1984-July 1985**  
*Drake University, Des Moines, Iowa*
  - Center director/teacher at Saydel Head Start
  - Serves as the early childhood member of the building interdisciplinary team
- Kindergarten Teacher** **August 1983-July 1984**  
*Consolidated School District Number 4, Grandview, Missouri*
  - Implemented language arts block, integrated learning centers in to the language arts and math curriculum
- Third Grade Teacher** **July 1976-June 1981**  
*Consolidated School District Number 4, Grandview, Missouri*
  - Implemented the Levels Language Arts Program for second and third graders
  - Established learning centers using reinforcement in language arts and math
- Kindergarten Teacher** **July 1976-June 1981**  
*Consolidated School District Number 4, Grandview, Missouri*
  - Implemented Distar Reading Program, an individualized math program focused on a hands-on approach, and the Wapon Wisconsin Child Development Survey individualized learning program into the kindergarten curriculum
  - Participated in interdisciplinary building child study team representing early childhood
- Child Development Center Director** **July 1974-July 1976**  
*Avila College, Kansas City, Missouri*
  - Established center in the Department of Education of Avila College
- AAUW Child Development Center Director** **June 1971-June 1974**  
*American Association of University Women, Dallas, Texas*
  - Established child development center
- Kindergarten/First Grade Long-Term Substitute** **August 1970-June 1971**  
*Bloomington Public School District, Bloomington, Minnesota*
  - Established child development center

<end **NANCY DUEY** end>

**Project Coordinator, To Be Hired**

**Job Description**

**Working Relationships:**

Reports to:

Associate Superintendent, Northwest Region  
ELI Project Director

Provides Counsel to:

Principal Investigator/External Evaluator  
ELI Center Teachers and Teaching Assistants  
ELI Literacy Coaches  
ELI Family Liaisons  
ELI Building Principals / Center Directors  
DMPS Reading/Language Arts PreK-12 Curriculum Coordinator

**Basic Function:**

The ELI Project Coordinator will provide coordination and leadership in all aspects for the implementation of the Early Reading First Initiative. The ELI Project Coordinator will be responsible for fiscal management, data collection/compilation, continuous improvement activities, professional development supports, and program evaluation. The ELI Project Coordinator will provide oversight and support to the ELI Family Literacy Liaisons, Literacy Coaches, Principal Investigator, and Preschool Teachers and Associates in ELI Centers.

**Required Education:**

- Masters Degree in Early Childhood Education
- Post-graduate hours in reading and/or reading endorsement
- Knowledge of current research in early literacy, child development, and family literacy

**Required Experience:**

- Three to five years demonstrated success as an early childhood educator.
- A minimum of two years of management/coordination in project administration.
- Organizational ability, including ability to handle multiple priorities and meet deadlines.
- Experience planning and facilitating professional development.
- Experience in facilitating groups.
- Adult/family literacy experience, preferred.
- Adult education experience, preferred.
- Multi-lingual, preferred.

**Other Requirements:**

- Excellent oral and written language skills.
- Computer literacy.
- Ability to work a 12-month schedule.

**ELI Project Coordinator Job Description, cont.**

**Characteristics of Work:**

- Implement and provide leadership to the Early Reading First initiative
- Coordinate with district Reading/Language Arts PreK-12 Curriculum Coordinator to provide literacy continuity for Pre-K through 12<sup>th</sup> grade students Facilitate and assist in analyzing assessments/preparing performance reports of the ELI project
- Supervision of ELI Literacy Coaches and Family Liaisons
- Analyze ongoing literacy program needs
- Assist in facilitating/assessing professional development
- Attend family events
- Facilitate meetings
- Assist ELI staff in developing transition activities and strategies
- Coordinate with the DMPS Reading First Program
- Collaborate with External Evaluator
- Perform other duties as defines in ELI grant

**<end Project Coordinator end>**

**Literacy Coaches, Five to be Hired**

**Job Description**

**Working Relationships:**

Reports to:

- ELI Project Coordinator
- ELI Project Director
- ELI Building Principal

Provides Counsel to:

- ELI Center Teachers and Teaching Assistants
- ELI Family Liaisons
- ELI Building Principals / Center Directors
- Reading/Language Arts PreK-12 Curriculum Coordinator

**Basic Function:**

An ELI Literacy Coach will provide leadership and ongoing professional development to ELI preschool teachers, teaching assistants, and Family Literacy Liaisons.

**Required Education:**

- BA with endorsement in Early Childhood Education (MA, desired)
- Post-graduate hours in reading and/or reading endorsement
- Knowledge of current research in early literacy, child development, and family literacy

**Required Experience:**

- Three to five years demonstrated success as an early childhood educator.
- Experience facilitating strategies to support cultural, linguistic, and ability diverse children.
- Experience administering language assessment tests, preferred
- Experience as a coach/mentor, preferred.
- Experience facilitating adult learning, preferred.
- Multi-lingual, preferred.

**Other Requirements:**

- Excellent oral and written language skills.
- Computer literacy.

**Characteristics of Work:**

- Facilitates implementation of literacy research-based curriculum in ELI preschool classrooms
- Observes in the classroom and provides feedback to ELI teaching staff
- Provides coaching to ELI teachers
- Administers the Early Language and Literacy Classroom Observation (ELLCO) and the Environmental Rating Scale (ECERS-R)
- Complete and interpret assessment of child progress
- Researches quality literacy materials

<end Literacy Coach end>

**Family Liaisons, Five to be Hired**

**Job Description**

**Working Relationships:**

Reports to:

- ELI Project Coordinator
- ELI Project Director
- ELI Building Principal

Provides Counsel to:

- ELI Center Teachers and Teaching Assistants
- ELI Literacy Coaches
- ELI Building Principals / Center Directors

**Basic Function:**

An ELI Family Liaison will coordinate family outreach efforts for the ELI project.

**Required Education:**

- BA in Human/Social Services or Early Childhood Education, Elementary Education, or related field
- Family Development Specialist Certification, desired

**Required Experience:**

- One to three years experience working with families, family literacy, or coordinating with human service agencies.
- Experience facilitating strategies to support cultural, linguistic, and ability diverse persons.
- Multi-lingual, preferred.

**Other Requirements:**

- Excellent oral and written language skills.
- Computer literacy.

**Characteristics of Work:**

- Facilitates Parents and Child Together (PACT) time
- Facilitates Family Literacy Nights
- Organizes Family Literacy Center take home projects
- Develop monthly parent newsletter
- Facilitates communication between ELI students' home and preschool
- Supports ELI teachers as directed by Project Coordinator

<end Family Liaison end>

**Dr. Jill Johnson, External Evaluator**

(b)(6)	<b>JILL CATON JOHNSON</b>	(b)(6)
--------	---------------------------	--------

**EDUCATION**

- |   |             |
|---|-------------|
| • <b>Ph.D. Curriculum &amp; Instruction: Literacy Education</b> | <b>2002</b> |
| <i>The University of Minnesota, Minneapolis, Minnesota</i>      |             |
| Emphasis: Reading Education and Comprehension                   |             |
| • <b>M.A. Early Childhood Education</b>                         | <b>1995</b> |
| <i>The University of Iowa, Iowa City, Iowa</i>                  |             |
| Emphasis: Family Support Systems                                |             |
| • <b>B.A. Elementary Education</b>                              | <b>1994</b> |
| <i>The University of Iowa, Iowa City, Iowa</i>                  |             |

**PROFESSIONAL EXPERIENCE**

- |  |                     |
|--|---------------------|
| <b>Associate Professor, Literacy Education</b>                           | <b>2003-Present</b> |
| <b>Department Chair, Teaching and Learning</b>                           |                     |
| <i>Drake University School of Education, Des Moines, Iowa</i>            |                     |
| <b>Children's Choice Award Leadership Team</b>                           | <b>2004-2006</b>    |
| <b>Regional Leader</b>   |                     |
| <i>International Reading Association and The Children's Book Council</i> |                     |
| <b>Adjunct Faculty</b>   | <b>2001- 2003</b>   |
| <i>Iowa State University, Ames, Iowa</i>                                 |                     |
| <b>Fourth Grade Teacher</b>  | <b>1999-2001</b>    |
| <i>West Des Moines Community School District, West Des Moines, Iowa</i>  |                     |
| <b>Teaching Specialist</b>   | <b>Summer 2000</b>  |
| <i>The University of Minnesota, Minneapolis, Minnesota</i>               |                     |
| <b>Second Grade Teacher</b>  | <b>1998-1999</b>    |
| <b>Fourth Grade Teacher</b>  | <b>1998-1996</b>    |
| <i>Minnetonka Independent School District, Minnetonka, Minnesota</i>     |                     |
| <b>Research Assistant</b>  | <b>1997-1999</b>    |
| <i>The University of Minnesota, Minneapolis, Minnesota</i>               |                     |
| <b>Fourth Grade Teacher</b>  | <b>1995-1996</b>    |
| <i>Clear Creek-Amana Community School District, Amana Iowa</i>           |                     |
| <b>Student Teacher Supervisor</b>  | <b>Summer 1995</b>  |
| <i>The University of Iowa, Iowa City, Iowa</i>                           |                     |
| <b>On-Site Director</b>  | <b>Summer 1994</b>  |
| <i>Migrant Head Start, Williamsburg, Iowa</i>                            |                     |

**PAPERS**

- |  |
|--|
| • Johnson, J.C. & Small, D. (May 2008). Sparking students' interests: Choice and content areas. <i>Journal of Content Area Reading</i> .   |
| • Children's Choices for 2006. (2006, October). <i>The Reading Teacher</i> , 169-184.  |
| • Martin-Hansen, L. & Johnson, J.C. (September 2006). Think-Alouds in Inquiry Science. <i>Science and Children</i> , pp. 56-59.  |
| • Children's Choices for 2005. (2005, October). <i>The Reading Teacher</i> , 157-172.  |
| • Johnson, J.C. (May 2005) What makes a 'good reader': Using self-reports of reading comprehension strategy use to inform instruction. <i>The Reading Teacher</i> , pp. 766-770. |

- 
- Johnson, J.C. & Martin-Hansen, L. (March 2005). *Improving Science Reading Comprehension*. Science Scope, 12-15.
  - Johnson, J.C. (2004) Why do I need a reading course? *Journal of Content Area Reading*, 3(1), 93-107.
  - Johnson, J.C. (Winter 2004) What's this thing called reading comprehension strategy instruction? *Iowa ASCD*.
  - Dufflemeyer, F. & Johnson, J.C. (Fall 2003) Between the lions web site: a resource for teachers of young children. *Balanced Reading Instruction*, 10, 81-92.
- 

### PRESENTATIONS

---

- Johnson, J.C. & Small, D. (May 2008). *Balancing content, interests and choice*. International Reading Association, Atlanta, GA.
  - Johnson, J.C. (May 2006). *Children's Choices*. International Reading Association, Annual Conference, Chicago, IL.
  - Johnson, J.C. (November 2005). *Nonfiction in every grade*. International Reading Association, Regional Conference, Minneapolis, MN.
  - Johnson, J.C. (May 2005). *Read Nonfiction: Write Nonfiction*. International Reading Association Annual Conference, San Antonio, TX.
  - Johnson, J.C. (May 2005). *Nonfiction texts in the Head Start Classroom*. National Head Start Convention, Orlando, FL.
  - Johnson, J.C. (April 2005). *Get Real: Helping elementary students comprehend the genre of nonfiction*. Annual Pennsylvania Association of Federal Program Coordinators Conference.
  - Johnson, J.C. (April 2005). *Ten ways to integrate nonfiction into a balanced literacy program*. Iowa Reading Association Annual Conference, Des Moines, IA.
  - Johnson, J.C. (April 2005). *Differentiated Reading Instruction*. ASCD Annual Conference, Orlando, FL.
  - Johnson, J.C. (March 2005). *Nonfiction for ELL learners*. TESOL Annual Conference, San Antonio, TX.
  - Johnson, J.C. (July 2004). *Nonfiction and differentiated instruction*. National Differentiated Instruction Conference, Las Vegas, NV.
  - Johnson, J.C. (April 2004). *Nonfiction texts for struggling readers*. Minnesota Title One Conference, Brainerd, MN.
  - Johnson, J.C. (March, 2004). *Top 10 ways to integrate nonfiction in the middle level*. Illinois ASCD, Planfield, IL.
  - Johnson, J.C. (2004, Winter). West Des Moines Community School District. K-3 reading and writing adoption and inservices.
  - Johnson, J.C. (October 2003). *Reader Response: Theory and Implications for Classroom Use*. Crossroads Elementary, West Des Moines Community Schools.
  - Johnson, J.C. (October 2003). *Classroom uses for reader response: The what and the how*. Great Plains Regional IRA.
  - Johnson, J.C. (March 2003). *How does reader response fit with reading comprehension strategy instruction?* Rex Mathes Elementary, West Des Moines Community Schools.
  - Johnson, J.C. (2002, December). *Providing the toolbox: Reading comprehension strategy instruction with fourth grade students*. Poster session presented at the annual meeting of IEREA, Ames, IA.
  - Honorable Mention Award for Best Poster Presentation
  - Watts-Taffe, S., Byrn, K. & Johnson, J.C. (1999, December). *The search for the quick-fix*. A paper presented at the National Reading Conference, Orlando, FL.
- 

### CONSULTING ACTIVITIES

---

- |  |              |
|--|--------------|
| • Iowa Department of Education, Des Moines, Iowa                   | 2008 June    |
| o Every Child Reads Training on nonfiction                         |              |
| • West Des Moines Community School District, West Des Moines, Iowa | Spring 2008  |
| o Coaching provided in reader response                             |              |
| • West Des Moines Community School District, West Des Moines, Iowa | Winter 2008  |
| o Coaching provided in intermediate literacy                       |              |
| • Senator Harkin Earmark Grant, Des Moines, Iowa                   | 2005-2006    |
| o External Evaluator   |              |
| • ELOA Grant, Des Moines, Iowa                                     | 2004-2005    |
| o The United Way Des Moines external evaluator                     |              |
| • ERF Grant, Des Moines Public Schools, Des Moines, Iowa           | 2004-2008    |
| o External evaluator   |              |
| • West Des Moines Community School District, West Des Moines, Iowa | October 2006 |
| o In-service provided on non-fiction                               |              |
-

- National Geographic School Publishing 2004-2008
  - Prepared and conducting over 65 workshops for NGS including presentations at IRA, ASCD, TESOL and the National Conference on Differentiated Instruction
- Iowa Head Start Association, Des Moines, Iowa Fall 2004
  - Conducted three workshops on early literacy
- West Des Moines Community School District, West Des Moines, Iowa December 2002
  - In-service provided on reader response
- Benttendorf Community School District, Benttendorf, Iowa January 2001
  - In-service provided on balanced writing
- West Des Moines Community Education, West Des Moines, Iowa October 2000
  - Guest Lecturer
- Upper Des Moines Opportunity August 2000
  - In-service provided on observation of children
- Viterbo College Winter 2000
  - Guest Lecturer

---

**CURRENT RESEARCH INTERSTS**

- Reading comprehension strategy instruction and expository text.
- Reading comprehension strategy instruction in middle school
- After School Intervention program effectiveness

---

**PROFESSIONAL ORGANIZAITONS**

- NRC
- AERA
- IRA

<end **JILL JOHNSON** end>

**Dr. Elena Bodrova, Professional Development Provider****ELENA BODROVA**

Mid-continent Research for Education and Learning  
4601 DTC Boulevard, Suite 500  
Denver, CO 80237

Principal Researcher  
Telephone: (303) 632-5610  
ebodrova@mcrel.org

**EDUCATION**

- |   |             |
|---|-------------|
| • <b>Ph.D. Developmental and Educational Psychology</b>     | <b>1984</b> |
| <i>Academy of Pedagogical Sciences, Moscow, Russia 1984</i> |             |
| • <b>M.A. Developmental and Educational Psychology</b>      | <b>1980</b> |
| <i>Moscow State University, Moscow, Russia</i>              |             |
| • <b>Psychology</b>   | <b>1980</b> |
| <i>Moscow State University, Moscow, Russia</i>              |             |

**AREAS OF EXPERTISE**

- **Early childhood education**
- **Development of self-regulation in young children**
- **Early literacy development**
- **Lev Vygotsky's cultural-historical theory**

**PROFESSIONAL EXPERIENCE**

- |   |                     |
|---|---------------------|
| <b>Principal Researcher</b><br><i>Mid-Continent Research for Education and Learning (McREL), Denver, CO</i><br>Conduct research on the effect of self-regulation training on children's academic and social emotional functioning; develop teacher-training materials.  | <b>2006-present</b> |
| <b>Senior Researcher</b><br><i>Mid-Continent Research for Education and Learning (McREL), Denver, CO</i><br>Conducted research on early literacy acquisition and writing development; participated in the development of early literacy assessment instruments and teacher-training materials; provided training and technical assistance to early childhood educators. | <b>1998-2006</b>    |
| <b>Visiting Professor</b><br><i>Metropolitan State College of Denver, Denver, CO</i><br>Taught undergraduate-level classes on Child Development and Educational Psychology; co-directed Learning How to Learn and Tools of the Mind research projects.  | <b>1992-1998</b>    |
| <b>Senior Researcher</b><br><i>Russian Center of Educational Innovations, Moscow, Russia</i><br>Conducted research on development of self-regulation in preschool-aged children; participated in the development of preschool and kindergarten standards.   | <b>1990-1992</b>    |
| <b>Researcher</b><br><i>Russian Center of Educational Innovations, Moscow, Russia</i><br>Conducted research on cognitive development of preschool-aged children; participated in the development of preschool and kindergarten curricula and teacher-training materials.  | <b>1983-1990</b>    |

**SELECTED PROJECT EXPERIENCE**

- |  |                  |
|--|------------------|
| • <b>Early Reading First Projects, various sites</b><br><i>Sponsored by U.S. Department of Education; conducted in:</i><br><i>Janesville School District, Janesville, WI (2004-2008)</i><br><i>School District U-46, Elgin, IL (2003-2006)</i><br><i>24 districts served by Mississippi Bend AEA, Bettendorf, IA (2003-2006)</i><br><i>Big Horn School District, Big Horn County, WY (2001-2004)</i>                                   | <b>2001-2008</b> |
| ○ Primary provider of professional development for teachers and administrators participating in the project designed to increase the quality of preschool education. Provided sustained, intensive, and classroom-focused professional development to: <ul style="list-style-type: none"> <li>▪ increase teachers' knowledge of the development of language, cognitive, and early reading skills for preschool-age children</li> </ul> |                  |

- advance teacher understanding and use of effective instructional strategies that are based on scientifically based research and designed to improve student academic achievement
  - improve knowledge and use of methods of teaching children with special needs and English language learners
  - increase teacher knowledge and use of the use of data and assessment to inform classroom practice and
  - assist program staff with methods for working more effectively with parents
- **Professional Development in Early Childhood Education in Indian Demonstration Grant, Page, AZ** 2003-2006  
*Sponsored by U.S. Department of Education; conducted in Page Unified School District,*
  - Primary provider of professional development for teachers and administrators participating in the project designed to increase the quality of preschool education, specifically the curriculum, instruction, and assessment of preschool children.
- **Professional Development for Reading First Implementation, Ohio** 2004-2006  
*Funded by John Carroll University through the Ohio Department of Education*
  - Reviewed literacy materials and activities used in Reading First classrooms in the state of Ohio. Modified materials and activities to include strategies designed to enhance self-regulation skills and to ensure the materials and activities were developmentally appropriate for use in literacy instruction in kindergarten classrooms. Provided professional development to kindergarten teachers and literacy coaches designed to help them understand and use the materials and activities. Conducted on-site observations to monitor implementation. Work included coordinating with literacy coaches and field faculty to assist with integration of the self-regulation component with other components of the literacy training provided to Ohio Reading First schools. Participated in planning and conducting the evaluation of the effectiveness of the self-regulation component when added to the existing training.
- **Best Teachers with At-Risk Children, Denver, CO** 1997-1998  
*Sponsored by the Colorado State Department of Education and McREL*
  - Co-directed this project designed to collect baseline data on early literacy development of at-risk kindergarten children placed in the classrooms of highly effective teachers.
- **Tools of the Mind Project, Denver, CO** 1996-1998  
*Sponsored by the Metropolitan State College of Denver*
  - Co-directed this quasi-experimental study designed to evaluate the efficacy of the implementation of an innovative early childhood curriculum in kindergarten classrooms serving low SES students
- **Learning Hoe to Learn Project, Denver, CO** 1994-1996  
*Sponsored by the Metropolitan State College of Denver*
  - Co-directed this study designed to collect data on the pilot implementation of a new literacy program in a number of urban preschool, kindergartens, first- and second-grade classrooms.

---

## SELECTED PUBLICATIONS

### Books and Monographs

- Bodrova E., & Leong, D. (2007). Tools of the mind: Vygotskian approach to early childhood education. (2<sup>nd</sup> ed.) Columbus, OH: Merrill/Prentice Hall.
- Paynter, D.E., Bodrova, E., & Doty, J.K. (2005). For the Love of Words: Vocabulary Instruction that Works, Grades K-6. New York, NY: Jossey-Bass.
- McAfee, O., Leong, D.J. & Bodrova, E. (2004). Basics of assessment: A primer for early childhood educators. Washington, DC: National Association for the Education of Young Children
- Bodrova, E., & Leong D. J. (2001). The Tools of the Mind Project: A case study of implementing the Vygotskian approach in American Early Childhood and Primary Classrooms. Geneva, Switzerland: International Bureau of Education, UNESCO.

### Book Chapters

- Bodrova E., & Leong, D. (In press). Tools of the mind: Vygotskian approach to early childhood education. In: J. L. Rooparine & J. Jones. Approaches to Early Childhood Education (5<sup>th</sup> ed.). Columbus, OH: Merrill/Prentice Hall.
- Bodrova, E. & Leong, D. (2007) Play and Early Literacy: A Vygotskian Approach. In K. A. Roskos & J. F. Christie (Eds.) Play and literacy in early childhood (2<sup>nd</sup> ed). Mahwah, NJ: Lawrence Erlbaum Associates (pp. 185-200).
- Bodrova, E. & Leong, D. (2007) Vygotsky. In R.S. New & M. Cochran (Eds.), Early childhood education: An international encyclopedia. Westport, CT: Greenwood Publishing Group
- Bodrova, E. & Leong, D. (2006). Adult influences on play: Vygotskian approach. In D.P. Fromberg & D. Bergen (Eds.) Play from birth to twelve and beyond: Contexts, perspectives, and meanings. (2<sup>nd</sup> ed). New York: Routledge (pp. 167-172)
- Bodrova E., & Leong, D. J. (2005) Vygotskian Perspectives on Teaching and Learning Early Literacy. In D. K. Dickinson & S.B. Neuman (Eds.) Handbook of Early Literacy Research. (2<sup>nd</sup> ed). New York, NY: Guilford Press Publications (pp. 243-256)
- Bodrova E., & Leong, D.J. (2005) Self-Regulation as a Key to School Readiness: How Can Early Childhood Teachers Promote this Critical Competency? In M. Zaslow, Ph.D., & I. Martinez-Beck (Eds.) Critical Issues in Early Childhood Professional

- Development Baltimore, MD: Brookes Publishing (pp 203-224)
- Bodrova E. (2005) Assessment in American Early Childhood Classrooms. In: B. Yudin & E. Yudina (Eds.) Psychological and Pedagogical Assessment in Education. Moscow, Russian Federation: Institute of Human Studies [In Russian]
  - Bodrova, E., & Leong, D.J. (2004) Learning and development of preschool children: The Vygotskian perspective. In B. Gindis, B. A. Kozulin, V. Ageyev, & S Miller, ( Eds.) Vygotsky's theory of education in cultural context. Cambridge, England: Cambridge University Press.
  - Bodrova, E. & Leong, D. (1999). Play and its Role in Development and Learning: The Vygotskian Approach. In M. Guddemi, T. Jambor, & A. Skrupskelis (Eds.) Play in a changing society. Little Rock, AR: Southern Early Childhood Association
- Journal Articles**
- Bodrova, E. (In press) Make-believe play vs. academic skills: A Vygotskian approach to today's dilemma of early childhood education. European Early Childhood Education Research Journal.
  - Bodrova, E., & Leong, D. (2007) Playing for academic skills. Children in Europe. Special Vygotsky issue, 10-11
  - Bodrova, E., & Leong, D. (2007). Preschool: Promoting language development in make-believe play. The Utah Special Educator, 27 16-17
  - Bodrova, E., & Leong, D. (2007). Developing self-regulation: The Vygotskian view. Academic Exchange Quarterly, 10 (4), 33-37.
  - Bodrova E., & Leong, D. J. (2005) Self-regulation: A foundation for early learning. Principal, 85 (1), 30-35 (reprinted in Educational Digest October 2005 71 (2), 54-57)
  - Bodrova E., & Leong, D. J. (2005) Uniquely Preschool. Educational Leadership, 63(1), 44-47
  - Bodrova E., & Leong, D. J. (2005) High quality preschool programs: What would Vygotsky say? Early Education & Development, 16 (4), 435-444
  - Bodrova, E. & Leong, D. J. (2003). Chopsticks and counting chips: Do play and foundational skills need to compete for the teacher's attention in an Early Childhood classroom? Young Children, May, 10-17
  - Bodrova, E., Leong, D., Norford, J., & Paynter, D. (2003). It only looks like child's play. Journal of Staff Development, 24, (2), 47-51
  - Bodrova, E. & Leong, D. J. (2003). The importance of being playful Educational Leadership Vol. 60 (7), 50-53
  - Bodrova, E., Paynter, D., & Leong, D. (2001). Standards in the Early Childhood Classroom. Principal, Vol. 80(3), 10-15
  - Bodrova, E., Leong, D. & Paynter, D. (1999). Literacy Standards for Preschool Learners. Educational Leadership, Vol. 57 (2), 42-46.
  - Bodrova, E. & Leong, D. (1998). Scaffolding Emergent Writing in the Zone of Proximal Development. Literacy Teaching and Learning. Vol. 3 (2), 1-18.
  - Bodrova, E. & Leong, D. (1998). Development of Dramatic Play in Young Children and its Effects on Self-Regulation: The Vygotskian Approach. Journal of Early Childhood Teacher Education.
  - Bodrova, E. & Leong, D. (1998). Standing a head above himself: How Play Can Promote Development From the Vygotskian perspective. Colorado Early Childhood Journal. Vol. 1, No. 1, pp. 4-6.
  - Bodrova, E. (1997). The Key Concepts of the Vygotsky's Theory of Learning and Development. Journal of Early Childhood Teacher Education. Vol. 18, No.2, pp. 16-22.

---

## PRESENTATIONS

- Bodrova, E. & Leong, D. J. (2007). The Vygotskian approach to the development of self-regulation through play: New insights. Presented at the annual convention of NAEYC. Chicago, IL.
- Bodrova, E. (2007) Make-believe Play vs. Academic Skills: A Vygotskian Approach to Today's Dilemma of Early Childhood Education. Presented at the 17<sup>th</sup> annual conference of the European Early Childhood Education Research Association. Prague, Czech Republic.
- Bodrova, E. & Leong, D. J. (2007) Vygotskian/Post-Vygotskian research on the development of children's intentionality in make-believe play: Implications for the development of self-regulation and ECE practice. Presented at the NAEYC's 16<sup>th</sup> annual National Institute for Early Childhood Professional Development. Pittsburgh, PA.
- Diamond A., Leong D. J. & Bodrova E (2007) Helping children become masters of their own behavior. Presented at the biennial meeting of Society for Research in Child Development, Boston, MA
- Leong D. J. & Bodrova E. (2006) Self-regulation: How it develops and what preschool teachers can do to develop it. Presented at the annual convention of NAEYC. Atlanta, GA.
- Leong D. J. & Bodrova E. (2006) Scaffolding Self-Regulation During the Preschool Years: The Vygotskian Approach. Presented at the conference Brain Development and Learning: Making Sense of the Science. Vancouver, BC
- Bodrova, E., Leong, D. J. (2006) Make-Believe Play and Drawing as the Roots of Emergent Writing in Preschool: The Vygotskian Approach. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Bodrova, E., Roskos, K., & Leong, D. J. (2006) What Teacher Educators should be Teaching about Child Outcome Standards. Presented at the NAEYC's 15<sup>th</sup> annual National Institute for Early Childhood Professional Development. . San-Antonio, TX
- Bodrova, E., Leong, D. J., & Rosemary, C. (2005) Kindergarten Today—a "no child's land": Examining the culture of today's kindergarten from the Vygotskian Perspective. Presented at National Association for the Education of Young Children, Miami, FL
- Jones, J., Biggar, H., Copple, C., Frede, H., Hyson, M., Leong, D. J., & Bodrova, E. (2005) Developmental Perspectives on Early Childhood Assessment—Influencing Public Policies and Professional Practices. Presented at the biennial meeting of Society for Research in Child Development, Atlanta, GA.

Appendix G



June 10, 2008

Student Achievement and School Accountability Programs

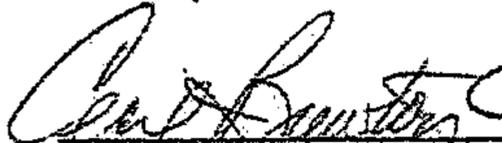
Office of Elementary and Secondary Education

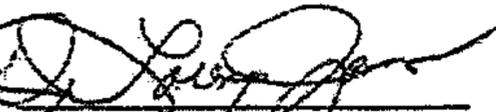
U.S. Department of Education

Mrs. Parker:

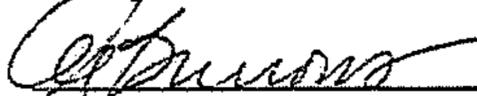
The Des Moines Public School sites participating in this grant program are committed to implementing a high quality Early Reading First program. The principals of each site have signed this letter of support signifying that they will: support the goals and expectations described in this ERF grant application; allow and support in-class visitations and observations in order to facilitate cooperation between Head Start, McREL, and the elementary schools, as well as the transition process between preschool and kindergarten; support the inclusion of ERF professional development sessions for preschool and kindergarten teachers throughout the course of the school year during regularly scheduled professional development time; and monitor the on-going impact of the program. These DMPS sites are excited to participate in this wonderful opportunity to improve the literacy skills of preschool students.

Sincerely,

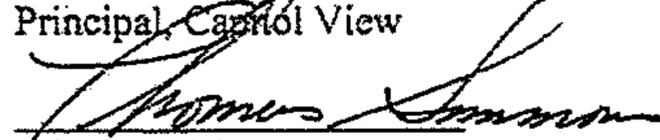
  
Principal, Carver

  
Principal, McKinley

  
Principal, Capitol View

  
Principal, Moulton

  
Principal, Findley

  
Principal, King

Des Moines Public Schools  
901 Walnut Street • Des Moines, IA 50309  
515-242-7766 • Fax: 515-242-7679

Appendix G

*Holy Family School*

1265 E. 9th STREET  
DES MOINES, IOWA 50316  
515-262-6025  
www.hfisd.org

June 10, 2008

Student Achievement and School Accountability Programs

Office of Elementary and Secondary Education

U.S. Department of Education

Mrs. Parker:

We are writing on behalf of the Holy Family School in Des Moines, Iowa. Holy Family is a private Catholic school. Our administrators and preschool staff all understand how important preschool education can be for students. We believe that all students deserve the opportunity to begin kindergarten as well-prepared as possible. Through DMPS' Early Reading First grant, the Holy Family School will have the opportunity to expand the scope of quality preschool opportunities offered to youth. We are fully prepared to support and implement the ERF program and training at Holy Family when grant funding is received. Thank you for this wonderful opportunity.

Sincerely,



Martin P. Flaherty

Principal

June 10, 2008

Student Achievement and School Accountability Programs

Office of Elementary and Secondary Education

U.S. Department of Education

Mrs. Parker:

I am writing on behalf of the Bidwell-Riverside Center in Des Moines, Iowa. Bidwell provides full-time childcare and pre-school through its Early Childhood Development Center, as well as a variety of social services designed to provide for the immediate needs of people living in poverty through an Emergency Food Pantry, a Used Clothing Center, and rent and utility assistance as funds are available. It also is a part of collaborative advocacy efforts on legislative issues relating to children, hunger and poverty, as well as occasional small programs to help people seeking to improve their lives.

We are pleased to support the Des Moines Public Schools in their application for the Early Reading First grant. Bidwell will expand the scope and quality of the preschool opportunities offered to youth through participation in DMPS's Early Reading First program. We are fully prepared to support and implement the ERF program at Bidwell. Thank you for your consideration of this proposal.

Sincerely,

Diana Heisner, Diana Heisner  
Chairperson, Board of Directors

Dawn Badker, Dawn Badker  
Director, Early Childhood Development Center



4601 DTC Boulevard, Suite 500 • Denver, Colorado 80237-2596  
303.337.0990 • Fax: 303.337.3005 • www.mcrel.org

May 29, 2008

Nancy Duey  
Head Start Coordinator  
Des Moines Public Schools  
1301 2nd Avenue  
Des Moines, IA 50314

Dear Ms. Duey:

Mid-continent Research for Education and Learning (McREL) is pleased to submit this letter of commitment to serve as a partner for the Early Reading First proposal that you are submitting to the U.S. Department of Education's Office of Elementary and Secondary Education.

Established in 1966, McREL is a 501(c)(3) private non-profit organization whose purpose is to improve Pre-K-12 education through applied research and development. Dr. Elena Bodrova, Principal Researcher and primary author of the *Scaffolding Early Literacy* professional development program, will serve as McREL's lead for this project. Dr. Bodrova has been providing technical assistance and professional development for Early Reading First projects since the program's inception in 2002. She is an internationally known expert in cognitive psychology and child development and has been teaching, providing professional development, and conducting research in early childhood education, early literacy, and assessment in the United States since 1992.

As a partner in this study, Dr. Bodrova will serve as a key consultant to the project and lead a team that will provide intensive, multi-dimensional professional development designed to enhance preschool teachers' abilities to deliver effective instruction that will improve preschoolers' early literacy and cognitive skills. If funded, McREL intends to enter into a contractual agreement with the Des Moines Independent Community School District to carry out the services described in the proposal narrative.

Thank you for including McREL in your proposal to the Early Reading First Program in the Office of Elementary and Secondary Education. If I can provide any further information, please contact me.

Sincerely,

J. Timothy Waters  
President & Chief Executive Officer

Mid-continent Research for Education and Learning



June 10, 2008

Student Achievement and School Accountability Programs

Office of Elementary and Secondary Education

U.S. Department of Education

Mrs. Parker:

On behalf of the Des Moines Public Schools' (DMPS) Head Start program, I fully support this application for the Early Reading First grant in support of high quality literacy education in Des Moines. Quality child care and early education programs are important for all young children. This grant opportunity will allow DMPS to provide expanded preschool opportunities for the children of Des Moines and will enable an increased number of preschoolers to enter kindergarten ready to succeed. The Head Start program has extensive experience with early childhood standards, best practices, and innovative services, as well as a firm record of fiscal responsibility. In support of this grant, Head Start coordinators, teachers, and associates will assist with the planning, administration, and evaluation of the ERF program. Thank you for your consideration of this proposal.

Sincerely,

A handwritten signature in cursive script that reads "Judith".

Judith Cunningham,

Executive Director Des Moines Public Schools Head Start

1301 2<sup>nd</sup> Avenue • Des Moines, Iowa 50314  
515-242-7488 • Fax: 515-242-7862

**INDIRECT COST RATES**

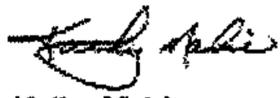
*For Use With FY 2008-2009 Programs  
 Calculated from FY 2006-2007 Financial Data  
 Source: Certified Annual Reports*

**Iowa Department of Education**  
<http://www.iowa.gov/educate/content/view/119/1355/>  
 Contact: Janice Evans ([Janice.Evans@iowa.gov](mailto:Janice.Evans@iowa.gov))

Indirect cost rates, restricted and unrestricted, are calculated annually for school districts and area education agencies from data submitted on their certified annual reports. The unrestricted rate is used with federal funding which allows indirect cost recovery and does not include a "supplement, not supplant" clause. The restricted rate is used when the federal funding has a "supplement, not supplant" clause.

District #	Name	Restricted Indirect Cost Rate	Unrestricted Indirect Cost Rate
1737	Des Moines Independent	3.22	14.41

SPOC LETTER

	<b>STATE OF IOWA</b>	
<small>CHESTER J. CULVER, GOVERNOR PATTY JUDGE, LT. GOVERNOR</small>	<small>DEPARTMENT OF MANAGEMENT CHARLES J. KROCHMIR, DIRECTOR</small>	
<p>May 9, 2007</p>		
<p>Dr. Nancy Sebring Des Moines Public Schools 901 Walnut Street Des Moines, Iowa 50309-3506</p>		
<p>RE: Federal Grant Review Process</p>		
<p>Dear Dr. Sebring:</p>		
<p>Under the provisions of Federal Executive Order 12372, each state develops their own federal grant review process. Iowa's grant review process focuses on competitive grant applications filed by state agencies and, beginning July 1, 2007, members of Iowa's Councils of Government. Therefore, it is not necessary to submit your grant applications for review.</p>		
<p>If you are completing the Standard Form 424 as part of your grant application, please check "No- Program has not been selected by the State for review" in either Section 10 or 16, whichever is applicable for the form you are using.</p>		
<p>Feel free to contact me with any questions or concerns you have about the grant review process. You can reach me at <a href="mailto:kathy.mabie@iowa.gov">kathy.mabie@iowa.gov</a> or 515-281-8634.</p>		
<p>Sincerely,</p>		
		
<p>Kathy Mabie Iowa Grants Management Director</p>		
<small>DEPARTMENT OF MANAGEMENT Website: <a href="http://www.dpm.state.ia.us">www.dpm.state.ia.us</a></small>	<small>CAPITOL BUILDING, ROOM 12 Phone (515) 281-3322</small>	<small>DES MOINES, IOWA 50319-3315 Fax (515) 242-5397</small>
<small>To see what state government is accomplishing for Iowans, go to <a href="http://www.iamission.org">www.iamission.org</a></small>		

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 5643-Mandatory\_DMPS\_Budget\_Narrative.pdf

**BUDGET NARRATIVE**

**1. Personnel** Subtotal: \$2,249,582

	Year 1	Year 2	Year 3	Justification
a. Program Coordinator (1 FTE)	\$65,000	\$67,600	\$70,304	\$65,000 salary rate, and 4% yearly increase
b. Literacy Coaches (5 FTE)	\$280,425	\$291,642	\$303,308	\$56,085 salary rate, and 4% yearly increase
c. Family Liaisons (3 FTE)	\$84,000	\$87,360	\$90,854	\$28,000 salary rate, and 4% yearly increase
d. Teachers (8.5 FTE = 4 FTE)	\$156,444	\$162,702	\$169,210	\$39,111 (BA Step 7) salary rate and 4% yearly increase
e. Teacher Assoc. (8.5 FTE = 4 FTE)	\$76,526	\$79,587	\$82,770	\$83.18 per day, 46 weeks (230 days) and 4% yearly increase
f. Grant Assistant (6/10 FTE)	\$15,504	\$16,124	\$16,769	\$14.98 per hour, 46 weeks (230 days) (7.5 hours/day) and 4% yearly increase
g. Outside of Contract (630 hours)	\$15,952	\$16,590	\$17,253	\$25.32/hour, 630 hours, and 4% yearly increase
h. Translating Services (800 hours)	\$12,800	\$13,312	\$13,844	\$16 per hour, 800 hours, and 4% yearly increase
i. Teacher Substitutes (70 days)	\$8,750	\$9,100	\$9,464	\$125/day, 70 days, and 4% yearly increase
j. TA Substitutes	\$5,250	\$5,460	\$5,678	\$75/day, 70 days, and 4% yearly increase
<b>Subtotal</b>	<b>\$720,651</b>	<b>\$749,477</b>	<b>\$779,454</b>	<b>\$2,249,582</b>

**2. Fringe Benefits** Subtotal: \$950,551

	Year 1	Year 2	Year 3	Justification
a. Program Coordinator (1FTE)	\$19,942	\$20,740	\$21,569	30.68% benefits rate
b. Literacy Coaches (5 FTE)	\$92,484	\$96,184	\$100,031	32.98% benefits rate
c. Family Liaisons (3 FTE)	\$43,882	\$45,637	\$47,462	52.24% benefits rate
d. Teachers (4 FTE)	\$64,283	\$66,854	\$69,528	41.09% benefits rate
e. Teacher Associates (4 FTE)	\$64,932	\$67,529	\$70,230	84.85% benefits rate
f. Grant Assistant (6/10 FTE)	\$13,000	\$13,520	\$14,061	83.85% benefits rate
g. Outside of Contract (300 hours)	\$2,233	\$2,323	\$2,415	14% benefits rate
h. Translating Services (800 hours)	\$1,792	\$1,864	\$1,938	14% benefits rate
i. Teacher Substitutes (70 days)	\$1,225	\$1,274	\$1,325	14% benefits rate
j. TA Substitutes	\$735	\$764	\$795	14% benefits rate
<b>Subtotal</b>	<b>\$304,508</b>	<b>\$316,689</b>	<b>\$329,354</b>	<b>\$950,551</b>

**3. Travel** Subtotal \$83,274

	Year 1	Year 2	Year 3	Justification
a. National Early Reading First	\$4,000	\$4,000	\$4,000	\$2,000/person (airfare, accommodations, per diem, registration) * 2 people
b. International Reading Association	\$10,000	\$10,000	\$10,000	\$2,000/person (airfare, accommodations, per diem, registration) * 5 people
c. National Family Literacy	\$8,000	\$8,000	\$8,000	\$2,000/person (airfare, accommodations, per diem, registration) * 4 people
d. NAEYC	\$ -	\$4,000	\$4,000	\$2,000/person (airfare, accommodations, per diem, registration) * 2 people
e. Head Start Dual Language	\$4,000	\$ -	\$ -	\$2,000/person (airfare, accommodations, per diem, registration) * 2 people
f. ERF Site Visits - out of district	\$1,000	\$1,000	\$1,000	\$100/person * 10 people/year
g. Local mileage	\$758	\$758	\$758	\$0.505/mile * 1,500 miles/year
<b>Subtotal</b>	<b>\$27,758</b>	<b>\$27,758</b>	<b>\$27,758</b>	<b>\$83,274</b>

**4. Equipment** Subtotal \$42,700

	Year 1	Year 2	Year 3	Justification
a. Laptop for Coordinator	\$1,200	\$ -	\$ -	Laptop for use by Project Coordinator in ERF activities
b. Computer for ERF teachers (2)	\$24,000	\$2,000	\$2,000	20 teachers * \$1,200/laptop
c. Computers for Liaisons & Coaches (8)	\$9,600	\$ -	\$ -	5 coaches, 3 liaisons * \$1,200/laptop
d. Digital cameras	\$950	\$ -	\$ -	19 cameras (9 schools, 5 coaches, 3 liaisons, 1 director, 1 coordinator) * \$50/camera
e. Furniture for Coaches & Liaisons	\$2,000	\$ -	\$ -	\$250 (Desk (\$50), file cabinet (\$150), chair (\$50)) * 8 (5 coaches, 3 liaisons)
f. Video camera (5)	\$650	\$ -	\$ -	5 coaches * \$130/camcorder
g. External microphone for camcorder	\$300	\$ -	\$ -	5 camcorders * \$60/mic
<b>Subtotal</b>	<b>\$38,700</b>	<b>\$2,000</b>	<b>\$2,000</b>	<b>\$42,700</b>

**5. Supplies** Subtotal \$347,150

	Year 1	Year 2	Year 3	Justification
a. HM Pre-K	\$4,500	\$1,500	\$1,500	\$1,500/kit; 3 kits YR1; 1 kits YR2; 1 kit YR 3
b. ELSCO/ECCERS	\$2,000	\$2,000	\$2,000	Expendable materials
c. Assessments (G3, PPVT, PALS)	\$1,500	\$1,500	\$1,500	Expendable materials
d. Professional Development Library	\$5,000	\$5,000	\$5,000	20 teachers * \$250/teacher
e. Family Literacy Resource Materials	\$36,000	\$27,000	\$18,000	9 schools * \$4,000/school YR 1; \$3,000/school YR2; \$2,000/school YR 3
f. Classroom Literacy, Math, & Science Materials	\$63,000	\$63,000	\$63,000	9 schools * \$7,000/year
g. Supplemental ELL materials	\$6,750	\$6,750	\$6,750	9 schools * \$750/year
h. Hampton Brown Avenues	\$5,000	\$ -	\$ -	
i. Basic supplies	\$6,300	\$6,300	\$6,300	9 schools * \$700/year
<b>Subtotal</b>	<b>\$130,050</b>	<b>\$113,050</b>	<b>\$104,050</b>	<b>\$347,150</b>

**6. Contractual** Subtotal \$504,507

	Year 1	Year 2	Year 3	Justification
a. External Evaluator	\$15,000	\$15,000	\$15,000	Dr. Jill Johnson
b. External Data Evaluation	\$10,000	\$10,000	\$10,000	RISE – Iowa State University
c. McREL	\$126,832	\$127,581	\$96,994	McREL
d. University of Oklahoma	\$2,000	\$ -	\$ -	Rights to use assessments
e. National Center for Family Literacy	\$6,000	\$4,000	\$ -	PD consultation
f. Other outside Literacy Consultants	\$10,000	\$10,000	\$10,000	PD consultation
g. Family Specialist Certification	\$4,000	\$ -	\$ -	3 Family Liaisons, 1 coordinator* \$1000/person
h. Child Development Associate certification	\$10,700	\$10,700	\$10,700	\$107/hour * 20 TAs, * 5 hours/year
<b>Subtotal</b>	<b>\$184,532</b>	<b>\$177,281</b>	<b>\$142,694</b>	<b>\$504,507</b>

7. Construction	Subtotal \$0
-----------------	--------------

None.

8. Other	Subtotal \$0
----------	--------------

None

9. Total Direct Costs	Subtotal \$4,177,764
-----------------------	----------------------

	Year 1	Year 2	Year 3	Project
1. Personnel	\$720,651	\$749,477	\$779,454	\$2,249,582
2. Fringe Benefits	\$304,508	\$316,689	\$329,354	\$950,551
3. Travel	\$27,758	\$27,758	\$27,758	\$83,274
4. Equipment	\$38,700	\$2,000	\$2,000	\$42,700
5. Supplies	\$130,050	\$113,050	\$104,050	\$347,150
6. Contractual	\$184,532	\$177,281	\$142,694	\$504,507
7. Construction	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -
<b>Total Direct Costs</b>	<b>\$1,406,199</b>	<b>\$1,386,255</b>	<b>\$1,385,310</b>	<b>\$4,177,764</b>

10. Indirect Costs	Subtotal \$134,524
--------------------	--------------------

	Year 1	Year 2	Year 3	Project
Indirect Costs (3.22%)	\$45,280	\$44,637	\$44,607	\$134,524
<b>Total Indirect Costs</b>	<b>\$45,280</b>	<b>\$44,637</b>	<b>\$44,607</b>	<b>\$134,524</b>

10. Training Stipends Subtotal \$0

None.

12. Total Costs Subtotal \$4,312,288

	Year 1	Year 2	Year 3	Project
Total Direct Costs	\$1,406,199	\$1,386,255	\$1,385,310	\$4,177,764
Total Indirect Costs	\$45,280	\$44,637	\$44,607	\$134,524
<b>Total Costs</b>	<b>\$1,451,479</b>	<b>\$1,430,892</b>	<b>\$1,429,917</b>	<b>\$4,312,288</b>