

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

**EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080048
Grants.gov Tracking#: GRANT00473392**

Closing Date: JUN 10, 2008

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

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: Little Dixie Community Action Agency, Inc.

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

73-0772321

* c. Organizational DUNS:

095453171

d. Address:

* Street1:

209 North 4th Street

Street2:

* City:

Hugo

County:

Choctaw

* State:

OK: Oklahoma

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

74743

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Mrs.

* First Name:

Kathy

Middle Name:

* Last Name:

James

Suffix:

Title: Program Planner

Organizational Affiliation:

* Telephone Number: (580) 326-3351

Fax Number: (580) 326-2305

* Email: kjames@littledixie.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

Choctaw, McCurtain, and Pushmataha Counties in the State of Oklahoma

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

Project HOPE (Helping Oklahoma Preschoolers Excel)

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="1,716,569.00"/>
* 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="1,716,569.00"/>

*** 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:

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Standard Form 424 (Revised 10/2005)

Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

[Empty text input field]

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:
Little Dixie Community Action Ag...

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 483,146	\$ 502,656	\$ 485,642	\$ 0	\$ 0	\$ 1,471,444
2. Fringe Benefits	\$ 143,971	\$ 150,887	\$ 158,149	\$ 0	\$ 0	\$ 453,007
3. Travel	\$ 64,904	\$ 64,904	\$ 64,904	\$ 0	\$ 0	\$ 194,712
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 761,605	\$ 270,375	\$ 265,375	\$ 0	\$ 0	\$ 1,297,355
6. Contractual	\$ 82,378	\$ 77,378	\$ 62,378	\$ 0	\$ 0	\$ 222,134
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 74,400	\$ 74,400	\$ 74,400	\$ 0	\$ 0	\$ 223,200
9. Total Direct Costs (lines 1-8)	\$ 1,610,404	\$ 1,140,600	\$ 1,110,848	\$ 0	\$ 0	\$ 3,861,852
10. Indirect Costs*	\$ 106,165	\$ 110,828	\$ 115,724	\$ 0	\$ 0	\$ 332,717
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,716,569	\$ 1,251,428	\$ 1,226,572	\$ 0	\$ 0	\$ 4,194,569

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 1/1/2007 To: 12/31/2008 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): U.S. Department of Health and Human Services
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Little Dixie Community Action Ag...

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.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00473392

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 Brenda Needham	* TITLE Executive Director
* APPLICANT ORGANIZATION Little Dixie Community Action Agency, Inc.	* 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: Little Dixie Community Action Agency, Inc.</p> <p>* Address: 209 North 4th St. Hugo OK: Oklahoma 74743</p> <p>Congressional District, if known: OK-002</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: LDCAA does not lobby</p> <p>Not Applicable - LDCAA does not lobby</p> <p>* Address: Not Applicable - LDCAA does not lobby</p> <p>Not Applicable</p> <p>OK: Oklahoma</p> <p>74743</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: LDCAA does not lobby</p> <p>Not Applicable - LDCAA does not lobby</p> <p>* Address: Not Applicable - LDCAA does not lobby</p> <p>Not Applicable</p> <p>OK: Oklahoma</p> <p>74743</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. 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 disclos-</p>		<p>* Signature: Brenda Needham</p> <p>* Name: Mrs. Brenda</p>

ure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Needham

Title: Executive Director

Telephone No.: (580) 326-3351

Date: 06-10-2008

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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

5632-LDCAA_GEPA_427_Form.doc

Mime Type

application/msword

General Education Provisions Act (GEPA) Section 427 Requirements:

It is the policy of this Agency that no applicant, client, and/or employee of Little Dixie Community Action Agency, Inc. (LDCAA), shall on the basis of race, creed, color, national origin, political affiliation, sex, disability, age, status as a veteran, including disabled veterans and Vietnam-era veterans, or any other non-merit factor, be excluded from participation in or be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which LDCAA operates or is applying for funding.

No person with responsibilities in the operation of administration of a program receiving Federal financial assistance will discriminate with respect to any such program or activity because of race, creed, color, national origin, sex, political affiliation, disability, or age, including Black, not of Hispanic origin; Hispanic; Asian or Pacific Islander; American Indian or Alaskan native; and White, not of Hispanic origin, or status as a veteran, including disabled veterans and Vietnam-era veterans. The Agency is committed to comply with both the letter and the spirit of applicable state and federal laws that address Equal Employment Opportunity.

LDCAA will not (1) deny an individual any service, financial aid, or other benefit provided under the programs of this Agency; (2) provide any service, financial aid, or other benefit which is different from others provided under the program; (3) subject an individual to segregation or separate treatment in any manner related to his/her receipt of any service, financial aid, or other benefit; (4) restrict an individual in any way in the enjoyment of any privilege enjoyed by others; (5) treat an individual differently from others in determining whether he/she satisfies any admission, enrollment, quota, eligibility, membership, or any other requirement or condition an individual must meet in order to be provided the services they seek; (6) deny any individual an opportunity to participate in any programs that are different from that

afforded others in the Agency, including the opportunity to participate as an employee or; (7) deny any person the opportunity to participate as a member of a planning or advisory body which is an integral part of any program in this Agency. In keeping with our Policy and Mission Statement, concerning advocacy and institutional change, it is our policy that Agency staff shall actively advocate for low-income people in the area of civil rights.

Responsible officials that fail to adhere to this policy will be subject to immediate disciplinary action by the Board of Directors. Further, LDCAA expects that staff members at each level are to make every reasonable effort to assure that equal opportunity is available to applicants, employees, and clients. Staff members are expected to demonstrate sensitivity and respect for all employees and clients, as individuals of worth and dignity and to demonstrate the Agency's commitment to Equal Employment Opportunity objectives. It is expected that all program directors and supervisors become familiar with and have direct input into the development of the Goals and Timetables of the Agency's Affirmative Action Plan. Each program director and supervisor will be held accountable for ensuring equality of opportunity within each program, while fostering employment and program participation practices which are compatible with the Agency's Affirmative Action Program and civil rights regulations.

As it pertains to Project HOPE, equitable access to LDCAA Head Start and the Early Reading First Program is ensured in several ways. LDCAA Head Start actively recruits children with disabilities by placing notices in newspapers to let parents of children with disabilities know that their children can be served in Head Start classrooms. Project HOPE will work with local educational agencies, counseling services, and other organizations to provide resources for special needs children and families. Individualized Education Plans are made for each student with special needs, designed to affect educational performance. All teachers are trained on ADA

guidelines, and provided with specific instruction regarding children with disabilities in their class. Paraprofessionals, interpreters, and special needs aides are provided for children as needed.

Project HOPE will be provided at no cost to ensure that children from lower-income families are given the opportunity to benefit from an early childhood development program such as this, where one would not be affordable otherwise. At least 90% of LDCAA Head Start students meet the U.S. Department of Health and Human Services poverty guidelines.

The school-based barrier often identified is the educator's view of English language learners (ELL) and their families as "the problem", rather than to consider and remedy their own indifferences. Project HOPE will focus on what the program can do to support parents in the education of ELL students. A welcoming classroom climate with positive attitudes of all staff, and attention to detail will help to ensure parental accessibility to the classroom. Lack of parental English proficiency will be addressed by: translating written materials that will be sent out to parents into the Spanish and Choctaw languages, bilingual staff will be available to speak with parents when they visit the classroom, and interpreters will be provided at meetings and events. Project HOPE will acknowledge parents' cultural values and view them as strengths, incorporating them into the school curriculum. Project HOPE will also support the implementation of traditional parental involvement programs that are culturally relevant and linguistically appropriate. Project HOPE will assist parents and other family members with creating home conditions to support learning through the use of a School and Family Liaison staff member, communicate with families regarding the program and their child's progress, and schedule meetings to accommodate the work schedules of parents. Included in Project HOPE activities is a plan for English language acquisition, with regards to children who have limited English skills or language strategies.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION
Little Dixie Community Action Agency, Inc.
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Mrs. * First Name: Brenda Middle Name:
* Last Name: Needham Suffix: * Title: Executive Director
* SIGNATURE: Brenda Needham * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Ms.

Ruthie

Tate

* Address:

209 North 4th Street

Choctaw
County

Hugo

OK: Oklahoma

74743

USA: UNITED STATES

* Phone Number:

(580) 326-3351

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rtate@littledixie.org

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

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Tracking Number: GRANT00473392

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 6682-2008_Full_Application_Abstract.doc

Little Dixie Community Action Agency, Inc.

PROJECT ABSTRACT – Little Dixie Community Action Agency, Inc. (LDCAA) is a private, nonprofit community organization that operates Head Start classrooms in three rural Oklahoma counties (Choctaw, McCurtain, and Pushmataha), which have some of the highest poverty rates in the state. All three counties are included in the territory of the Choctaw Nation of Oklahoma and have large Native American populations. The proposed project will serve children attending preschool centers located within these poverty-stricken, rurally isolated counties.

Project HOPE, or Helping Oklahoma Preschoolers Excel, is the name of LDCAA's Early Reading First initiative. Through Project HOPE, LDCAA will turn three rural preschool sites into model centers of excellence. Assisting in this endeavor will be: local educational agencies and Head Start centers, families of the preschool children served, the University of Oklahoma, the University of Memphis, and the Center for Improving the Readiness of Children for Learning and Education/University of Texas Health Sciences Center. These and other partnerships will be established to build relationships with those involved in the project, and to ensure that Project HOPE is transitioned easily into the centers to be served.

Through this funding opportunity, Project HOPE will address all three Invitational Priorities, which are: intensity of services provided through full-time early childhood education programs; an English Language Acquisition Plan for children served with limited English proficiency; and engaging faith-based or community organizations in the delivery of services under the Early Reading First Program. In addition, Project HOPE will include an equal balance of comprehensive, research-based, literacy-focused professional development, improved classroom environment and literacy instruction, assessment, and family involvement. Each of these components will be used to facilitate low-income children's language and literacy learning to prevent them from encountering reading difficulties once they enter school.

Project Narrative

Project Narrative

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QUALITY OF THE PROJECT DESIGN - Selection Criterion 1, Factor 1: Little Dixie Community Action Agency's Early Reading First initiative, Project HOPE (Helping Oklahoma Preschoolers Excel) is founded on "scientifically based reading research" and experience pertaining to the acquisition of early literacy skills, early childhood development, and best practices for reading success. The peer-reviewed, published research cited in this proposal and referenced in the Endnotes (App. 2) complies with Section 1208 of the ESEA in that systematic, objective methods were used and data was analyzed in order to assess observed or measured reading development, instruction, and difficulties experienced. The research-based components of Project HOPE help address the needs of students at risk of educational failure, especially those from low-income families, by incorporating literacy-rich environments,¹ phonological and print awareness,^{2,3} alphabet knowledge, oral language development, screening assessments,⁴ and professional development.⁵ Each part is complementary, and mutually supportive of the program.

To be implemented in each classroom will be the Wright Group's *Breakthrough to Literacy (BtL)*, a comprehensive reading curriculum addressing essential Early Reading First (ERF) components. *BtL* combines extensive literature with explicit small group and individual instruction, driven by assessment data. This curriculum was chosen by Little Dixie Community Action Agency (LDCAA) for Project ROAR (ERF 2005) because of its strong foundation of scientifically based reading research, or SBRR, and recommendations provided by preschools using the program of study. For the last three years, the systematic instruction and rich language experiences provided through *BtL* have proven very effective within Project ROAR, resulting in strong, statistically significant gains within all assessment subgroups, and higher achievement on post-tests over pre-tests.⁶ Since *BtL* has demonstrated such success, the LDCAA ERF Teacher and Administrator Committee had an easy choice when deciding on a Project HOPE curriculum.

The *BtL* model of reading acquisition has been tested in school settings for over 20 years.⁷ In 2001, *Project Upgrade*, a two-year experimental Pre-K study, was commissioned by the U.S. Department of Health and Human Services (DHHS). Study results showed that *BtL* had significant effects on all measures; the average *BtL* student performed better than $\frac{2}{3}$ of students in control groups on definitional vocabulary, phonological awareness, and print knowledge.⁸

Project HOPE will utilize explicit, direct instruction to teach phonological and phonemic awareness, vocabulary words, build fluency, and stimulate development of active comprehension strategies.⁹⁻¹³ This small group, need-based approach helps to maximize the efficacy of the instruction. Individualized software instruction is also a direct teaching method,¹⁴ and will also allow children to learn at their own speed. The comprehensive professional development provided by Project HOPE, through one-on-one mentoring, intensive training and workshops, is highly research-based and reflects the work of acknowledged experts in the fields of early literacy, child and professional development.¹⁵

Selection Criterion 1, Factor 2, Purpose 1: One aim of Project HOPE is to integrate scientific reading research-based instructional materials and literacy activities into all classroom practices within each preschool center, thus increasing the intensity of the existing services focused on language and cognitive development. The three targeted preschool centers that Project HOPE proposes to support and improve through this ERF initiative are located in Clayton, Haworth, and Swink, in rural southeastern Oklahoma (see App. 1 for descriptions of each program). These isolated centers are located in an area that leads the state in poverty as well as adult illiteracy.^{16,17}

Each existing site targeted for Project HOPE has the capacity and potential to become an ERF center of educational excellence – models of research-based literacy instruction for rural pre-school programs across the country. Each of the 18 classrooms are appropriately equipped,

with child-sized furniture, classroom libraries, and learning centers including manipulatives for developing children's understanding of the world around them, large and fine motor activities, and more. Safety is foremost at each site and a varied curriculum is provided within a regular daily routine. For the large number of students served (310 total for the first year of the project), each center has high rates of daily attendance (combined average: 91%) with a history of low staff turnover—the average teacher tenure is five years (with two teachers over 10 years). The classrooms are staffed by seasoned, degreed teachers, who are good models of verbal language, and have the qualifications necessary to implement a language and literacy focused project. (App. 1) Practices supporting literacy learning and overall childhood development are instituted at each center. The Head Start centers adhere to Head Start Performance Standards, providing a comprehensive child development program that includes activities to promote all eight of the Head Start domains: language, literacy, mathematics, science, creative arts, social/emotional, approaches to learning, and physical/health development. The preschool centers also support the social, emotional, and cognitive growth of children, following Oklahoma's Priority Academic Student Skills (PASS) objectives, which are similar in scope. Each center is prepared to implement a substantive early literacy program.

Project HOPE is focused on serving the literacy and learning needs of preschool children from low-income families, which include children with special needs and English language learners (ELL). Our area is a draw for migrants from Mexico, who come seeking gainful employment with the circuses that winter here and which hire immigrant workers. Children from these families unfortunately fall behind in school due to their limited English proficiency. This area also has a high concentration of Native American children, who come from an environment where their native language has had a significant impact on their level of English language

proficiency. Special needs children, such as those with disabilities, also struggle with learning. Although home language surveys have not yet been conducted, we estimate there will be 30 students considered ELLs the first project year. Of the targeted centers, 80% qualify for free or reduced lunches, and 90% of the children are living below poverty.

Project HOPE will work with Head Start, local educational agencies (LEAs), mental health counseling services, and other organizations to screen children who may be at risk for language and literacy difficulties, while providing resources for identified special needs children and their families. All teachers are trained on ADA guidelines, with specific instruction provided to teachers regarding the disabilities of children in their classrooms. Individualized Education Plans are made for each student with special needs, designed to affect educational performance. Paraprofessionals, interpreters, and Special Needs Aides are provided for children as needed. Of the 45 children identified with disabilities, 37 have speech and language delays (App. 1); we expect to resolve many of these needs through the project. An English Language Acquisition Plan was developed to assist children with limited English skills or language strategies (App. 3).

LDCAA has been educating preschool children through the Head Start program since 1968. Hugo Schools Assistant Superintendent, Karen Lyles, has monitored the progress of our Head Start students entering elementary school since 2004. Lyles has reported that Kindergarten students who attended LDCAA Head Start performed better in pre- and post-assessments than other Kindergarten students, including those who had attended private preschools. With 40 years experience operating state and federal grant programs, and student literacy gain success with our first ERF grant received in 2005, LDCAA certainly has the capacity to implement Project HOPE. *Selection Criterion 1, Factor 2, Purpose 2:* Project HOPE staff will demonstrate age-appropriate, SBRR-supported language and literacy activities in the preschool classroom.

Goal 1) Improve each child's oral language development as measured by pre- and post-PPVT-III (Peabody Picture Vocabulary Test-III); pre-and post-EVT (Expressive Vocabulary Test); TROLL (Teacher Rating of Oral Language and Literacy), and Get It! Got It! Go! scores.

Goal 2) Increase student understanding of phonological awareness and alphabet knowledge as measured by pre- and post-PALS Pre-K (Phonological Awareness Literacy Screening for Pre-Kindergarten) assessments.

Goal 3) Expand student knowledge of print awareness as measured by PALS Pre-K and TROLL.

Low-income children are at exceptional risk of developing literacy problems, which is the harsh reality of the impoverished, rural area we plan to serve.^{18,19} By age three, children living in disadvantaged homes have a vocabulary of less than half the number of words of their advantaged peers, and this gap in use and understanding of oral language widens as they progress through school.²⁰ However, research indicates that age-appropriate explicit instruction can be effective in promoting children's early literacy development.²¹ Cognitive and early literacy learning in children is optimized by teachers who plan and implement authentic activities and who facilitate and extend each child's engagement with these materials.^{22,23}

The existing programs of study and framework curriculum at each center will be enhanced by the *BtL* curriculum (which will provide explicit instruction) in order to bring children from language acquisition to early fluency, at their own level and pace. The systematic progression from phonological awareness to phonemic awareness moves through phoneme isolation, to identification, categorization, blending, segmenting, deletion, addition, and substitution.²⁴ The scope and sequence of the program includes language acquisition involving syllables, emergent literacy with words in sentences, onsets and rhymes, initial consonants and vowels to early fluency with final consonants and blends, combining all material learned. *BtL* daily practices for moving through the scope and sequence include: Listen and Discuss; Read; Write; Read, Talk, and Write at Home; and Individualized Software Instruction. Comprehension

strategies engage students in making connections, predicting, interpreting, reflecting, and analyzing what they read and the world around them.

Teachers are guided in what to do each day through the Book-of-the-Week Teacher Guides to plan center activities and experiences. These detailed, explicit materials guide small-group instruction in oral language and comprehension, language and print concepts, and writing. Each guide includes suggestions for making content accessible and meaningful to ELLs; care will be taken to ensure that materials are provided for children whose home language is not English. Although the guides provide daily direction for teachers, the curriculum gives them flexibility to customize lessons to meet the needs of individuals and small groups. The Teacher Guide also aids teachers in developing skill groups to use with the software for children needing help mastering a concept. Professional development (further described in Purpose 4) prepares teachers to teach and will identify best practices in classroom instruction by addressing diverse learning styles and use data to plan the most effective instructions. Literacy development of children with special needs will be addressed at length. Literacy Mentors, along with the *BiL* Coach, will provide on-site guidance for teachers and classroom support.

The instructional framework for Project HOPE will be explicit and intentional in teaching children new knowledge and skills. It starts with whole-group shared reading and discussion. Together, the teacher and children create a graphic organizer each day, helping children organize their ideas and observations related to the weekly book. Language, Literacy, and Development Centers help to reinforce literacy strategies through reading, thinking, and writing. In flexible, developmentally-appropriate smaller groups, children receive direct instruction in word study, comprehension, and writing. Teachers also work on specific skills for ELL or special needs children. The software provides independent instruction in vocabulary, comprehension, and

word-study skills for children who are ready; software reports are used to customize the lesson progression in order to fit the needs of each child. The software continuum is especially helpful for special needs or ELL students, as it provides auditory and visual supports when needed. The recording feature is an important element to success in vocabulary, fluency, and expression; it allows children to read aloud, record their reading, and compare their production to the recorded computer model. The level of differentiation possible with this curriculum makes it appropriate for ELL and special education students. Some of the strategies that will be important in working with these groups include: using visuals and realia, providing auditory support and showing mouth postures on the software, working with partners, continuous monitoring, more time with an adult, and extended instructional time. In addition, *Raising A Reader*, an early childhood literacy book bag program, and Take-Me-Home books, which are curriculum-linked and expand on classroom instruction, will support independent study and family involvement for all students. Bi-weekly conversation assignments will also encourage oral language in the home.

Each curriculum package includes over 1,000 high-quality books. The Pre-K books reflect culturally diverse groups, organized into six common themes: We Can Be, All About Me, Let's Pretend, Animals All Around, Counting Rainbows, and We Play and Grow. Books include fiction and nonfiction, providing illustrations or photographs appealing to young children. The books are without bias, showing people of many ethnicities and racial heritage. Each teacher guide provides questioning strategies for systematically building cognitive skills, instructions for explicitly teaching vocabulary, and building background knowledge using concrete objects and purposeful conversation. The variety of content and connecting activities suggested in teacher materials make it easy to extend literacy into math, science, and social studies. Lists of books related to each lesson provide additional ways to build vocabulary and background knowledge.

The specific *BtL* curriculum, consisting of whole-group, small-group, and individualized instruction, is 135 or more minutes a day (three whole group direct-instruction lessons of 20 minutes each; four to five small group/centers for 75 minutes). Literacy and language learning in a Project HOPE classroom, however, is a continuous process, extended into all developmental centers and domains of learning. The guides provide ideas on how to incorporate listening skills, songs, print concepts, plans for book-based center activities (reading/listening, writing, dramatic play, fine-motor table activities, block centers, cooking, art, music, and large motor activities) into all aspects of the classroom. In addition to the curriculum use, instruction in language, early reading skills, and cognitive development is integrated into all daily activities, even in lining up for lunch or during outside activities.

Selection Criterion 1, Factor 2, Purpose 3: Project HOPE will provide preschoolers with cognitive learning opportunities in high-quality language and literature rich environments.

Goal 1) Improve the language and print richness of the classroom environment through explicitly modeled writing, demonstrations of phonological awareness skills, and explanations of how print works within large and small group settings, teacher-directed and child-initiated activities, as measured by the Early Language and Literacy Classroom Observation (ELLCO) and Mentor observation notes.

Goal 2) Create engaging classroom environments containing meaningful oral language interactions and cognitively challenging talk, as well as print-rich learning centers, measured by the ELLCO, Early Literacy Observation Tool (E-LOT), and Mentor observation notes.

Goal 3) Develop the oral language and print richness of each child's home environment through parental involvement, monitored by the School and Family Liaison, Mentors, and parent surveys.

Children who experience rich language environments during preschool years are more likely to succeed in school.²⁵ To assist teachers in providing a high-quality language and print rich environment, the Literacy Mentors will administer the ELLCO for each classroom at the beginning, middle, and end of each school year. The Literacy Mentors, Teachers, Professional Development Coordinator, and Project Director will plan improvements in materials and

strategies to enhance the literacy environment of each classroom, based on ELLCO results. The Literacy Mentors will work with teachers and assistants to bring about these changes. To enable teachers to create dynamic language, listening, and writing centers, in addition to cozy library areas, Project HOPE will budget for improving classroom environments. Materials will include big and small books in a variety of genres, chart tablets, letter and word cards, environmental print and posters, the children's own work, language games, writing materials, signs, and photographs with captions—all displayed at eye level for children.

Oral language is the foundation on which reading is built.²⁶ A visitor walking into a Project HOPE classroom will see a print-rich environment alive with meaningful oral language interactions and cognitively challenging talk, thus scaffolding children's vocabulary and conceptual development, their thinking and problem-solving skills.²⁷⁻³⁰ During the daily shared reading, children will use language, listen to appropriate language being modeled, learn new concepts, and develop vocabulary. These repeated interactive language experiences will build upon each other, helping to establish a strong foundation for reading success. Teacher materials will contribute ideas for oral language development and twice weekly conversation assignments will enrich oral language in the home. *Take-Me-Home* and *Raising A Reader* books lend support to the home environment, contributing to oral language development through verbal interaction.

As overseen by the Literacy Mentors, Teachers and Assistants (with the aid of a Literacy Advocate, who will assist within the class), will implement teacher-planned literacy activities, respond to and encourage children's conversations, and facilitate children's reading and writing attempts throughout the school day. Teacher materials include strategies for activating background knowledge prior to introducing each focus book, such as bringing in related real-life items (a beach ball and sand for a beach story), putting out displays and related books, and using

short video clips from the internet and photographs to trigger connections in children. Teachers learn to ask the questions that elicit connections in children's thoughts. The classroom itself supports background knowledge as the teacher picks up a shell from the science table and relates it to an upcoming story about making shell jewelry. The assorted theme content of each book and linking activities allow for extension of literacy into other subjects. Field trips, guest speakers, special exhibits and classroom visitors will aid in expanding children's background knowledge; professional development will provide oral discussion strategies to elicit connections.

In addition to preschool classrooms, Project HOPE will enhance the literature and print richness of each child's home environment. Research consistently shows that parental involvement in children's learning has a strong positive effect on children's achievement,^{31,32} particularly for children living in poverty.³³ What parents say and do with their young children tremendously impacts their understanding and use of oral language,³⁴ and when parents read to their children daily, children's literacy learning is enhanced.³⁵ School achievement and test scores are also higher for children whose parents value reading and have more books in the home.³⁶ The home-school link will first be established through the use of *Take-Me-Home* and *Raising A Reader* books, which build each child's personal library and encourages reading with family members. The *Take-Me-Home* books, while supporting independent study, further expand on classroom instruction. *Raising A Reader* is child-driven and teaches parents "read-aloud" strategies grounded in language development research. The age-appropriate material is tailored to fit the diverse cultural traditions, ethnic and linguistic demographics present in the United States. Furthermore, independent evaluations have shown that four-year olds with access to the *Raising A Reader* program are exceeding national norms for Kindergarten readiness when compared with other students from families of low education and income status.³⁷ Second, the

home environment will be enhanced through monthly family literacy meetings, directed by the School and Family Liaison, who will share home literacy activities and provide children's books for parents as well. During these meetings, the *Raising A Reader* parent training program will be used to further encourage parent-child reading involvement. These meetings will provide parents with specific, goal-directed training on effective and appropriate book-reading strategies, such as dialogic reading. Because these meetings focus specifically on activities with their children, it is expected that parents will use the materials provided by Project HOPE to support their children's literacy learning.³⁸ For those parents unable to attend these meetings, a volunteer parent mentor will make regular contact by phone and/or home visits. These PEERs (Parents for Effective and Enthusiastic Readers) from each classroom will serve to assist Project HOPE teachers and staff in encouraging parent involvement in these meetings, to better equip them in developing the literacy skills of their children. PEER members will be asked to make contact with at least three inactive parents, to both encourage attendance at future meetings and convey items covered during missed meetings. In addition, Project HOPE will provide a Family Resource Library for parents to check out literacy materials to share with their children at home. As a result, parents will have a rich supply of books and materials with which to implement their new skills.

Selection Criterion 1, Factor 2, Purpose 4: In order to support local efforts to enhance the early language, literacy, and pre-reading development of preschool children, especially those from low-income families, Project HOPE will utilize and enhance professional development as well as other strategies to improve learning for teachers and staff involved in the project.

<p>Goal 1) Increase teacher knowledge and ability to deliver instruction in early literacy, as measured by children's increased scores on PPVT-III, PALS Pre-K, ELLCO and Mentor reports.</p> <p>Goal 2) Improve staff ability to support families in integrating literacy experiences in the home, gauged by parent interviews and use of Resource Library.</p>
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Goal 3) Build staff knowledge in the use of reading assessments to measure student skill levels and plan effective instruction, as measured by lesson plans and Mentor reports.

Goal 4) Improve the ability of targeted staff to appropriately facilitate the literacy development of children with disabilities and English language learners, as measured by lesson plans with modifications, the E-LOT and Mentor reports.

The literacy learning of young children with and without disabilities is optimized through professional development designed to facilitate their emerging literacy,³⁹⁻⁴¹ and when teachers are prepared to communicate effectively with special education professionals.^{42,43} Also, teachers are more likely to use literacy materials and child assessments to plan instruction that meets state standards after receiving rigorous education coupled with practical experience.⁴⁴

Professional development in the form of intensive, high quality in-service education improves program quality.⁴⁵ Individual on-site mentoring is another strategy for impacting teacher practices.⁴⁶ In-service education occurring systematically over time coupled with opportunities to apply knowledge and obtain immediate feedback from a trusted mentor is particularly effective.⁴⁷⁻⁴⁹ Project HOPE's professional development will include all these characteristics, with a large part taking place within the classroom.

Project HOPE professional development is continuous and extensive, combining whole group presentations with individualized classroom support for a total of at least 320 annual hours. The professional development approach will start off generalized, with introductions to SBRR and ERF, moving to more specific instruction over such components as reading assessment and special needs, employing whole group, small group, and individual training settings, ending with capacity building for teachers to sustain the project in the future.

The project will utilize professional development available from the Wright Group to implement and ensure commitment to the *BtL* curriculum. This will include six full-day workshops and 13 visits (over three years) by the *BtL* Literacy Coach to each of the 18 targeted

classrooms. The first full-day workshop will occur prior to the start of the program and include: best predictors of reading achievement, hands-on practice with weekly book activities, comprehension strategies, the pre-writing process, small-group and individualized instruction. All project staff will participate. The second workshop, scheduled six-eight weeks after the first, will include: oral language to print, the phonological journey, alphabet, assessments, and customizing placement. The third and fourth workshops, to be scheduled in Year 2, will include hands-on practice analyzing student report data and planning small group instruction based on the data, as well as assisting teachers with assessment and observation of students' progress toward meeting district and state objectives, meshed with planned literacy activities. The fifth and sixth *BtL* workshops will be provided in Year 3; all six workshops will center on emerging teacher needs. Also, teachers will receive at least five classroom visits from the *BtL* Literacy Coach in Year 1 and at least four visits in Years 2 and 3. These classroom visits will provide coaching, mentoring, modeling lessons, and specific training to meet individual teachers' needs.

In addition to the professional development provided by the Wright Group, all Project HOPE staff will attend intensive four-day institutes during the first and second summers of the program. The first summer institute will be presented by the Center for Improving the Readiness of Children for Learning and Education (CIRCLE) from the University of Texas Health Science Center in Houston, Texas. CIRCLE has conducted major scientific research projects regarding cognitive development for three- and four-year olds. Institute topics will include oral language development, concepts about print, phonological awareness, and the alphabetic principle⁵⁰⁻⁵² as well as how to provide a literacy-rich environment.^{53,54} Also included will be training in the use of Portfolios to motivate and generate student interest in work⁵⁵ as well as to reflect growth and progress of students.⁵⁶ The second summer institute will have joint presentations by INSIGHT

and Aha! Process, Inc., focused on early literacy components, supporting families, ELL instruction, and working with children (especially low-income) who are at risk of reading failure.

On a quarterly basis, professional development coupled with team building will also be provided for all Project HOPE Teachers; the Kindergarten teachers who will teach children transitioning from the program have also agreed to attend and take part in these trainings. This will further strengthen relationships within the program as well as between the preschool and Kindergarten teachers. These training opportunities will also allow for alignment of teaching strategies and program standards, in order to prepare students for a smooth transition into Kindergarten with strong cognitive and social/emotional skills needed for school readiness.

Project HOPE Teachers will receive one day (six hours) and Teacher Assistants will receive at least half a day (three hours) of professional development per month during each school year. The Teachers and Teacher Assistants will attend the professional development separately on subsequent weeks, since the training will take place during the school day; the Teacher Assistant (assisted by the Literacy Advocate or PEER parent volunteer) will be responsible for their respective class while the teachers are participating. These trainings will be attended by the Literacy Mentors, to ensure consistency in the provided mentoring. Upcoming PEERs will also be asked to participate in the monthly professional development training where they will acquire the tools needed to share reading methods and techniques of early literacy development with other parents. The Professional Development Coordinator, with input from Literacy Mentors, Project Director and the external Project Consultants, will oversee the scope and sequence of this training, which may change as needs are observed. All trainings will include: presentation of information, active involvement in activities built around research-based practice, and guided practice in planning appropriate lessons and activities for each teacher's

classroom. Streamed throughout each workshop will be information and activities to support children with special needs, ELLs, or those needing extra help in language strategies. (App. 3) The Professional Development Coordinator, with input from the Evaluation Team Leader, will also provide training on performing assessments and using the disaggregated results to plan instruction. The chart below lists the proposed professional development training sequence.

Yr 1: Month 1	Overview: 4 components of early literacy, <i>BtL</i> curriculum training, & effective literacy environments (supporting social/emotional development)
Month 2	Oral language development strategies
Month 3	Introduction of the project SBRR literacy curriculum
Month 4	ELL and special needs strategies/assessments
Month 5	<i>BtL</i> curriculum training
Month 6	Purpose, administration, interpretation: on-going monitoring assessments
Month 7	Planning literacy instruction; ELL and special needs challenges/strategies
Month 8	Parent training/strategies for involving parents in learning programs
Month 9	Introduction to portfolios and effective parent conferences
Month 10	Literacy across the curriculum & learning centers: environment/instruction
Yr 2: Month 1	<i>BtL</i> curriculum training
Month 2	Strategies for building the four components of early literacy
Month 3	Background knowledge and integrating special needs students
Month 4	Screening assessments: administration, identifying ELL & special needs
Month 5	<i>BtL</i> curriculum training
Month 6	On-going monitoring assessments - interpreting to guide instruction
Month 7	Literacy across the curriculum & learning centers: environment/instruction
Month 8	Portfolios; using informal classroom observations & anecdotal records
Month 9	Parents and oral language/background knowledge
Month 10	Portfolios to communicate with parents in understanding child needs
Yr 3: Month 1	<i>BtL</i> curriculum training – including identified needs
Month 2	Teacher self-evaluation
Month 3	Trainer of trainers in the components of early literacy (capacity building)
Month 4	Portfolios and what they reveal
Month 5	<i>BtL</i> curriculum training – including identified needs
Month 6	Trainer of trainers and use of assessments
Months 7-10	To be determined by stakeholders

Monthly instruction provided by the Professional Development Coordinator will be reinforced by onsite scaffolding with the Literacy Mentors, who will be certified teachers, with Master’s degrees in Reading, Early Childhood Education, or related fields. Mentors will visit

each of their assigned classrooms weekly (spending approximately four to six hours/class/week) in order to: facilitate implementation of the monthly professional development training content, stimulate reflective conversation, and relate strategies that have proven successful. They might work with data, model a lesson, observe the teacher and offer guidance/feedback, or take one small group and demonstrate instruction. The Project Director and Professional Development Coordinator, with input from the Head Start Disabilities Specialist, the Speech Pathologist and ELL personnel from local LEAs, will jointly create weekly modeled guidance and materials to aid the teaching staff with speech/language skill development for each child as well. Also, the School and Family Liaison will provide classroom mentoring each month to Project HOPE Teachers in developing relationships with parents. The Project Director will align the efforts of all staff, who will work together in order to produce a coherent program of classroom-based professional development. These hands-on, collaborative mentoring exchanges during the school day will comprise a large portion of sustained support provided through Project HOPE.

Teachers and Teacher Assistants will have opportunities each year to visit classrooms of their Project HOPE peers to observe literacy instruction and discuss classroom events. In addition, at the beginning of the first year, each Project HOPE Teacher will be paired with a teacher that participated in LDCAA's Project ROAR (ERF 2005). This pairing of new Project HOPE Teachers with seasoned teachers, fully versed in ERF purposes and practices from the previous program, will result in a successful peer coaching relationship in which a wealth of experience and knowledge, as it relates to literacy development, is shared. We expect these teacher pairings to continue at least through the third year of the project, and that, from conversations with their Project ROAR counterparts, the new Project HOPE Teachers will learn successful practices to implement within their classroom, as well as develop ideas for

improvement of children's language and literacy learning. This combination of high-quality, intensive, sustained instruction provided through professional development trainings, mentoring by the Literacy Mentors, and peer coaching by fellow teachers experienced with ERF will be extremely beneficial in improving the skills of early childhood professionals in our high-poverty, rural areas, while ensuring fidelity to the program and outlined activities.

The Project Director, in conjunction with the external Consultants, will oversee all Project HOPE staff training. Prior to beginning their duties, the Literacy Mentors will receive training on being effective mentors. The primary foci will be communication and coaching skills, and developmentally-appropriate early childhood literacy practices. Each school year, Literacy Mentors will meet monthly with the Project Director and Professional Development Coordinator for additional training on problem-solving skills, coaching, communication, and early literacy. In addition, the Center for Research in Educational Policy (CREP), of the University of Memphis, will provide staff training on administration of the project assessments. The Professional Development Coordinator, under the direction of the Project Director, will work with Special Education and ELL personnel at the preschool centers to be served in order to become oriented to and further the goals of the project and professional development. For the first year of the project, the School and Family Liaison will receive training before meeting with families, and will then meet monthly with the School and Family Partnership Consultant throughout the school year. The Literacy Advocates will serve as an integral part of the classroom staff and will receive the same professional development training as the Teacher Assistant. As many of the staff intended to work on Project HOPE have gained valuable knowledge and experience as Project ROAR (ERF 2005) personnel, some training will be a review of material.

Selection Criterion 1, Factor 2, Purpose 5: Individually administered reading tests that are valid, reliable, and age-appropriate will be administered to students in the three centers, thus providing profiles of reading progress and early screening. The following instruments will be used to measure the development of early literacy components, while screening children at risk for reading difficulties: PPVT-III, EVT, PALS Pre-K, Get It! Got It! Go! and TROLL. The PPVT-III and the EVT will also be used as a screening instrument to determine student English proficiency for ELL identification. In addition, preschool teachers will use Get It! Got It! Go!, TROLL, Early Literacy Portfolios developed for each child and *BtL* assessments—which are especially effective for special education children because of the detailed monitoring and reporting system—as ongoing progress-monitoring instruments. The *BtL* Implementation Parameters checklist and Literacy Mentor observation notes will also be used for ongoing assessment and formative evaluations. The ELLCO and the E-LOT (developed at the University of Memphis), will be used for program evaluation. The E-LOT, conducted in conjunction with the ELLCO, will further enhance the teacher’s understanding of the print-rich component of the classroom. Validity and reliability data for each assessment instrument (screening, progress-monitoring, and evaluator observation) and the timeline for administration are detailed below:

Screening Instruments:		
Tool	Validity/Reliability	Administration
<i>PPVT-III</i>	Standardized, norm-referenced; reliability - internal consistency .95; validity .97. Co-normed with EVT	2 x/year – fall & spring (pre-, post-)
<i>PALS Pre-K</i>	Field tested; reliability-internal consistency .71-.94; inter-rater .99; validity established through content, construct & criterion-related – medium high and significant	2 x/year – fall & spring (pre-, post-)
<i>Get It! Got It! Go!</i>	Picture Naming: Reliability - .44 to .78. Validity - .56 to .81; Rhyming: Reliability - .83 to .89. Validity - .46 to .64; Alliteration: Reliability - .46 to .80. Validity - .34 to .79	3 x/year – fall, winter, & spring (pre-, mid-, post-)
<i>EVT</i>	Split-half reliabilities range from .83 to .97, median of .91; Alphas range from .90 to .98, median of .95;	2 x/year – fall & spring (pre-, post-)

	test-retest studies with 4 separate age samples – reliability coefficients ranging from .77 to .90	
Progress-monitoring Instruments:		
<i>TROLL</i>	Field tested; high internal consistency with alphas exceeding .89; validity correlations with other measures of language and literacy development	Fall; then on-going as progress-monitoring
<i>Get It! Got It! Go!</i>	Please see validity and reliability information detailed above	3 x/year – fall, winter, & spring (pre-, mid-, post-)
<i>Portfolios</i>	NA - Yearly portfolio sharing among sites and with Kindergarten teachers	Ongoing – weekly to monthly examples
<i>BtL Reports</i>	NA - evaluator and <i>BtL</i> program site visits with teachers to review reports and monitor progress	Ongoing – quarterly review of reports
Evaluator Observation Instruments:		
<i>ELLCO</i>	Used for research purposes in 150+ classrooms, reliability was 90%+	3 x/year – fall, winter, & spring (pre-, mid-, post-)
<i>E-LOT</i>	Used for research purposes in 100+ classrooms, inter-rater reliability range .76 to .98	6 x/year – 3 fall semester, 3 spring semester

Learning is optimized when teachers use assessments to determine children’s current knowledge and plan future instruction.⁵⁷ Project HOPE Teachers and Assistants will be trained in using screening tools for assessment of children’s needs and targeted instruction in oral language, phonological awareness, print awareness, and alphabet knowledge. This training will be provided by the Professional Development Coordinator. Literacy Mentors will assist teachers in understanding student assessment and planning the curriculum from those assessments. Early Literacy Portfolios will be used by teachers to plan instruction, and will share students’ work in progress, as well as their literacy and academic growth⁵⁸ with parents and future teachers.

In addition to other diagnostic instruments being used, the *BtL* curriculum has computer-generated reports built into the software. These reports give monthly updates and will be used to identify areas of difficulty, monitor progress, and tailor instruction for each child or the whole class. Teacher, Assistant, and Mentor observations of children’s progress in whole group activities will provide the teacher with lists of individuals or small groups of children at the same developmental level who need instruction and skills practice. Through Project HOPE, teachers

will become purposeful facilitators of learning who carefully observe and assess children, planning instruction accordingly. A third party evaluation of the project will determine whether students have the cognitive, early language and literacy skills needed for success in school.

Assessments used by the CREP Evaluation Team will be the E-LOT and ELLCO. The Literacy Mentors will meet with the centers after each screening and outcome assessment administration to review results. Professional development sessions with teachers will break assessment results down by gender, ethnicity, language, teacher, and skill area. Each teacher will receive an individual report for their class. Professional development and ongoing site mentoring provided by the Literacy Mentors, external Consultants, and Professional Development Coordinator will assist teachers in utilizing assessments as a tool for supporting each child's learning and development, identifying special needs, monitoring trends (e.g., achievement gap) and conducting overall program evaluation and school accountability. One-on-one training with a *BtL* Literacy Coach will also provide information and practice with classroom-based assessment data, monitoring of student performance, and instructional decision making, adapted to meet the needs of each teacher. Training, institutes, and ongoing assistance through program media and materials will continually provide teachers with instruction, feedback, guides, and techniques for modifying the curriculum to meet the needs of the students in their classrooms. Assessments and intentional teaching relative to professional development is further described in Selection Criterion 1, Factor 2, Purpose 4.

Selection Criterion 1, Factor 3: Project HOPE and the participating preschool centers will work closely with all three LEAs to ensure that project activities correspond with each school's reading program as well as the Improving Head Start for School Readiness Act of 2007. An Educational Leadership Committee will be established in Year 1, composed of parents,

administrative and teaching staff from Project HOPE, the preschool centers, and all three LEAs. This committee (headed by the Project Director) will meet quarterly in order to ensure successful transition of Project HOPE students into the LEA's Kindergarten and reading programs. The committee will work to align the curricula used by the preschools and public schools, as well as Head Start outcomes and the Pre-K standards of the LEAs, while monitoring the progress of the program to be certain that high-quality instructional implementation is occurring and that the duties outlined in the grant application are occurring. The committee will also identify and solve problems that may arise pertaining to project implementation—a way to constantly strengthen practices within the program—while working to achieve the overall aim of improved reading preparedness for all students, including ELLs and students with special learning needs. Since the goals of Project HOPE are closely correlated to the Oklahoma Pre-K curriculum guidelines, the children will be more prepared to enter Kindergarten upon completion of preschool as well. In addition, the Project Director and Professional Development Coordinator will attend the monthly Oklahoma Reading First meetings to better relate our project to the state and LEA programs.

Transition activities are planned for the four-year-olds who will be moving from preschool to Kindergarten, in addition to developing summer school programs through Project HOPE. Kindergarten teachers from the participating LEAs have agreed to attend Project HOPE trainings. Also, Kindergarten and Project HOPE teachers will be given opportunities to visit each other's classrooms to learn about the curriculum and expectations of the instructional programs. The Early Literacy Portfolios for each child in the program will be presented to their future Kindergarten teacher (on completion of preschool) at the final team building meeting. This will show each student's individual literacy and academic growth, thus helping their new Kindergarten teacher to make informed instructional decisions early in the school year.

LDCAA and Project HOPE will implement the Jump Start Summer Program at all three targeted centers. The Jump Start Summer Program is designed to provide students with a nurturing and educational environment, rather than daycare during the summer months. This program coordinates with the public schools to provide students a transition in early literacy as well as emotional and social needs. This program has proved a success with LDCAA Head Start, and will be offered to all Project HOPE students. The Jump Start Program will allow teachers to continue to stress literacy skills for additional weeks, coordinating with LEA summer schedules.

Tri-County Smart Start is a community-focused initiative that is part of the Oklahoma Partnership for School Readiness and Oklahoma Smart Start. Tri-County Smart Start works to ensure that all children under six years of age develop the emotional, social, cognitive and physical capacities and skills they need to enter school ready to learn. Tri-County Smart Start will partner with Project HOPE to provide *Raising A Reader* (described previously under Purpose 3) in all project classrooms, as well as training and support for the book bag program.

QUALITY OF PROJECT PERSONNEL - LDCAA is an Equal Opportunity Employer, in that no applicant, client, and/or employee of the agency shall, on the basis of race, creed, color, age, gender, national origin, political affiliation, disability, or any other non-merit factor, be excluded from participation in or be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which LDCAA operates or is applying for funding. (Please see GEPA Section 427 Form included in the application for more information on these practices.)

Selection Criterion 2, Factor 1: The **Project Director**, Ruthie Tate (M.Ed.), will oversee implementation of the Project HOPE ERF Program, and will monitor the evaluation and overall health of the grant. Tate has gained considerable experience relevant to this position as Director of Project ROAR (ERF 2005), as a Head Start Education Specialist, a Language Specialist, and

as a Kindergarten and First grade teacher. Her past experience in organizing an Early Childhood Center for Hugo Schools in Hugo, Oklahoma, will be very beneficial to this project. Also, as Education Specialist for LDCAA Head Start, Tate put in place an excellent education program. She unified the teaching staff, successfully bringing together two distinct groups of teachers – those whose teaching focused primarily on children’s social development and those with formal education, but little experience in early childhood instructional practices.

Currently, Tate serves as Director of Project ROAR, an ERF grant project awarded in 2005. In this role, Tate has been fully responsible for the planning, implementation, training, budgeting, improvement of, and overall operations of Project ROAR. Tate’s efforts are directly related to Project ROAR’s success; the capacity built through this SBRR program has resulted in significant gains in student literacy scores. Thus, Tate is uniquely qualified to bring together the Head Start, preschool and public school worlds in their efforts to provide excellent literacy instruction for young children and their families. (See App. 4 for detailed Curriculum Vitae)

Selection Criterion 2, Factor 2: Project HOPE staff will include a Professional Development Coordinator, a School and Family Liaison, four Literacy Mentors, and nine Literacy Advocates. Through the project, teaching teams will be developed at each of the 18 targeted classrooms and will include a Teacher, Teacher Assistant, Literacy Mentor, and Literacy Advocate.

The **Professional Development Coordinator**, Connie Cody, has a Master of Education in Reading, and a Bachelor’s degree in Elementary Education and Special Education. As Professional Development Coordinator, Cody will conduct the professional development training, in addition to providing classroom support for the Literacy Mentors and mentoring two Project HOPE teachers. Cody holds credentials as an Educational Diagnostician, which makes her well-suited to help Project HOPE staff understand and use assessment results. Within the

public school system, Cody has served as a Reading coach, Title I Teacher, Textbook Committee Chair, and taught children in Kindergarten through 12th grade. Currently, Cody is the Lead Literacy Mentor with Project ROAR, responsible for developing the literacy teaching practices of teachers in four classrooms. (See App. 4 for detailed Curriculum Vitae)

The School and Family Liaison, Richard Baggs, has a Master of Education in School Counseling. As School and Family Liaison, Baggs will visit each class monthly. He will work with teachers to develop relationships with parents in order to increase their children's early literacy development. He will also plan and implement monthly teacher-led parent workshop meetings. Baggs taught for 28 years in the public school system, serving on the Curriculum Development Committee and Municipal Planning Committee (to develop appropriate student recordkeeping). He also oversaw a peer mediation program, was Building Test Coordinator (for all state-mandated testing), and was a Counselor with Southeastern Oklahoma State University's Upward Bound program. Baggs has participated in countless hours of training and continuing education as part of his responsibilities as an educator and counselor. He has a wealth of experience in working with students, families, and teachers. Presently, Baggs uses his excellent counseling and management skills as Family Literacy Coordinator with Project ROAR.

The Literacy Mentors will be certified teachers, with Master's degrees in Reading or Early Childhood Education. Each Literacy Mentor will serve four teaching teams, spending extended time each week in classrooms observing, coaching, modeling, teaching, and engaging in problem-solving with staff to transform their practices into scientifically-based instruction and to assist in aligning preschool and public school curricula. (See App. 4 for Position Description)

The Literacy Advocates will have at least an Associate's degree in Early Childhood or equivalent in a related field, with relevant experience in an early childhood setting. Each Literacy

Advocate will serve two teaching teams, dividing time equally between the classes. The Literacy Advocates will be trained to assist in family literacy development, as well as small group literacy instruction, thus allowing teachers more time to work with special needs and ELL students. To maintain high-level instruction and consistency of teaching staff, Literacy Advocates may also serve as substitutes while the teacher or assistant are participating professional development.

Selection Criterion 2, Factor 3: The Director will work closely with the Education Specialist, Family and Community Partnership Specialist, and Disabilities Specialist (all within Head Start), as well as administrative, Special Education and ELL staff within the LEAs served to ensure that all activities integrate seamlessly into Head Start, preschool, and public school programs.

Sara Ann Beach, Ph.D., will serve as **Literacy Consultant**, assisting the Project Director in aligning the professional development and classroom literacy strategies. An expert in early literacy, she is presently a Professor of Literacy Education at the University of Oklahoma and Coordinator of the Reading Program. She also serves as the Literacy Coordinator for a nationally funded literacy initiative. She has a large number of published research and practitioner pieces on emergent literacy in respected national journals and is currently Editor of *The Oklahoma Reader* and *World Literature Today Kids*. (See detailed Curriculum Vitae in App. 4)

Susan Gunnewig, Ph.D., will serve as **Early Childhood Consultant**, and assist in the training and support of the Literacy Mentors, to better provide developmentally appropriate practices for teaching staff. Previously, she held an Assistant Professorship with the Children's Learning Institute, at the University of Texas Health Sciences Center. Gunnewig is a co-creator of CIRCLE and the Texas Early Education Model (mandated by Texas Legislature). In 2001, Gunnewig also co-created the National STEP Training, which was implemented in all 13 Head Start regions across the U.S. and Puerto Rico. In addition to her published work, Gunnewig has

presented at over 80 national and statewide conferences regarding early childhood research. She has served as a Federal grant reviewer for the Early Childhood Educator Professional Development Grant, through the U.S. Department of Education.

Ruth Ann Ball, of the Center for Early Childhood Professional Development (CECPD) at OU, will serve as **School and Family Partnership Consultant**, assisting the Director in training and support of project staff as family literacy is developed. Ball has a Master's degree in Family Relations and Child Development, with additional Doctoral work in Family and Community Relations and Adult Education. She has over 40 years experience in educating adults about children and families at all levels. Ball is a member of the National Council on Family Relations and is past Vice President of the National Association for the Education of Young Children. She has extensive experience in supporting teachers and mentor/coaches to be effective in their professional roles, and is well qualified to help project staff understand family dynamics.

The **Evaluation Team Leader**, Anna Grehan, Ph.D., is the Senior Research Associate with CREP, University of Memphis. Grehan will evaluate the project and provide assistance with professional development as it pertains to assessment-based instruction; her areas of interest and expertise have been in the design, research, and evaluation of literacy initiatives contributing to improved performance of at-risk and underachieving children. (See App. 4 for detailed C. Vitae)

Professional development and follow-up training regarding the curriculum will be provided by certified **BtL Literacy Coaches**. These trainers use a coaching/mentoring model (supported by the National Staff Development Council) and techniques that are appropriate for adult learners. The **BtL Literacy Coaches**, Joanne Ayotte and Ruth Levin, are seasoned teachers with over 33 years of combined experience. Ayotte, who holds a Master's degree as well as an Early Childhood Certification, has worked as a Literacy Coach for over 11 years. For the last

seven years, Levin has served as a Literacy Coach/Trainer; she holds a Master's Equivalency in Remedial Reading/Elementary Education and a B.S. in Education, Language Arts Concentration.

ADEQUACY OF RESOURCES - Selection Criterion 3, Factor 1: Dr. Beach, Dr. Gunnewig, and Ruth Ann Ball will all provide consulting services each month for this project, to assist the Director in aligning professional development for the teaching staff, as well as in training and support of Project HOPE staff. The *BtL* curriculum utilized through Project HOPE will be supplied by the Wright Group, which will also provide Literacy Coaches to assist in implementation and support. Along with Project HOPE staff and teachers, the Administrators and Kindergarten teachers from the participating LEAs have agreed to take part in the Educational Leadership Committee, as well as attend quarterly team building meetings. This will provide for alignment of curricula, project oversight, and ensure successful transition of Project HOPE students into the respective LEA's Kindergarten and reading program. Dr. Grehan and team will assist in training and conducting of student assessments, as well as perform overall student and program evaluations. In addition, the LDCAA ERF Teacher and Administrator Committee, consisting of those individuals from the centers to be served by Project HOPE, was organized to provide input for the writing of this application. The committee was presented an outline of the grant, their roles in the project, and the curriculum proposed for use. The teachers on this committee were very excited about being a part of this endeavor and signed a letter expressing their support of this application, as a demonstration of their understanding of and willingness to implement the project (see App. 5 for a copy of this letter signed by the teachers, as well as other letters of support provided by project stakeholders).

Selection Criterion 3, Factor 2: Each classroom will be transformed into a preschool Center of Excellence through Project HOPE. All proposed costs are directly linked to activities that will

enhance literacy learning and school readiness. Expenses for Project HOPE are very cost effective in relationship to the number of persons served and anticipated outcomes. A total of 18 Head Start and Preschool Teachers, 18 Assistant Teachers, (and indirectly 16 Kindergarten teachers), all of whom will be part of the Preschool-Kindergarten child transition team, equal a total of 36 teaching staff who will benefit from Project HOPE each year. Also benefiting will be 310 Head Start and Preschool children, who begin the project in November 2008, plus approximately 170 Head Start and Preschool children each new school year, for a total of **650 children served**. This computes to a cost-benefit ratio of \$6,453 per child; when considering the teaching staff as well, this ratio will be \$6,115. Parents and siblings will be also served through training from monthly Family Literacy Meetings as well as in the use of literacy materials provided by the Family Resource Libraries created through this grant. Assuming we would serve at least two family members per student for a total of 1,300 parents and siblings, this gives us a total of approximately 1,986 children, families, and teaching staff who will benefit from Project HOPE over three years (a cost-benefit ratio of \$2,112). Based on experience with our previous ERF grant, we expect strong, significant literacy gains for all children involved in the project; the knowledge gained by the teaching staff, improvement of materials, and enhanced environment will also help many more children in the future. Therefore, the proposed costs are extremely relevant in relation to the increases in student achievement that will be attained.

QUALITY OF THE MANAGEMENT PLAN - Selection Criterion 4, Factor 1:

Milestone for Program Operation	Personnel Responsible	Start Date	Completion
Recruit and hire all project staff	Project Director	Oct 2008	Dec 2008
Plan/implement position-specific training for all personnel	Project Director, Consultants	Oct 2008	Dec 2008
Plan and hold Orientation Meeting and Team Building Retreat to introduce all partners to components of project	Project Director, PD Coordinator, School & Family (S & F) Liaison	Oct 2008	Dec 2008
Plan quarterly Team Building activities	Director, PD Coord.	Oct 2008	Sept 2011

Plan/maintain scope and sequence of teaching staff professional development	Project Director, PD Coordinator	Oct 2008	Sept 2011
Literacy Mentors evaluation training	Director, PD Coord., Evaluation Leader	Nov 2008	Dec 2008
Hold monthly meetings with Literacy Mentors	Project Director, PD Coord., S & F Liaison	Oct 2008	Sept 2011
Summer Institute planning	Director, PD Coord., S & F Liaison	Jan 2009, Jan 2010	July 2009, July 2010
Hold quarterly Educational Leadership Committee meetings	Director, PD Coord. Mentors, S & F Liaison	Oct 2008	Sept 2011
Meet with Fiscal Agent	Project Director	Oct 2008	Sept 2011
Milestone for Creating Literacy-Rich Early Childhood Environment/Activities	Personnel Responsible	Start Date	Completion
Observe Project HOPE teachers and classrooms, determine literacy needs	Project Director, PD Coordinator, Mentors	Oct 2008	Nov 2008
Purchase <i>BtL</i> Curriculum	PD Coordinator	Oct 2008	Nov 2008
Purchase computers for each classroom	Project Director	Oct 2008	Nov 2008
Purchase <i>Raising A Reader</i> Curriculum	S & F Liaison	Oct 2008	Nov 2008
Purchase furniture and materials needed to transform classrooms to literacy-rich environments with cozy reading areas	Project Director, PD Coordinator Literacy Mentors	Nov 2008	Jan 2009
Implement <i>BtL</i> SBRR curriculum	Mentors, Teaching staff	Jan 2009	Jan 2009
School and Family Liaison will assist teachers with monthly parent meetings	S & F Liaison, Teaching Staff	Jan 2009	Sept 2011
Provide assistance in two classrooms	Literacy Advocates	Oct 2008	Sept 2011
Monthly parent mentor (PEER) training	S & F Liaison	Nov 2008	Sept 2011
Monitor progress of parent involvement - parent meetings, resource library, etc.	S & F Liaison, Teaching Staff	Nov 2008	Sept 2011
Establish Family Resource Libraries	Director, S & F Liaison	Oct 2008	Feb 2009
Milestone for Professional Development Of Teaching Staff	Personnel Responsible	Start Date	Completion
Initial <i>BtL</i> curriculum training prior to implementation	Project Director, PD Coordinator, <i>BtL</i> Staff	Nov 2008	Dec 2008
Year 1 training on <i>BtL</i> curriculum, classroom visits for coaching, modeling, & answering questions	<i>BtL</i> Literacy Coach, PD Coordinator, Literacy Mentors	Jan 2009	Dec 2009
Year 2 training on <i>BtL</i> curriculum, classroom visits for coaching, modeling, & answering questions	<i>BtL</i> Literacy Coach, PD Coordinator, Literacy Mentors	Jan 2010	Dec 2010
Year 3 training on <i>BtL</i> curriculum, classroom visits for coaching, modeling, answering questions	<i>BtL</i> Literacy Coach, PD Coordinator, Literacy Mentors	Jan 2011	Sept 2011
Literacy Mentors work weekly in center classrooms, mentoring teaching staff	Literacy Mentors, Project Director	Oct 2008	Sept 2011
Present monthly literacy workshops as listed in Purpose 4	PD Coordinator, Literacy Consultant	Oct 2008	Sept 2011

Monthly visits to project classrooms	PD Coordinator, S & F Liaison	Oct 2008	Sept 2011
Hold quarterly Team Building activities including professional development	Project Director, PD Coordinator	Oct 2008	Sept 2011
Hold Summer Institutes	Director, Consultants, PD Coordinator	July 2009, July 2010	July 2009, July 2010
Milestone for Screening Assessments and Evaluations of the Program	Personnel Responsible	Start Date	Completion
Develop Early Literacy Portfolio framework	Project Director, Literacy Consultant	Oct 2008	Jan 2009
Baseline assessments administered	Evaluation Team, PD Coordinator, Mentors	Nov 2008	Dec 2008
Screening assessments administered for 2008-2009 school year – PALS Pre-K, PPVT, EVT, & Get It! Got It! Go! (x2)	PD Coordinator, Literacy Mentors, Teaching Staff-	Nov 2008, Apr 2009	Nov 2008, Apr 2009
Screening assessments administered for 2009-2010 school year – PALS Pre-K, PPVT & EVT(x2), Get It! Got It! Go!(x3)	PD Coordinator, Literacy Mentors, Teaching Staff	Oct 2009, Jan 2010, Apr 2010	Oct 2009, Jan 2010, Apr 2010
Screening assessments administered for 2010-2011 school year – PALS Pre-K, PPVT & EVT(x2), Get It! Got It! Go!(x3)	PD Coordinator, Literacy Mentors, Teaching Staff	Oct 2010, Jan 2011, Apr 2011	Oct 2010, Jan 2011, Apr 2011
Progress-monitoring instruments (monthly) – TROLL, Get It! Got It! Go!, Portfolios & <i>BtL</i> computer reports	PD Coord., <i>BtL</i> Coach, Mentors, Teaching Staff	Jan 2009	Sept 2011
Administration of ELLCO (3x each year)	Evaluation Team, PD Coord., Mentors	Oct 2008	Apr 2011
Administration of E-LOT (6x each year)	Evaluation Team, PD Coord., Mentors	Oct 2008	May 2011
Administration of parent surveys & interviews at end of each school year	Evaluation Team, Mentors	Apr 2009	Apr 2011

Selection Criterion 4, Factor 2: The timeline for administration of student assessments was listed under Selection Criterion 1, Factor 2, Purpose 5. The benchmarking system described later in Selection Criterion 5 – Quality of the Project Evaluation, will ensure that LDCAA meets its Project HOPE goals, and that practical, continuous project improvement occurs from resulting progress data. The goals for Project HOPE are proposed in detail in Selection Criterion 1, Factor 1, Purposes 2, 3, and 4. The Educational Leadership Committee will review benchmarks and project progress, providing the Project Director with input and plans to ensure continuous program improvement (see Purpose 5). If project benchmarks are not met, the committee will

work together to create a plan for quick resolution. The Project Director conducts monthly budget analyses and compares costs for all purchases; she will meet as needed with the LDCAA Fiscal Agent for review, to ensure project objectives are completed within the outlined budget.

Selection Criterion 4, Factor 3: Most of the key Project HOPE personnel are working on our current ERF grant project, which will end on September 30, 2008. We do not foresee this as a concern, since that project will close before Project HOPE begins on October 1, 2008. LDCAA Associate Director Jay Weatherford will handle any last details that may arise related to the previous ERF grant after the close date. Therefore, it will be a smooth transition into Project HOPE, especially since we will have experienced staff, fully prepared for the new project who can anticipate and be ready for start-up events. The Director for Project HOPE will dedicate 100% of her time (40 hours per week) during all three years to the grant project. The Professional Development Coordinator will commit 100% of her time, or 40 hours each week, to the project as well. The School and Family Liaison, as well as the four Literacy Mentors will also be full-time employees, 100% dedicated to the project, but will each have a 32 hour workweek (which is still considered full-time). The Literacy Mentors will spend at least 75% of their time working directly with Project HOPE teachers; the remaining 25% of their time will be spent completing reports, reviewing teacher plans, mentoring planning and preparation. The Literacy Advocates, who will assist within two assigned project classrooms, will be full-time employees (100% dedicated), working 40 hours each week. These significant time commitments are proposed to provide adequate staff support for achieving project objectives.

QUALITY OF THE PROJECT EVALUATION - *Selection Criterion 5, Factors 1 & 2:* The evaluation will determine the extent to which Project HOPE has prepared children to enter Kindergarten with the necessary cognitive, early language, and literacy skills for success in

school. This independent, third party evaluation will be conducted by CREP, of the University of Memphis'. The evaluation plan is designed to yield both formative and summative evidence reflecting on processes and contributions associated with the ERF grant. The mixed-method design will involve quantitative and qualitative data collection instruments for triangulation purposes. Detailed below is a summary of the CREP assessment of evaluation questions, instrumentation, and citations for reliability and validity. (See App. 1 for a description of study participants and Selection Criterion 1, Factor 2, Purpose 5 for further validity/reliability data.)

Evaluation Overview by Goal & Data Source (2008-2009, 2009-2010, & 2010-2011)⁵⁹			
<i>Assessment</i>	<i>Skills/Subscales</i>	<i>When Used</i>	<i>Validity/Reliability</i>
Evaluation Question 1. To what extent have preschool children acquired the knowledge and skills necessary for optimal reading development in kindergarten and beyond, particularly those from low-income families? (See Select. Criterion 1, Factor 2, Purpose 2: Goals 1, 2, & 3)			
PPVT-III (for 3- and 4-year olds)	Pre- and post-assessment of receptive vocabulary and listening comp. of spoken words	2x/year by program staff at each site	U.S. Dept. of Ed., 2004; Dunn & Dunn, 1997
Get It, Got It, Go! (for 3-year olds)	Pre-,mid-,post-assessment of three scales: Picture naming, Alliteration, and Rhyming	3x/year by teaching staff at each site	U.S. Dept. of Ed., 2004; Get It! Got It! Go!, 2004
PALS Pre-K (for 4-year olds)	Pre- and post-assessment of phonological awareness and literacy basics (e.g., name writing ability, letter and beginning sound production)	2x/year by teaching staff at each site	U.S. Dept. of Education, 2004; PALS-PreK, 2004
EVT (for 3- and 4-year olds)	Pre- and post-assessment of expressive vocabulary and word retrieval	2x/year by program staff at each site	Williams, 1997
TROLL	Ongoing assessment of oral language use – 3 subscales: language use, reading, & writing	Ongoing by teachers	Dickinson, McCabe & Sprague, 2001
Evaluation Question 2. To what degree have teachers improved instruction and classroom environments by implementing scientific research-based practices in language, cognition and early reading? (See Selection Criterion 1, Factor 2, Purpose 3: Goals 1 & 2)			
E-LOT	Evaluation of teacher usage of ERF and early literacy strategies using classroom observation (Early Literacy Observation Tool Notes and Data Summary)	3 site observations by CREP/year & 3 observ. by Mentors	Grehan, Smith, & Ross, 2004; Huang & Ross, 2007
ELLCO	Assessment of classroom environment: Literacy	2x/year by CREP; mid-	ELLCO, 2004

Evaluation Overview by Goal & Data Source (2008-2009, 2009-2010, & 2010-2011)⁵⁹			
<i>Assessment</i>	<i>Skills/Subscales</i>	<i>When Used</i>	<i>Validity/Reliability</i>
	Environment Checklist, Literacy Activities Rating Scale, observation/interviews	year & ongoing by Mentors	
<i>BtL Literacy Implementation Parameters</i>	Program Implementation Checklist	3x/year – <i>BtL</i> staff, CREP, & Mentors	
Teacher Survey	Perceptions of professional development, resources, pedagogical change, outcomes, and support	Spring/end of Assessment Year (AY)	Based on val. & rel. measures estab. for CSRTQ (Sterbinsky 2001; Sterbinsky & Ross, 2003)
Literacy Mentor Survey and observation notes	Perceptions of professional development, resources, pedagogical change, outcomes and support	Survey - Spring/end of AY; notes - ongoing	Based on approved surveys for states of TN, WI, & OK ERF grant awardees
Paraprofessional Survey	Perceptions of professional development, resources, impacts, and support	Spring/end of AY	Based on approved surveys for TN, WI, & OK ERF grants
Evaluation Question 3. To what extent have all teachers and paraprofessionals been provided with the training and support they need to ensure that children are provided with high-quality preschool education? (See Selection Criterion 1, Factor 2, Purpose 4: Goal 1)			
Obs. instruments: ELLCO, E-LOT, <i>BtL</i> Implementation Parameters, & Mentor reports	On-going progress monitoring tools	Quarterly site visits/reports	(see above)
Pre- and post-screening/outcome results	(PPVT-III, PALS Pre-K, Get It, Got It, Go!, & EVT)	(see above)	(see above)
Teacher, Mentor, & Parapro. Surveys	(see above)	(see above)	(see above)
Evaluation Question 4. To what extent has the ERF initiative assisted in the use of screening assessments and other appropriate measures to help identify preschool-age children who may be at risk for reading failure and monitor progress? (See Purpose 4: Goal 3 & Purpose 5)			
CREP site visits: E-LOT & ELLCO	(see above)	(see above)	(see above)
Teacher & Parapro. Surveys	(see above)	(see above)	(see above)
Literacy Mentor Survey, reports & lesson plan review	(see above)	(see above)	(see above)
Evaluation Question 5. What are the perceptions of teachers and paraprofessionals regarding ERF program implementation, impacts, strengths, and weaknesses? To what degree does the school's preschool program align with ERF purposes?			

Evaluation Overview by Goal & Data Source (2008-2009, 2009-2010, & 2010-2011)³⁹			
<i>Assessment</i>	<i>Skills/Subscales</i>	<i>When Used</i>	<i>Validity/Reliability</i>
E-LOT	(see above)	(see above)	(see above)
Teacher, Mentor, & Parapro. Surveys	(see above)	(see above)	(see above)
Evaluation Question 6. To what extent has the ability of the teaching staff to appropriately facilitate literacy development of ELLs and children with disabilities improved? (See Selection Criterion 1, Factor 2, Purpose 4: Goal 4)			
E-LOT & ELLCO observations	(see above)	(see above)	(see above)
Pre- and post-assessment results	(see above)	(see above)	(see above)
Mentor reports	(see above)	(see above)	(see above)
Lesson plan review	(see above)	(see above)	(see above)
ERF Evaluation Question 7. How has family literacy been impacted? (See Selection Criterion 1, Factor 2, Purpose 3: Goal 3 & Selection Criterion 1, Factor 2, Purpose 4: Goal 2)			
Parent Survey and Interview	Perceptions about literacy and preschool program	Spring/end of AY by Mentors	Based on approved surveys for TN, WI, and OK ERF grants
Teacher, Mentor, & Parapro. Surveys	(see above)	(see above)	(see above)

A classroom level design is planned for evaluating program outcomes on process and achievement. For assessing 3-year olds, pre- and post-assessment results from the PPVT-III, EVT, TROLL, and Get It, Got It, Go! will be used. For 4-year olds, pre- and post-assessment results from the PPVT-III, EVT, TROLL, and the PALS Pre-K will be used. Student-relevant variables, including age, race, gender, socioeconomic and ESL status, and special needs, will be collected for measurement of differences between subgroups. CREP will conduct quarterly classroom observations using the E-LOT and the ELLCO. CREP will also train Literacy Mentors to conduct classroom observations, administer parent surveys, and submit assessment data. Additional professional development provided by CREP will focus on the use of screening and progress monitoring assessments through interpretation and practical application (see Selection Criterion 1, Factor 2, Purpose 4). During year-end site visits, CREP will administer a teacher survey, a Literacy Mentor survey, and document progress toward program goals.

Analyses of the quantitative observational and survey data will be done descriptively to show frequencies, means, and categories of responses. To identify any significant differences in pre- and post-assessment scores a repeated measures Multivariate Analysis of Covariance (MANCOVA) will be used. For 3-year olds, the dependent variables will be the PPVT-III, EVT, TROLL, and Get It! Got It! Go! The independent variables will be pre-assessment and post-assessment status, and the covariates will comprise demographic information. The same analysis will be conducted for 4-year olds, with PPVT-III, EVT, TROLL, and PALS Pre-K as the dependent variables. Comparisons between student sub-groups, partitioned using independent variables such as gender, race, ESL status, poverty levels, and special needs, will be made via a series of Multivariate Analysis of Variance (MANOVAs). The dependent variables will be PPVT-III, EVT, TROLL, and Get It! Got It! Go! for the 3-year olds and PPVT-III, EVT, TROLL, and PALS Pre-K for the 4-year olds. Comparisons with national norms (as available) will also be conducted, using a one sample *t* test to determine if there are significant differences in the pre-assessment and national norms. The same analysis will be conducted using the post-assessment scores for each age group. Qualitative data (e.g., observation descriptions and open-ended responses) will be examined using content analysis procedures.^{60,61}

Key products of the evaluation include quarterly data summaries and progress monitoring results following site visits as well as annual formative reports sent to the schools containing data summaries, interpretive findings, and recommendations for continued improvement. An aggregate research report will be submitted annually to the Project HOPE program and the U. S. Department of Education. CREP will also assist in annual reporting of the five GPRA performance measures.

Project Narrative

Other Narrative

Attachment 1:

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Attachment 3:

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APPENDIX 1 – Existing Preschool Programs the Proposed Project Would Support:

Little Dixie Community Action Agency, Inc. (LDCAA) is a private, nonprofit organization that operates 29 Head Start classrooms in three rural counties (Choctaw, McCurtain, and Pushmataha), which have some of the highest poverty rates in Oklahoma. All three counties are included in the territory of the Choctaw Nation of Oklahoma. The three preschool sites LDCAA proposes to turn into centers of excellence through the Early Reading First program are all located in communities served by eligible local educational agencies, and are as follows:

Preschool Site	Public School to Attend	Eligible Site Number
Clayton Head Start P.O. Box 291 Clayton, OK 74536	Clayton Public Schools P.O. Box 190 Clayton, OK 74536-0190	4007800
Haworth Head Start HC 73, Box 48 Haworth, OK 74740	Haworth Public Schools HC 73, Box 1 Haworth, OK 74740	4014080
Swink Preschool P.O. Box 73 Swink, OK 74761-0073	Swink Public School P.O. Box 73 Swink, OK 74761-0073	4029340

For the 2007-2008 school year, the three targeted centers include a total of 18 classrooms serving 310 students. The curriculum used supports literacy learning throughout the school day. Each classroom provides a child development program that includes activities to promote social, emotional, and cognitive development. The instructional program used within all Head Start classrooms is a framework developed by the Education Specialist, derived from the Frog Street Press Curriculum to cover all Head Start domains. Likewise, the instructional program used within the preschool classrooms is a framework developed by the school and aligned with Priority Academic Student Skills (PASS) objectives, in addition to teacher-created themes, letter of the week, and the Frog Street Press Curriculum. Special Education Teachers and Special Needs Aides assist Teachers in these classes working with children who have delays. Special

needs children, such as those with disabilities or English language learners, are served in the regular classroom with special services and equipment provided as needed.

The following chart gives a profile of the children currently attending these three centers. The chart provides a break-down of each classroom, the number, gender, and age of the children served, information on special needs, and demographic and socio-economic status.

Center	Age		Race/Ethnicity*					Gender		Disabilities**		Economic Status***	
	3 yr	4 yr	AA	NA	C	H	O	M	F	CD	OD	FR (%)	BP (%)
Clayton													
Class 1	9	11	0	7	12	0	1	5	15	3	0	-	100
Class 2	16	1	1	5	9	0	2	11	6	3	1	-	88
Class 3	0	14	0	6	8	0	0	9	5	4	0	79	-
Class 4	0	14	0	8	5	1	0	9	5	4	2	86	-
Haworth													
Class 1	7	6	0	5	8	0	0	5	8	4	1	-	100
Class 2	15	2	2	0	10	5	0	6	11	1	0	-	100
Class 3	9	8	2	0	13	1	1	11	6	0	0	-	100
Class 4	9	8	0	3	13	1	0	11	6	1	0	-	82
Class 5	10	7	3	0	13	1	0	10	7	0	0	-	100
Class 6	0	20	1	10	8	1	0	10	10	1	1	70	-
Class 7	5	15	1	2	13	0	4	9	11	1	0	-	90
Class 8	8	10	1	3	12	1	1	7	11	1	0	-	89
Class 9	5	10	0	2	10	1	2	7	8	2	0	-	53
Swink													
Class 1	13	4	1	7	8	1	0	7	10	0	0	-	94
Class 2	0	20	1	2	17	0	0	9	11	3	0	90	-
Class 3	14	0	0	7	5	2	0	6	8	0	0	-	86
Class 4	0	15	0	5	9	0	1	11	4	0	0	-	80
Class 5	14	11	0	16	9	0	0	12	13	9	3	74	-
Totals	134	176	13	88	182	15	12	155	155	37	8	80	90

*AA: African American; NA: Native American; C: Caucasian; H: Hispanic; O: All others
 **CD: Communication Development delays; OD: Other Disabilities, which includes cognitively impaired, fine & gross motor impairment, adaptive impairment, & social/emotional impairment
 ***FR: Percentage of students eligible for free and reduced lunches; BP: Percentage of students living below the poverty level

Children attend early education programs within the Clayton Center seven hours each day, five days/week. The school year is 180 days (10 months). Classroom data is detailed below.

Class 1: The daily attendance rate for this class is 88%. Funding is received primarily through federal grants from the Administration for Children and Families (ACF). The basic instructional program used is the Head Start-developed framework derived from the Frog Street Press Curriculum. The Teacher has a Bachelor's degree with an endorsement in Early Childhood Education (EC), and the Teacher Aid holds a Child Development Associate (CDA) credential.

Class 2: The attendance rate is 90%. The instructional program used is the Head Start-developed framework. Primary funding is Federal aid from ACF. The Teacher has an Associate's degree in EC, working toward a Bachelor's degree; the Teacher Aid has an Associate's degree and CDA.

Class 3: Funding is through state and federal sources, and an extended day program lengthens instruction by two hours, four days a week. The instructional program is the school-developed PASS framework, teacher-created themes, letter of the week, and Frog Street Curriculum. Rate of attendance is 91%; the Teacher has a Bachelor's degree/EC Endorsement, the Aid has a CDA.

Class 4: This class is funded through state and federal sources, and the extended day program is also available. The instructional program is the school-developed PASS framework, teacher-created themes, letter of the week, and Frog Street Curriculum. The attendance rate is 91%. The Teacher has a Bachelor's degree with EC Endorsement, and the Aid is working towards a CDA.

Students attend early education programs within the Haworth Center seven hours each day, five days/week. The school year is 180 days (10 months). Classroom data is detailed below.

Class 1: Primary funding is through the ACF; the instructional program used is the Head Start-developed framework derived from the Frog Street Curriculum. The attendance rate is 87%; the Teacher has a Bachelor's degree with EC Endorsement, the Aid is working towards a CDA.

Class 2: The instructional program is the Head Start-developed framework derived from the Frog Street Press Curriculum. The rate of attendance is 87%; federal aid from the ACF is the primary

funding source. The Teacher holds a Bachelor's degree with an EC Endorsement, and the Aid has an Associate's degree in Early Childhood.

Class 3: Primary funding is federal aid from the ACF; the attendance rate is 91%. The basic instructional program is the Head Start-developed framework from Frog Street. The Teacher has a Bachelor's degree/EC Certification; the Aid has a CDA, working towards an Associate degree.

Class 4: The attendance rate is 95%, and the instructional program is the Head Start-developed framework derived from Frog Street. Federal funding is provided through the ACF. The Teacher has a Bachelor's degree/EC Endorsement, the Aid has an Associate's degree in EC and a CDA.

Class 5: The rate of attendance is 96%; funding is provided through the ACF. The instructional program is the Head Start-developed framework derived from the Frog Street Curriculum. The teacher has a Bachelor's degree and EC Endorsement, and the Aid is working towards a CDA and Associate degree.

Class 6: Primary source of funding is state aid; attendance rate is 95%. Instructional program is school-developed PASS framework, teacher-created themes, letter of the week, and Frog Street Curriculum. Teacher and Aid hold BA degrees in Elementary Ed.; Teacher has a M.Ed. Reading.

Class 7: The instructional program is the Head Start-developed framework derived from the Frog Street Curriculum. Primary funding is through the ACF; the attendance rate is 90%. The Teacher has a Bachelor's degree/EC Certification, and the Aid is working on an Associate degree in EC.

Class 8: The rate of attendance is 93%. The instructional program is the Head Start-developed framework derived from the Frog Street Curriculum; primary funding is Federal from the ACF. The Teacher has a Bachelor's degree/EC Endorsement; the Aid has an Associate's degree in EC.

Class 9: The source of funding is primarily through federal grants from the ACF. The instructional program is the Head Start-developed framework derived from the Frog Street

Curriculum; the attendance rate for the class is 87%. The Teacher has a Bachelor's degree with EC Endorsement, and the Teacher Aid has an Associate's degree in Early Childhood.

Children attend early education programs within the Swink Center seven hours each day, five days a week. The school year is 180 days (10 months). Classroom data is detailed below.

Class 1: Instructional program used is Head Start-developed framework derived from the Frog Street Curriculum; primary funding is federal, through the ACF. The attendance rate is 87%. The Teacher has a Bachelor's degree/EC Endorsement; the Aid has an Associate's degree and CDA.

Class 2: The rate of attendance is 92%, and funding is provided primarily through state aid. The instructional program is a school-developed framework aligned with PASS objectives, as well as teacher-created themes, letter of the week, and Frog Street Press Curriculum. The Teacher has a Bachelor's degree/EC Certification, and the Aid is working toward an Associate degree in EC.

Class 3: Primary funding is through the ACF. The instructional program is the Head Start-developed framework derived from the Frog Street Curriculum; the attendance rate is 87%. The Teacher has Bachelor's degree with EC Certification, the Aid has an Associate degree and CDA.

Class 4: The instructional program is the Head Start-developed framework derived from the Frog Street Press Curriculum; primary funding is federal aid through the ACF. The attendance rate is 83%; the Teacher has a Bachelor's degree with an EC Endorsement, and the Aid is working towards an Associate degree and CDA.

Class 5: The attendance rate is 96%; sources of funding include local, state, and federal aid. The instructional program is the school-developed PASS framework, teacher-created themes, letter of the week, and Frog Street Curriculum. The Teacher holds a Bachelor's degree/EC Certification; the Aid has an Associate degree in EC and a CDA, and is working on a Bachelor's degree in EC.

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⁶¹ Strauss et al. 1998.

APPENDIX 3 – English Language Acquisition Plan:

Approach: Every effort will be made to provide instruction for all English Language Learners (ELLs) that is equivalent in content, scope, and sequence to the instruction of English speaking students. Meeting these challenges will be accomplished through: a scientifically-based reading research (sbr) instructional program for ELLs, the delivery of planned parent/teacher communication, literacy and language mentoring for teachers, and professional development. The steps that comprise this plan are highly research-based and reflect the work of knowledgeable experts in the fields of pre-Kindergarten linguistic and cultural diversity.

The purpose of the Project HOPE (Helping Oklahoma Preschoolers Excel) ELL Plan is to:

- Ensure delivery of quality instructional programs for all ELLs in each targeted classroom;
- Identify the program options and instructional programs which guarantee a quality program that meets the academic and linguistic needs of ELL students; and
- Provide ELLs with the educational opportunities which will enable them to succeed.

Instructional Strategies: Project HOPE acknowledges that there are a variety of approaches that may be used to accomplish our goal; however, the choice and combination of instruction that will be used with Project HOPE will align to individual student needs and the four core components of early literacy as indicated in Early Reading First. Project HOPE will implement:

- Instruction emphasizing oral language production and emergent literacy;
- Native language support;
- Letter learning activities that foster alphabetic principle, letter shapes, names and sounds;
- Supports for intentional instruction that maximizes student engagement;
- Screening and assessment of students to determine those at risk of reading difficulties;
- Program adaptability to meet the needs of specific students and sub-groups; and

- Sustained training, coaching, and mentoring to build each participating teacher's capacity as it pertains to planning, assessment, and instruction of ELL students.

Transition to English Proficiency: Building connections between what students know in one language, coupled with time to become familiar with the complex orthography of English and its application to the second language, while also providing experiences with print, will provide ELL students the foundation for reading success. To facilitate student transition to proficiency in English, the teachers (who are all proficient in English), as an integral part of instruction, will:

- Use visuals, and if appropriate and available, the primary language to clarify key concepts;
- Communicate individually as time permits;
- Use a slower speech rate if necessary and clear enunciation, while emphasizing key words and phrases through gesture, facial expression, and intonation;
- Establish consistent patterns and routines in the classroom;
- Prepare students for lessons and reading assignments—pre-teach;
- Allow students enough wait time before answering questions;
- Model, summarize and review frequently; and
- Provide a warm environment, informed about various cultures.

In addition, Project HOPE will work with Head Start, local educational agencies (LEAs), and other organizations to provide resources for identified ELL children and their families. Paraprofessionals, interpreters, and Special Needs Aides will be provided for children as needed.

To support the core curricula, implemented in each Project HOPE classroom will be supplemental activities and materials provided through the *Frog Street Press* Spanish-English component, along with Spanish Connections offered through *Breakthrough to Literacy (BtL)*, the

sbrr curriculum used for the project. The individualized software curriculum from the *BtL* Spanish Connections supports children as they move from language acquisition to early fluency at their own level and pace, providing auditory and visual supports that ensure each child's success. *BtL* Spanish Connections provides practices that are incorporated into whole group, small group, literacy and developmental centers, writing workshops, and interdisciplinary instruction. To support Native American ELL children (the majority of which are of Choctaw descent), we will work with the Choctaw Nation of Oklahoma to provide vocabulary and translations as needed. Individualized instruction will be implemented for ELLs to build their language, thinking skills, and provide experiences with print. Materials will be organized in six common themes appropriate for preschool ELL students. The *BtL* Teacher Guides also include a preview for ELLs with every book, which has vocabulary to pre-teach, featured vocabulary from the corresponding book, discussion vocabulary, and grammatical and cultural considerations. Using each theme, 36 books written in both English and Spanish will be featured, using six different formats that include: big books, pupil books, Take- Me-Home books, read-alongs, story cards, and audio books.)

The range of activities in the *BtL* Teacher Guides accommodates the varied developmental levels of preschool ELLs. These activities address the four components of effective early reading instruction—oral vocabulary and comprehension, concepts of print, phonemic awareness, alphabet, and emergent writing with an emphasis on speaking and listening. The goal is not to have the children master each concept described, but to introduce them to language and literacy experiences essential for becoming successful readers and speakers of the English Language.

Professional Development: The primary purpose of the intensive professional development is to provide monthly training and resources to Teachers, Assistants, Paraprofessionals, Mentors, and

Literacy Advocates, as it pertains to working in a preschool setting with ELL students. Listed below is a timeline that includes implementation of ELL plan components, including proposed professional development to be held.

Project HOPE ELL Plan Timeline:

2008-2009 School Year: During the first and second months of project implementation, staff will screen children who may be at risk for language difficulties, utilizing the Peabody Picture Vocabulary Test-III (PPVT-III) and the Expressive Vocabulary Test (EVT). Once ELL students have been identified, monthly training for all instructional staff by the Professional Development Coordinator and others in the field of early childhood will cover the stages of second language learning, administering baseline language assessments, and effective ELL teaching strategies. During the first year of the project, two *BtL* customized training workshops will be held, in addition to five visits to each classroom by the *BtL* Literacy Coach, to assist in implementation of the ELL curriculum components. Weekly visits to each classroom by the Literacy Mentors will provide teachers with coaching and modeling, as well as time for reflection and answering questions. Other training as identified by the Project Director, Mentors and Teachers will be implemented into the professional development plans throughout the year as needs arise.

2009-2010 School Year: Screening to identify ELL students will take place at the beginning of the school year, using the PPVT-III and the EVT. Monthly professional development will center on teacher training over score interpretation, specificity in areas that need increased attention and instructional implications, best practices and development of small group instruction. The *BtL* Literacy Coach will visit each class four times, and two *BtL* training workshops will be held. The Literacy Mentors will continue to visit their assigned classrooms weekly during the school year.

2010-2011 School Year: At the beginning of the school year, the PPVT-III and the EVT assessments will be used to identify ELL students. Weekly Literacy Mentor visits to each class will continue, and monthly professional development will focus on teacher needs and capacity building for sustained instruction/progress monitoring after project completion. Two *BtL* training workshops will also be held, as well as four visits to each classroom by the *BtL* Literacy Coach.

Parental Involvement: Project HOPE will focus on what the program can do to support parents in the education of ELL students. A welcoming classroom climate with positive attitudes of all staff and attention to detail will help to ensure parental accessibility to the classroom. Lack of parental English proficiency will be addressed by: translating written materials sent out to parents into Spanish and Choctaw languages; bilingual staff will be available to speak with parents when they visit the classroom; and interpreters will be provided at meetings and events.

Parents of ELL students often have low education levels and lack of previous exposure to school settings. They often view teachers as “the experts” and give to them the responsibility of all tasks related to academic learning. Families of ELL students value collectivism and support of the extended family. Their jobs often have labor-intensive work schedules, which limit their ability to attend parent-teacher meetings and open house events. Project HOPE will acknowledge parents’ cultural values and view them as strengths, incorporating them into school curriculum. Project HOPE will assist parents and other family members with creating home conditions to support learning through the use of a School and Family Liaison staff member, communicating with families about school programs and student progress, scheduling meetings to accommodate work schedules, and utilizing larger facilities to allow the family and extended family of ELLs to attend school functions. Project HOPE will support the implementation of traditional parental involvement programs that are culturally relevant and linguistically appropriate.

- CURRICULUM VITAE -
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EDUCATION

Ph.D. June, 1991 University of California, Riverside
M. Ed. 1981 Texas A&M University, College Station, TX
B. A. 1975 University of Dallas, Irving, TX

PROFESSIONAL EXPERIENCE

- August, 2007 to Present
Director, Ruby Grant Reading Research Initiative
- July, 2006 to Present
Professor, Literacy Education, Department of Instructional Leadership and Academic Curriculum, The University of Oklahoma
- August, 1997 to July, 2006
Associate Professor, Literacy Education, Department of Instructional Leadership and Academic Curriculum, The University of Oklahoma
- August, 1997 through June, 1999
Co-Director, Nitra Office, Orava Association for Democratic Education, Nitra, Slovakia
- August, 1991 to August, 1997
Assistant Professor, Reading Education, Department of Instructional Leadership and Academic Curriculum, The University of Oklahoma
- July, 1989 to July, 1991
Research Fellow, California Educational Research Cooperative, School of Education, University of California, Riverside
- August, 1987-June, 1989
Supervisor of Teacher Education, School of Education, University of California, Riverside

RECENT PUBLICATIONS

Invited

- Beach, S.A. (In Press). Pen pal letters: Connecting university students with basic school students. inovacie v skole (Innovations in Schooling: Proceedings of the 8th National Slovak Conference on Innovations in Education). Dolny Kubin: Zdruzenie Orava pre demokraciu vo vzdelavani. Expected publication in Fall, 2008.
- Beach, S.A. & Ward, A. (2007). Opportunity to learn: Supporting engagement in literacy. *Kielikukka (Journal of the Finland Reading Association)*, 4, 2-5.
- Beach, S.A. (2004). Oral history: connecting the past to the future. inovacie v skole (Innovations in

Appendix 4

Schooling: Proceedings of the 3rd National Slovak Conference on Innovations in Education (pp 13-15). Dolny Kubin: Zdruzenie Orava pre demokraciu vo vzdelavani.

Peer-Reviewed Book

Griffith, P., Beach, S.A., Ruan, J., & Dunn, L. (2008). Literacy for young children: A guide for early childhood educators. Corwin Press.

Peer-Reviewed Articles and Chapters

Beach, S.A., Ward, A., Melvin, M., Mirseitova, S. & Malikova, M. (2007). Lifelong learners: Literate women explore their learning paths. *Proceedings of the 14th European Conference on Reading, Zagreb, Croatia*, pp. 144-148. Retrieved from http://www.hcd.hr/datoteke/Zagreb_Conference_Proceedings.pdf

Beach, S.A., Ward, A., & Mirseitova, S. (2007). Student views of learning and literacy: A glimpse from three countries. *Language and Literacy*, 9(1). Retrieved from <http://www.langandlit.ualberta.ca/current.html>.

Ward, A., & Beach, S.A., (2007). Apprenticeships in critical literacy: Conversations with preservice teachers. *Policy and Practice in Education: A Journal addressing Issues, Research and Practice in the Education of Teachers*, 13 (1-2).

Dunn, L., and Beach, S.A., (2007). Supporting literacy in early childhood programs: Promising practices and continuing challenges. In J. Christie & K. Roskos, Eds. Literacy and play in the early years (2nd Edition). (pp.101-118) Mahwah, NJ: Lawrence Erlbaum.

Ruan, J. & Beach, S.A. (2005). Using online peer dialogue journaling to promote reflection in preservice teachers. *Action in Teacher Education*, 27(3),64-75.

Ward, A., Beach, S.A. & Mirseitova, S. (2004). Teachers' understandings of critical literacy in Canada, the United States, and Kazakstan. *Thinking Classroom/Peremena*, 5(3), 15-22.

RECENT PRESENTATIONS

National/International

Beach, S.A. & Ward, A. (2007, August). Opportunity to learn: Supporting engagement in literacy. Paper to be presented at The 15th European Conference on Reading, Berlin, Germany.

Collins, J. & Beach, S.A. (2007, August). How do we assess student literacy development? Paper to be presented at The 15th European Conference on Reading, Berlin, Germany.

Ward, A. & Beach, S. (2007, May). Bridges and Boundaries: Insights from working with teachers in > critical literacy across cultures and countries. Paper presented at the Language and Literacy Researchers of Canada (LLRC) Pre- Conference: 'Mind the Gap: Toward the improvement of literacy curriculum and pedagogy for pre- and in-service teachers', Saskatoon, Saskatchewan.

Ward, A. & Beach, S.A. (2007, May). Rethinking reading engagement: An exploratory study. Paper presented at the Canadian Society for the Study of Education, Saskatoon, Saskatchewan, CA.

Ward, A., Beach, S.A., & Mirseitova, S. (2006, August). "I survived": Women's experiences of educational and political reform in North America, Slovakia, and Kazakstan. Roundtable presented at the 21st World Congress on Reading, Budapest, Hungary.

Appendix 4

GRANTS/CONTRACTS

Co-Principal Investigator, *Oklahoma Mentoring Professional Development Institute*. (2007-2010)
Funded by the Oklahoma Commission for Teacher Preparation to the K20 Center for Educational and Community Renewal, University of Oklahoma. \$235,677.00

Co-author and principal investigator, Early Steps to Literacy: A professional development program for early childhood educators. (2001-2004) U.S. Department of Education. Award Amount: \$1,522,290.

Beach, S. A. (1997-1999). Nitra Expansion of the Orava Project: A Slovak Republic/ University of Northern Iowa's Education Restructuring Program. Award Amount: \$147,494.

HONORS AND AWARDS

March, 2001
Visiting Scholar, University of Saskatchewan, Canada

SERVICE
Professional

Reviews

Review Board, Journal of Literacy Research, 2003-present
Review Board, The Reading Teacher, 2000-2004; ad hoc reviewer 2004-2008
Reviewer, Thinking Classroom/Peremena, 2002-2007
Reviewer, Journal of Research in Childhood Education, 2000-2006

Committee Membership

Program Committee, World Congress on Reading, Budapest, Hungary, 2005-2006

Consulting

November, 2005 – Present Co-Principal Investigator and literacy content advisor, *Oklahoma Gateway Skills Project: Using handheld computer games and simulations to support mathematics and reading in the 8th and 9th grades*. K20 Center for Educational and Community Renewal, University of Oklahoma.

University

University

Graduate Council, 2006-2009
Faculty Senate Executive Committee, 2002-2003
Faculty Senate, 2001-2003

Appendix 4

BRIEF VITA

PERSONAL DATA

Anna Grehan, Ph.D.
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EDUCATION

<u>DEGREE</u>	<u>DISCIPLINE</u>	<u>INSTITUTION</u>	<u>YEAR</u>
B.S.	Education	Bethel College	1976
M.B.A	Marketing	Memphis State University	1988
Ph.D.	Educational Psychology and Research	University of Memphis	2001

PROFESSIONAL ASSOCIATIONS

Research Associate	Regional Educational Laboratory – Appalachian Region
Member	American Educational Research Association
Member	Urban Task Force – College of Education, The University of Memphis
Member	Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE)
Associate	Center for Data-Driven Reform in Education-Johns Hopkins University/ Council of Chief State School Officers
Member	International Reading Association
Member	Association for Supervision and Curriculum Development
Member	National Association for the Education of Young Children
Member	Phi Delta Kappa International
Past President	Beta Gamma Sigma Honor Society
License	Tennessee State Elementary Education Professional License

EXPERIENCE

<u>POSITION</u>	<u>DEPARTMENT/INSTITUTION</u>	<u>PERIOD</u>
Vice President for Marketing and Strategy	First Tennessee Bank	1988 – 1995
Graduate Assistant and Coordinator of the Reading Center	Department of Education The University of Memphis	1996 – 1997
Adjunct Professor and Member of the Graduate Faculty	Dept. of Instruction and Curriculum Development The University of Memphis	1996 Present
Trainer II – Success For All Program Grant	Center for Research in Educational Policy The University of Memphis	1997 - 1998
Regional Manager – Success For All Program Grant	Center for Research in Educational Policy The University of Memphis	1998 – 2004
Senior Research Associate	Center for Research in Educational Policy The University of Memphis	2001 – 2006
Research Associate Professor	Center for Research in Educational Policy The University of Memphis	2006 - Present

SELECTED RECENT RESEARCH

Grehan, A., & Sterbinsky, A. (2003). *Reading Excellence Act Grant: Evaluation Report (Prepared for Tennessee Department of Education)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A., & Ross, S. (2004). *An Evaluation of the Effects of FOCUS on First Grade Reading Achievement in a Title I Elementary School (Prepared for PLATO Learning, Inc.)*. Memphis, TN: Center for Research in Educational Policy.

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- Grehan, A., Smith, L., & Greer, C. (2004). *Reading First Grant: Formative Evaluation 2004 Aggregate Report (Prepared for Tennessee Department of Education)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A., Smith, L., Wang, W., Luttrell, A., & Drake, M. (2004). *Reading Excellence Act Grant: Formative Evaluation 2004 Aggregate Report (Prepared for Tennessee Department of Education)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Sterbinsky, A., & Grehan, A. (2004). *Memphis City Schools: Correlational Study of 26 Schools*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A. (2005). *Evidence of Research Base for Keep on Reading (Prepared for Peoples Publishing)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A. (2005). *Evidence of Research Base for Word Explorer (Prepared for Peoples Publishing)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A., Harrison, L., & Smith, L. (2005). *Reading First Grant: 2005 Evaluation Report (Prepared for Assumption Parish Louisiana School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A., Harrison, L., & Smith, L. (2005). *Reading First Grant: 2005 Evaluation Report (Prepared for West Baton Rouge Louisiana School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A., Harrison, L., & Smith, L. (2005). *Reading First Grant: 2005 Evaluation Report (Prepared for Hearne Texas School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A., Ross, S. M., & Harrison, L. (2005). *Evaluation of Reading Recovery in Little Rock Elementary Schools (Prepared for the Little Rock School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A., Ross, S., Harrison, L., & Smith, L. (2005). *Evaluation of The Literacy Collaborative in Pitt County Schools Report (Prepared for The Literacy Collaborative)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A., & Smith, L. (2005). *Reading First Grant: Formative Evaluation 2005 Aggregate Report (Prepared for Tennessee Department of Education)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A., & Smith, L. (2005). *Early Reading First Grant: Evaluation 2005 Aggregate Report (Prepared for The ALPHA School, Claiborne County Tennessee School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A. W., Oliver, S., & Ross, S. M. (2005). *2004-2005 Reading First DIBELS Outcome Indicators state Aggregate Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Sterbinsky, A., Huang, Y., Grehan, A., & McDonald, A. (2005). *Validation Study: Peabody Picture Vocabulary Test, Dynamic Indicators of Basic Early Literacy Skills, and Gray Oral Reading Test*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Dyson, E., & Grehan, A. (2006). *Memphis Literacy Academy Preliminary Evaluation Report 2005-2006 (Prepared for Memphis City Schools)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A. W., Grehan, L., Huang, Y., Slawson, D. (2006). *The Alpha School Early Reading First Evaluation 2006 Aggregate Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A. W., Harrison, L., & Boyraz, G. (2006). *Hearne Independent School District Reading First Grant 2005-2006 Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A., Harrison, L., Slawson, D., Pribesh, S., & Nunnery, J. (2006). *Evaluation of the Prekindergarten Literacy Program 2005-2006 (Prepared for the Little Rock School District)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A. W., Motschman, K., Smith, L. J., & Huang, Y. (2006). *Oklahoma Early Reading First Evaluation 2006 Aggregate Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A. W., Slawson, D., Smith, L. J., Boyraz, G., & Huang, Y. (2006). *Tennessee Reading First Grant Formative Evaluation 2006 Aggregate Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Grehan, A. W., Sterbinsky, A., Mikow-Porto, V., & Basom, Jr., R.E. (2006). *Reading First in Tennessee 2004-2005 Research Study Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.
- Harrison, L., Grehan, A. W., Nunnery, J., & Huang, Y. (2006). *The effects of the Superkids program on beginning reading achievement in kindergarten*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Appendix 4

Slawson, D., & Grehan, A. (2006). *Memphis Literacy Academy Achievement Results Report 2004-2005*. (Prepared for Memphis City Schools). Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Huang, Y., & Slawson, D. L., J., Boyraz, (2007). *Tennessee Reading First Grant Research Study: Evaluation 2005-2006 Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Grehan, L., & Huang, Y. (2007). *The Alpha School Early Reading First Evaluation 2007 Aggregate Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Smith, L. J., & Huang, Y. (2007). *Oklahoma Early Reading First Evaluation 2007 Aggregate Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Park, H., & Huang, Y. (2007). *Milwaukee, Wisconsin Early Reading First Evaluation 2007 Aggregate Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Ross, S. M., Grehan, A. W., & Peterman, R. (2008) *The Effects of a Research-Based Program (OWL) on the Early Literacy Skills of At-Risk Preschool Students in a Large Urban District*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

REFEREED CONFERENCE PRESENTATIONS

Grehan, A. & Ross, S. *The Effects of the Success For All Program on Improving Reading Readiness Skills for At-Risk Students in Kindergarten*. Paper presented to the American Educational Research Association. San Diego, CA April, 2004.

Grehan, A. & Ross, S. *An Evaluation of the Effects of a Supplementary Reading Program on First Grade Reading Achievement*. Paper presented at the American Educational Research Association. Montreal, Canada, April, 2005.

Grehan, A., & Sterbinsky, A. *Literacy Observation Tool Reliability Study*. Paper presented at the American Educational Research Association. Montreal, Canada, April, 2005.

Grehan, A. *Reading First Evaluation in Tennessee*. Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE). Memphis, TN, July, 2005.

Grehan, A., Grehan, L., & Smith L., *2004-2005 Early Reading First Evaluation in Tennessee* American Educational Research Association. Paper presented at San Francisco, CA, April, 2006

Grehan, A., Smith, L., & Nunnery, J. *2004-2005 Reading First Evaluation in Tennessee*. American Educational Research Association. Paper presented at San Francisco, CA, April, 2006

Grehan, A., & Ross, S. *Early Literacy Evaluation Plan*. The 2006 National Evaluation Institute (NEI). Paper presented at Dallas, TX, July, 2006

Grehan, A., Harrison, L., & Nunnery, J. *An Evaluation of Reading Recovery Intervention Program in an At-Risk Urban Setting*. American Educational Research Association. Paper presented at Chicago, IL, April, 2007.

Grehan, A., Nunnery, J., Huang, Y., & Boyaz, G. *2005-2006 Reading First Year 2 Formative Evaluation and Research Study Results*. American Educational Research Association. Paper presented at Chicago, IL, April, 2007.

Oliver, S., Grehan, A., & Ross, S. *Reading First DIBELS Assessment Outcome Indicators*. American Educational Research Association. Paper presented at Chicago, IL, April, 2007.

Harrison, L., Grehan, A., & Nunnery, J. *An Evaluation of the Effects of the SuperKids Program on Kindergarten Literacy Achievement*. American Educational Research Association. Paper presented at Chicago, IL, April, 2007.

Grehan, A., Grehan, L., & Smith L., & Huang, Y. *2005-2006 Early Reading First Evaluation in Oklahoma*. American Educational Research Association. Paper presented at Chicago, IL, April, 2007

Grehan, A., Grehan, L., Peterman, R., & Huang, Y. *2006-2007 Early Reading First Evaluation in Tennessee*. American Educational Research Association. Paper presented at New York City, NY, March, 2008

Grehan, A., Grehan, L., & Smith L., & Huang, Y. *2006-2007 Early Reading First Evaluation in Oklahoma*. American Educational Research Association. Paper presented at New York City, NY, March, 2008

SUMMARY OF INTERESTS

My primary areas of interest and expertise have been in the design, research, and evaluation of literacy initiatives that contribute to improved performance of at-risk and underachieving children. Research projects have included multi-state and district literacy initiatives, program evaluation, and comprehensive school reform. Development of research and measurement instrumentation has included whole school, individual classroom, specific reading/literacy activity, and curriculum and instruction benchmarking assessment.

Ruthie Tate

209 North 4th Street
Hugo, OK 74743

Project Director
Little Dixie Community Action Agency

(580) 326-9601
(580) 317-6600

Experience:

- Project Director - 3 years
Little Dixie Community Action Agency, Inc.
Early Reading First - Project ROAR
Hugo, Oklahoma
- Education Specialist - 4 years
Little Dixie Head Start
Hugo, Oklahoma
- Administrative Assistant - 1 year
Grant Public School
Grant, Oklahoma
- Owner and Teacher - 1 year
Teddy Bear Academy
Early Childhood Learning Center
Hugo, Oklahoma
- Kindergarten, Pre First or First Grade Teacher - 10 years
Hugo Early Childhood Center
Hugo, Oklahoma
- Language Specialist - 2 years
Hugo Early Childhood Center
Hugo, Oklahoma
- First Grade Teacher - 17 years
Booker T. Washington Elementary
Hugo, Oklahoma
- Reading Specialist - 2 years
Goodland Public School
Hugo, Oklahoma

Formal Education:

- Southeastern Oklahoma State University
Durant, Oklahoma
Masters of Education in School Administration
Completed: July 1994
- Southeastern Oklahoma State University
Durant, Oklahoma
Certification in Early Childhood
Completed: July 1992
- Southeastern State College
Durant, Oklahoma
Bachelors of Science in Elementary Education
Completed: May 1971

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Training:

- Gessell Developmental Readiness Training
- Early Prevention of School Failure Training
- Discipline with Love and Logic
- Developmental Readiness Workshop with Society of Dev. Ed
- Math Their Way Workshop
- Whole Language Workshop with Society of Developmental Ed.
- Guided Reading Workshops with Wright Group
- Reading Recovery Literacy Conference
- Primary Hands-On Math Workshop by State Department
- Primary Learning Using Science Workshop by State Department
- LEAD Workshop in Participatory Management
Technology Training for LEAD Technology Teachers Level I & II
- PC Troubleshooting Workshop
- Learning Accomplishment Profile Training
- ACE TEAM Seminar (Advisors, Consultants, and Educators to be Trained, Educated
And Motivated)
- Center for Improving Readiness of Children for Learning & Education
- Early Literacy Specialist Trainer/Mentor Project Training
- Mentor-Coaching Pathway to Positive Child Outcomes Training
- Social and Emotional Development and Family Literacy Training

Presentations:

- A Gift of Time (Developmental Readiness) –
Hugo Early Childhood Parents and Friends Meeting
- Is Your Child Ready?
Fort Towson Kindergarten Parents Group
- What to Do - To Get Ready for School
Hugo Head Starts
- Parents are Children's First Teachers
Oklahoma Parents as Teachers Workshop
- Developmental Readiness and Early Childhood Instruction
Dr. Sandra DePinto's SOSU Early Childhood Education Class
Materials and Organization of Early Childhood Education
- Teaching Literacy in the Early Childhood Classroom
Dr. Shelby Koonce's SOSU Education Class
Teaching Early Childhood for Elementary Administrators

Ruthie Tate

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Little Dixie Community Action Agency

(580) 326-9601
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Awards and Honors:

- "Employee of the Month" for Little Dixie Community Action Agency – May 2008
- "Teacher of the Year" for Hugo Early Childhood Center - School Year 1999 - 2000
- Recipient of the "Hero Award" for Hugo ECC - School Year 1995 - 1996
- Recipient of the "Forch Award" for Hugo City Schools - School Year 1994 - 1995
- Leader in the "We Can Make a Difference" Project - School Year 1994 – 1995
- "Teacher of the Year" for Hugo Early Childhood Center - School Year 1993 – 1994

Other Accomplishments:

- The Superintendent of Hugo Schools asked me to head a committee of teachers to plan the district's new early childhood center in 1990. I pulled together teachers from the five neighborhood schools in the district to plan a consolidated early childhood center. In addition to planning the physical layout of the center, the committee also prepared for concerns such as safety issues involved in the drop off and pick up of over 300 Kindergarten, pre-First and First grade students. I also arranged training and workshops over developmentally appropriate early childhood practices as well as planned for purchase of curriculum, assessments, and teaching materials for these classrooms. In addition, I planned and implemented a "Parent Corner and Lending Library" in a central location at this site.
- As Education Specialist for Little Dixie Head Start, I helped to put in place an excellent education program for the three- and four-year old children. I unified the teaching staff, successfully bringing together two distinct groups of teachers, those whose teaching focused primarily on children's social development and those with formal education in early childhood instructional practices but who lacked experience. I also provided training and workshops in early literacy skills, and was instrumental in involving 32 members of the Head Start teaching staff in the "Early Steps to Literacy", a professional development grant provided through the Center for Early Childhood Professional Development (CECPD) at the University of Oklahoma.
- Currently, I serve as Director of Project ROAR, an Early Reading First grant project awarded in 2005. In this capacity, I am fully responsible for the planning, implementation, training, budgeting, and overall operations of Project ROAR. I was successful in making the Project ROAR program fully operational during the first year, which has shown significant gains in student scores through the project.

CONNIE CODY

Little Dixie Community Action Agency
209 N. 4th
Hugo, Ok 74743

Home Tel. (b)(6)
Office Tel. (580) 326- 9601
Email: ccody@littledixie.org

EXPERIENCE

I have over thirty years experience in the educational field as classroom teacher, reading teacher in grades K-12, curriculum coordinator and staff development assistant, special education teacher/coordinator, education diagnostician pre-K literacy mentor and lead early literacy mentor.

2006-2008 – Little Dixie Community Action Agency
Early Reading First Grant, Project ROAR

I was the pre-K lead literacy mentor for fourteen classrooms and four mentors. As Lead Literacy Mentor my job was to supervise the progress of students, teachers, learning environments and other literacy mentors to ensure the creation of centers of excellence through Project ROAR.

2005-2006 - Little Dixie Community Action Agency
Early Reading First Grant, Project ROAR

I worked as one of five pre-K Literacy Mentors through Project ROAR. My responsibility for the four classrooms I was assigned was to work with teachers and assistants to create dynamic language environments, select curriculum, and best practices according to the latest research in early childhood education.

2005-2002 – Ft. Towson Public School

I was the building Reading Teacher, reading curriculum coordinator and staff development assistant. During this time I taught students from K-3rd grade in a remedial reading initiative. It was my responsibility to fill the achievement gap between benchmarked goals as indicated by progress monitoring assessments. I worked with classroom teachers, students and administrative staff to ensure professional development and reading curriculum was aligned with skills as indicated by the state PASS.

2002-1995- Swink Public School

I worked with special education students as a teacher and developed IEPs for inclusion, small group, one-on-one. I was responsible for initial and ongoing psycho-educational assessments and working with other professionals to meet the individual needs of students.

Appendix 4

1995-1980 Ft. Towson Public School

I was classroom teacher in grades 4th – 6th. I had homeroom classes as well as corrective reading classes for students scoring below 50th percentile on state reading test.

1980-1975- Ft. Towson Public School

Full day kindergarten classroom teacher was my first assignment. During this time our focus changed from a social to an academically accountable program. I worked with twenty students and one teacher assistant.

EDUCATION

Master of Education, Reading Specialist, Southeastern State University, Durant, Oklahoma. I worked with students of all ages (pre-K 12th) and abilities to help develop & improve basic reading skills. I administered, scored, and interpreted educational diagnostic and achievement test in order to target student's specific areas of weakness in literacy. I developed Individual Literacy Plans and monitored through out the year.

Educational Diagnostician, Central State University, Ada, Oklahoma. I work as part of a multidisciplinary team to make the best decisions for placing students with learning problems. Frequently I was key support personnel who counsel the children and consult with teachers, parents, and others on the child's progress. I was responsible for initial and ongoing psycho-educational assessment; work collaboratively with other assessment personnel, such as speech/language therapists, occupational and physical therapists, and school psychologists, counselors and social workers as to determine eligibility for special education services. I provided input to the IEP committee regarding student's academic strengths and weaknesses based on psycho-educational testing. I monitored student's educational progress in relation to his IEP goals/objectives, and instruction, as needed.

Special Education, Tested out through Oklahoma Department of Education. I am qualified to meet the unique learning needs of students who require Individualized Education Programs. I, through the IEP process, determined what adaptations and modifications to the regular education curriculum and/or environment should be made to meet the children's needs. If a child's needs could be met in the regular classroom setting with the use of supplementary aids and services I supervised an inclusion plan. I have taught the student in a special education setting such as in a small group/one-on-one. I am aware of parent's rights and procedural safeguards as requested or required by law.

Early Childhood Education, Tested out through The Oklahoma State Dept. of Education. I am aware of historical roots of early education, best practices as related to sbrt in the field, child development, curriculum development, classroom environment and the connections between these factors. I have worked as an early childhood teacher and literacy mentor which have given me experience in all aspects of early childhood education.

Elementary Education, Southeastern State University, Durant, Oklahoma. I gained a strong foundation in professional knowledge, experience in combining theory with practice, and opportunities for curriculum development and application.

I was responsible for giving instruction in all the subjects as well as overseeing the general development of each student in my classroom.

PROFESSIONAL DEVELOPMENT

- Mentor/Coach Class, Southeastern Oklahoma State University, (CEU)
- The Americans with Disabilities Act (Supporting Children with Autism in Head Start), Little Dixie Head Start, Hugo, Oklahoma
- Engaging Families to Build Literacy, University of Oklahoma, College of Continuing Education
- Reading First, Oklahoma State Dept. of Education, Reading First Conference
- Reading First, Oklahoma State Dept. of Education, Mentoring Workshop DIBELS Training Institute
- Reading First, Oklahoma State Dept. of Education, DIBELS Training Institute
- Reading First, Oklahoma State Dept. of Education, Teacher Reading Academy
- Staff Development for Educators' Program, Pre-Kindergarten Conference for Oklahoma Teachers
- Formative Evaluation Process for School Improvement (FEPSI), the University of Memphis, Center for Research in Education, Early Literacy Observation Tool (E-LOT) and Early Language & Literacy Classroom Observation (ELLCO)
- Breakthrough to Literacy Observations, Wright Group, Monitoring Language and Literacy Development

JOB DESCRIPTION

1. C.A.A.:	Little Dixie	2. Program:	Early Reading First
3. Reports To:	Program Director	4. Title:	Literacy Mentor
5. Grade:	Nine	6. Date:	June 3, 2008
7. Approved By:	Brenda Needham	7. Status:	Exempt

Functional Description

The Literacy Mentor will observe, coach, model, and provide professional development to Project HOPE teachers in order to obtain a high-quality language and literacy rich environment.

Essential Duties

Train, coach, and mentor Project HOPE teachers in planning, formulating, coordinating, and implementing appropriate classroom management systems to transform their classrooms into literacy rich environments with scientifically-based literacy instruction. These areas must include, but not limited to the following:

- Visit each assigned teacher four to six hours each week to observe, train, coach, and mentor.
- Plan for classroom improvements in materials and strategies to enhance the literacy environment
- Assist in planning programs to meet needs of individual students
- Complete a pre- mid and post- Early Language & Literacy Classroom Observation (ELLCO) for each classroom and from these results work with teachers to create an excellent literacy environment.
- Complete Early Literacy Observation Tool (E-LOT) (3 per semester) to assist teachers in implementing appropriate early literacy instructional techniques
- Supervise and assist screening and assessment of students
- Encourage parent involvement
- Maintain confidentiality
- Record-keeping
- Provide input to Director and Professional Development Coordinator about professional training scope and sequence
- Such other duties as may be assigned

Supervisory Relationships:

The Literacy Mentor reports directly to the Early Reading First Director.

Employment Qualifications and Requirements:

1. Must have a Masters Degree from an accredited college or university in Reading or Early Childhood Education.
2. Must have reliable transportation, valid driver's license, and auto insurance.

I certify that I understand and accept the responsibilities and duties of this position.

Employee Signature

Date

Appendix 5

Little Dixie Community Action Agency, Inc.

209 N. 4th - Hugo, OK 74743 - Telephone (580) 326-3351 - Fax (580) 326-2305

Brenda Needham, Executive Director Lewis Collins, Board Chairman - www.littledixie.org

May 23, 2008

To Whom It May Concern:

Today, staff members from Little Dixie Community Action Agency's Early Reading First Program met with a committee of teachers and administrators from the sites to be served by the proposed Early Reading First - Project HOPE (Helping Oklahoma Preschoolers Excel) grant. The purpose of this meeting was to gain valuable input from the teaching and administrative staff at the sites designated for the ERF Project HOPE grant.

The Little Dixie Early Reading First Program Director and Lead Literacy Mentor shared the grant proposal with these teachers and administrators and explained the steps that would be put in place if the grant was received. Each person's role in the project, assessments to be implemented, professional development, and the curriculum proposed for use in the project was introduced and demonstrated. As they listened and read through information provided, the committee was asked for their opinion of the curriculum, as well as to provide suggestions to improve this proposal and the project as a whole.

The teachers all expressed delight in being a part of this rewarding project.

I pledge my support for Project HOPE, because it will enhance the children's knowledge of reading skills; [redacted]

I'm very excited about this program because [redacted]

This is a wonderful opportunity for the children in my classroom. We would love the opportunity to enrich our children's [redacted] skills. The curriculum would be very beneficial for our community [redacted]

What a wonderful opportunity for the children of SE Oklahoma [redacted]

The curriculum and the program would be a wonderful opportunity for all children of SE [redacted]

This grant [redacted] would be a great opportunity for our community [redacted]

This would greatly benefit my classroom. [redacted]

Sincerely,
Little Dixie Early Reading First
Teacher & Administrator Committee



SERVING CHOCTAW, MCCURTAIN AND
PUSHMATAHA COUNTIES SINCE 1968



May 20, 2008

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6132

To Whom It may Concern:

Working with the Little Dixie Community Action Agency, Inc., on their Early Reading First Project (ROAR) has indeed been a pleasure. They have successfully implemented *Breakthrough to Literacy* in their pre-school classrooms. I have worked as a Literacy Coach and visited their classrooms to help teachers with the area of early literacy.

I have long been a believer that early childhood teachers want to do what is right for their students, but often feel like they do not have the tools to do it. The teachers are appreciative of the support they receive through professional development training (four full days over two years) and individualized in classroom visits for an hour each visit (8 visits over the two years) along with the teacher resource books.

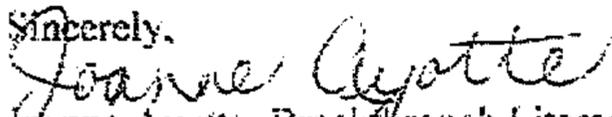
I have seen teachers grow in their knowledge of literacy in early childhood. Their level of understanding has gone from whole group instruction and asking yes/no questions to small groups and differentiated instruction with higher order thinking skill questions. They have been affirmed that setting high expectations is rewarded with a classroom of eager students and lifelong learners. Many of the teachers have gone from being hesitant around the computers to navigating the *Breakthrough to Literacy* reports knowledgeably. They are using information gained from those reports to help individual students succeed at their rate of learning.

To implement a successful program administrative support is essential. Ruthie Tate has been extremely supportive. She is always available to take telephone calls and attends meetings and provides the necessary leadership to the mentors. The mentors have participated in all of my classroom visits. They are either providing substitute coverage so I can have the undivided attention of the teacher during our visits, or also participating in the visit to increase their knowledge of *Breakthrough to Literacy*. Visit notes are taken during each visit and the classroom teacher, mentor, Ruthie and I all receive copies. This enables all of us to work together as a team to provide maximum support to the classroom teacher. As the mentors become more knowledgeable, they are able to assist the teachers in between literacy coach visits. This supports building internal capacity within the Little Dixie Head Start so the program will continue to be strong when the contract is completed.

Great teachers are going to excel at any program you provide them. The reward I have seen is with teachers, who for one reason or another, are not as confident with their teaching skills as others might be. Their confidence level and professional knowledge has increased since they started with *Breakthrough to Literacy*. They feel empowered to make a difference in the lives of the children they teach.

It has been my pleasure to work with Project ROAR. Project HOPE would give another group of teachers and many more students the same opportunities.

Sincerely,



Joanne Ayotte, Breakthrough Literacy Coach

Ayotte214@aol.com

1-616-363-0764

May 21, 2008

Ruthie Tate, Project Director
Little Dixie Community Action Agency, Inc.
Early Reading First – Project ROAR
Rural Oklahoma Advocates Reading

Dear Ms. Tate:

Please accept the following as a letter of support for your Early Reading First grant application, Project HOPE (Helping Oklahoma Preschoolers Excel). As faculty of the University of Texas Medical School-Pediatrics, I have observed how your agency is striving to ensure that your three and four-year old children are ready for kindergarten with strong cognitive and social/emotional skills. Your commitment to connect the current early childhood research findings to classroom instruction has been admirable.

Now as a private consultant, I look forward to assist you and your agency with information and guidance as outlined in this application. The Head Start School Readiness Act of 2007 has mandated the inclusion of scientific research for curriculum and instruction. A number of components of this act are being accomplished in Little Dixie's Project ROAR. I am honored to be a participant in this application.

I wish you good luck in your application submission. Please let me know if I can be of further assistance.

Sincerely yours,



Susan B. Gunnewig

Consultant-Early Childhood



Clayton Public Schools

Superintendent's Office
P. O. Box 190 - Pine Street
Clayton, OK 74536-0190
918.569.4492

May 15, 2008

U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

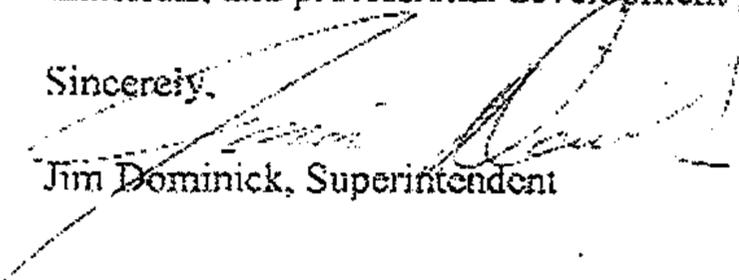
To Whom It May Concern:

As Superintendent of Clayton Public Schools, I would like to voice my support for Little Dixie Community Action Agency's Early Reading First Grant application. As an eligible Local Educational Agency (LEA) involved in this grant project, I am excited at the prospect of turning preschool sites in our communities into centers of excellence through the Early Reading First Program. This project would help to bring about positive change in the lives of our children, many of whom subsist in very bleak conditions. In fact, the poverty rate for my district alone is 28%, with households earning an average of \$15,000 less when compared to that of the State of Oklahoma. In addition, education is also a deficient area; 30% of the adult population living within my school district has less than a 12th grade education.

As you can see, Project HOPE (Helping Oklahoma Preschoolers Excel), Little Dixie Community Action Agency's Early Reading First initiative, is a much-needed component for our area preschools. Project HOPE will improve upon the literacy education and school readiness of preschool students using the actual classroom environment, learning strategies and materials, screening assessments, and professional development for teachers. I understand that the full cooperation of all partners is crucial to the successful implementation of this proposed ERF grant project. I stand behind this project and will encourage Clayton Elementary Kindergarten teachers to take part in the professional development provided through this grant, and so that the preschool and Kindergarten curriculums can be aligned. I also support our elementary teachers in working together with the preschool teachers in order to develop activities with which to provide a smoother transition into Kindergarten for Pre-K students.

Although the local preschool sites involved in this project are already very good programs, I support the efforts of Little Dixie Community Action Agency in placing an increased emphasis on early literacy through Project HOPE. We look forward to receiving valuable guidance, materials, and professional development provided through the Early Reading First Program.

Sincerely,



Jim Dominick, Superintendent

THE UNIVERSITY OF
MEMPHIS

Center for Research in
Educational Policy

A Tennessee Center of Excellence

325 Browning Hall
Memphis, TN 38152-3340

Office: 901.678.2310
Toll Free: 866.670.6147
Fax: 901.678.4257

www.memphis.edu/crep

June 8, 2008

Pilla Parker and Rebecca Marek
Student Achievement and School Accountability Programs
Office of Elementary and Secondary Education
U. S. Department of Education
400 Maryland Avenue, SW, 3C138
Washington, DC 20202-6132

Dear Ms. Parker and Ms. Marek:

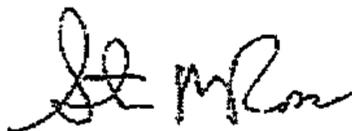
The Center for Research in Educational Policy (CREP) at The University of Memphis is pleased to be the external evaluator for Little Dixie Community Action Agency's (LDCAA) Project HOPE proposed Early Reading First (ERF) program. The Center is an experienced evaluator of ERF programs as well as other early childhood education programs. CREP has a history of working with Oklahoma on a variety of grants and evaluation projects and serves as the evaluator for the current LDCAA ERF project. LDCAA has recently completed the third year of their first ERF grant. As indicated in assessment and observation results, LDCAA created model centers of excellence programs in seven centers. They have also consistently shared their program success and design with the community and at national conferences, such as the American Educational Research Association. Serving the state's most academically at-risk population, LDCAA has a critical need to continue to expand and create high-quality centers of excellence in these rural counties. The counties included in the ERF program have the highest illiteracy rate in Oklahoma.

With the opportunity to impact the early learning of hundreds of children, LDCAA recognizes that teachers need the training, coaching and observational experiences provided by ERF centers of excellence. Knowledgeable and experienced ERF mentors and a committed Director will help build the capacity of the Head Start and preschool early childhood program teachers in preparing children for successful entry into kindergarten in three public school districts.

The Center for Research in Educational Policy will commit its resources to the successful, comprehensive evaluation of the ERF program. The Center's staff is well trained in the administration of evaluative tools for early literacy assessment and the analysis of the results. The Center will produce reports that will guide the centers of excellence in their further development and professional development as well as provide meaningful data regarding the impact of the ERF program.

The Center for Research in Educational Policy is strongly supportive of this ERF application. Please contact me at 901-678-4222 or smross@memphis.edu for any additional information.

Sincerely,



Steven M. Ross, Ph.D.
Director, Center of Research in Educational Policy

NONPROFIT RATE AGREEMENT

EIN #: 1730772321A1

DATE: August 30, 2006

ORGANIZATION:
Little Dixie Community Action Agency
502 West Duke
Hugo

FILING REF.: The preceding
Agreement was dated
June 3, 2005

OK 74743

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES*
RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

TYPE	EFFECTIVE PERIOD		RATE (%)	LOCATIONS	APPLICABLE TO
	FROM	TO			
PRED.	12/01/05	12/31/06	23.9	On Site	All Programs
PROV.	01/01/07	UNTIL AMENDED	23.9	On Site	All Programs

*BASE:
Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

ORGANIZATION:
Little Dixie Community Action Agency

AGREEMENT DATE: August 30, 2006

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using a rate(s). Over/under recoveries from actual costs are adjusted in current or future periods. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES:

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims for the costs of these paid absences are not made.

This organization charges all costs direct to a particular final cost objective; i.e., a particular award, project, service, or other direct activities, with the exception of the costs listed below:

1. Salaries and wages.

Executive Director	Associate Directors
Secretaries	Fiscal Officer
Bookkeepers	Planners
Administrative Assistant	Receptionist
Director of Operations & Planning	Purchasing Agent
Grant Writer	

2. Fringe benefits for the above personnel only.

3. Non-labor expenses (administrative only):

Travel	Communications
Supplies	Equipment Repairs
Consultants	

4. Non-labor expenses (all; i.e., totally indirect costs):

Audit	Utilities	Telephone (except long distance)
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In-kind salaries and wages are included in the base.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The following fringe benefits are included in the fringe benefit charging rate: Accrued Termination Leave, Group Health Insurance and Worker's Compensation.

The following fringe benefits are estimated and charged based on actual costs: FICA, Retirement, Life Insurance, Worker's Compensation, Unemployment Insurance and Health Insurance.

The Head Start indirect cost rate has been negotiated in compliance with the Administration for Children and Families Program Instruction (ACYF-PI-HS-05-01) dated 3/2/2005, which requires that Head Start Funds and or non-federal funds used as a matching share for the Head Start/Early Head Start Program shall not be used to pay total compensation of any individual either as a direct cost or any pro-ration as an indirect cost at a rate in excess of Executive Level II. As of January, 2005, the rate of compensation for an Executive Level II is \$162,100 per year.

ORGANIZATION:

Little Dixie Community Action Agency

AGREEMENT DATE: August 30, 2006

SECTION III: GENERAL

A. LIMITATIONS.

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its indirect cost pool as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as indirect costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rates would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES.

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES.

The fixed rate in this Agreement is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES.

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-121 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER.

If any Federal contract, grant or other agreement is reimbursing indirect costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected program(s), and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of indirect costs allocable to these programs.

BY THE ORGANIZATION:

Little Dixie Community Action Agency

(ORGANIZATION)

[Handwritten signature]

(SIGNATURE)

Jay Weatherford

(NAME)

Associate Director

(TITLE)

8-31-06

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

[Handwritten signature]

(SIGNATURE)

Henry Williams

(NAME)

DIRECTOR, DIVISION OF COST ALLOCATION

(TITLE) CENTRAL STATUS FIELD OFFICE

August 30, 2006

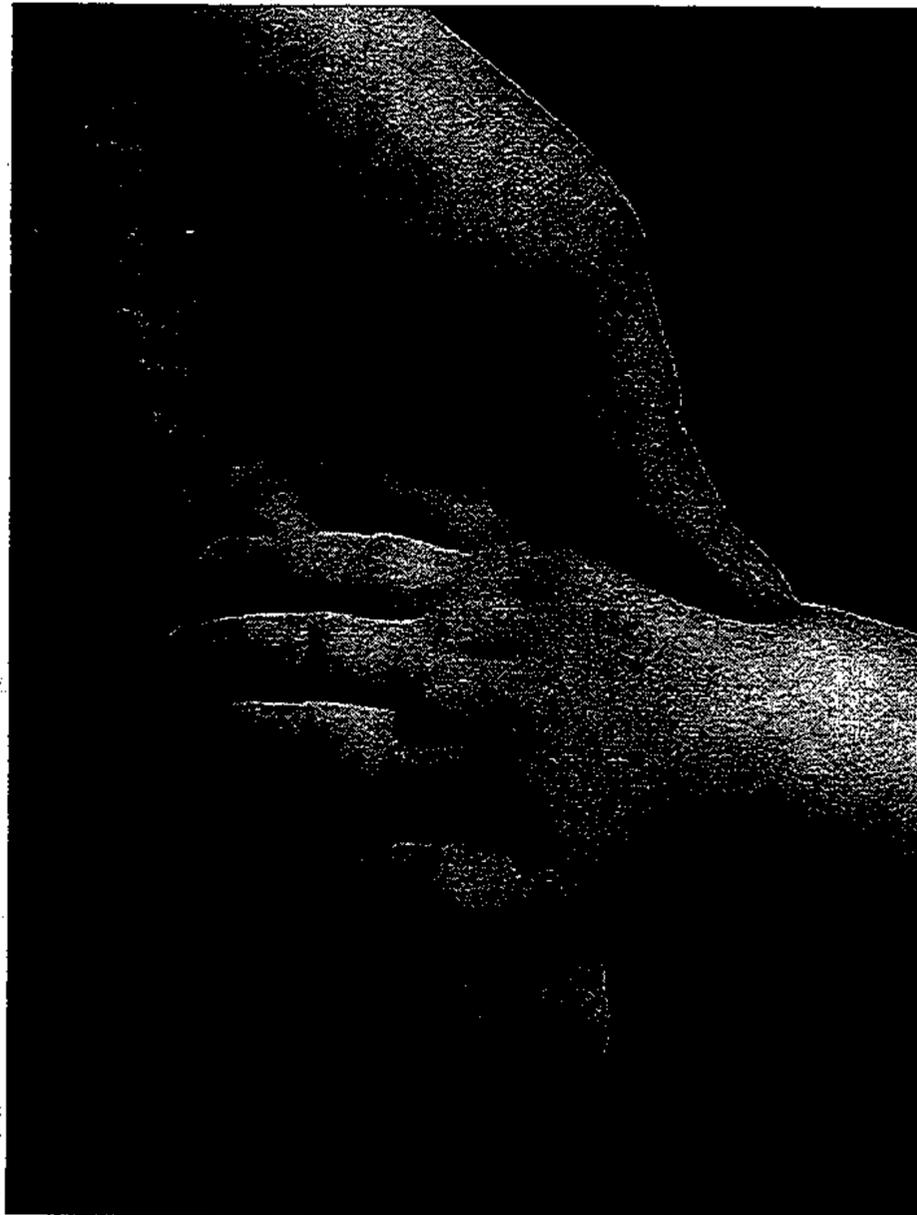
(DATE) 0054

HHS REPRESENTATIVE: Pamela Page

Telephone: (214) 757-6505

PROJECT H.O.P.E.

“Helping Oklahoma Preschoolers Excel”



Little Dixie Community Action Agency, Inc.

**CHOCTAW, McCURTAIN, AND PUSHMATAHA COUNTIES IN
SOUTHEASTERN OKLAHOMA**

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **2311-Mandatory_2008_LDCAA_Budget_Narrative.doc**

BUDGET NARRATIVE – Personnel: Salary compensation is based on the agency's salary scale that is updated periodically to reflect prevailing wages in the area. Staff salary and grade is based on level of responsibility and qualifications. Funds are allocated to increase staff annual salary by 5% each project year. The Project Director (1.0 FTE) will be Ruthie Tate, who will oversee the day-to-day operations and reporting for Project HOPE. Tate will devote 100% of her time to the project; the Director's salary will be \$48,630 in Year 1, \$51,062 in Year 2, and \$53,615 in Year 3. The Professional Development Coordinator (1.0 FTE) will conduct classroom site visits, provide professional development, and mentor two classroom teams, devoting 100% of time to the project. The salary for this position will be \$46,322 in Year 1, \$48,638 in Year 2, and \$51,070 in Year 3. The Literacy Mentors (3.2 FTE) will spend extended time in classrooms observing, coaching, modeling, teaching, and problem solving with staff to transform their practices into scientifically-based instruction. There will be four full-time Mentors, all devoted 100% to the project, three of whom worked on the previous ERF grant. The salary for the three experienced Mentors will be \$32,239 in Year 1, \$33,851 in Year 2, and \$35,544 in Year 3. The salary for the new Mentor will be \$29,245 in Year 1, \$30,707 in Year 2, and \$32,242 in Year 3. The School and Family Liaison (0.8 FTE) will work with teachers and parent mentors to support family literacy. The full-time Liaison will be 100% dedicated to the project; the salary for this position will be \$32,239 in Year 1, \$33,851 in Year 2 and \$35,544 in Year 3. The full-time Literacy Advocates (9.0 FTE) will assist teachers in project implementation activities, devoting 100% of their time to the project; each salary will be \$12,753 in Year 1, \$13,390 in Year 2, and \$14,060 in Year 3. The Program Secretary (1.0 FTE) will assist all project staff, in addition to secretarial/bookkeeping duties. The salary will be \$22,277 for Year 1, \$23,391 for Year 2, and \$24,560 for Year 3. Additional staff to be employed on a part-time basis includes: ten Summer

School Teachers to teach for 20 days during the summer; 10 teachers x 20 days x 6 hours/day x \$20/hour = \$24,000 each summer for three years. Likewise, ten Summer School Aides will be employed to help in the summer program at a rate of \$10/hour, the total will be \$12,000 each for three summers. Also, ten Special Needs Aides will be needed to help with ELL and special needs children; at a rate of \$7.50/hour, the total will be \$9,000 each for three years. Also needed will be ten Summer School Cooks responsible for providing meals at each site during the day; 10 cooks at \$7.50/hour will also total \$9,000 each for the three years. For each of the first two years of the project, \$37,500 is budgeted for stipends for Teachers and Aides during summer institutes, orientation and team building sessions, at a rate of \$100 a day. Also included is \$1,440/year to provide substitutes for public school teachers attending Project HOPE professional development.

Fringe Benefits: Little Dixie CAA's fringe rate for full-time employees is 35.45%. This includes a 17% Fringe Pool (Worker's Comp., termination leave, health/life/disability insurance), 7.65% FICA, 0.80% unemployment insurance, and 10% for retirement. The full-time fringe rate will apply to the salaries of the Project Director, Professional Development Coordinator, School and Family Liaison, 4 Literacy Mentors, 9 Literacy Advocates, and Secretary. Fringe for full-time positions will be \$138,328 in Year 1, \$145,244 in Year 2, and \$152,506 in Year 3. The fringe rate for part-time employees is 10.45%. This includes 7.65% for FICA, 2.00% for Worker's Comp., and 0.80% for unemployment insurance. The part-time fringe rate will be applied to the salaries of all the summer school staff, a total of \$5,643 for each of the three years.

Travel: To ensure project implementation fidelity, the Project Director will visit each classroom once per semester over the three years, with average estimated trip total of 80 miles. So, 80 miles x 36 trips x \$0.505/mile = \$1,454.40 each year. The Professional Development Coordinator and School and Family Liaison will also visit each classroom on a monthly basis; at an average trip

of 80 miles x 120 trips each x \$0.505/mile, the travel total for each position to visit these classes will equal \$4,848. Travel to visit assigned classrooms for the 4 Literacy Mentors (4 classes each) and the Professional Development Coordinator (2 classes) will take place weekly, approximately 4 times a month (160 trips). Traveling an average of 22 miles/trip, at \$0.505/mile, this will equal \$7,999.20 for all Mentoring staff each project year. Teachers, Assistants, and parent mentors will attend monthly professional development training. The cost for travel 10 times/year at an average of 80 miles x \$0.505/mile will be \$7,272 per group each year. Travel for 18 teachers to also attend quarterly team building meetings per year, with an average trip of 80 miles at \$0.505/mile, will equal \$2,908.80. The Project Director and Professional Development Coordinator will meet with Project Consultants and attend the State Reading First meetings, taking place in Oklahoma City, OK; travel will be 500 miles x 12 trips x \$0.505/mile = \$3,030 per year. Travel for seven (Project Director and two staff from each school) to attend the ERF Conference/technical assistance meeting in Washington, D.C. each year of the project is estimated to be \$2,000 per person, or \$14,000 for each trip. Travel for 2 staff to attend additional conferences, such as the National Reading Conference or others, is estimated at \$2,000 per person, or \$4,000 per year.

Supplies: The price for the *Breakthrough to Literacy (BtL)* curriculum is \$17,500 per classroom for Year 1; since there are 18 targeted classrooms, the cost will be \$315,000. The package price quoted by the Wright Group includes all consumables such as books, teacher guides, software, etc..as well as all *BtL* training and in-class support. Continuing curriculum support/consumables in Year 2 and 3 equals \$2,222 per classroom, for a cost of \$40,000 for each year. Needed to implement the *BtL* software instruction is at least 2 computers and a printer per classroom, along with child-sized computer desks and service package. Other supplies include, but are not limited to, general office materials such as paper, pens, pencils, film, blank videos. Also to be purchased

are screening and assessment tools such as Get It! Got It! Go!, PPVT-III, PALS Pre-K, EVT, E-LOT and ELLCO. Bookshelves and storage cabinets will be purchased for the Resource Libraries at each site. CD player/recorders, video and digital cameras will be purchased and used for teachers to reflect their work in the classroom. Six laptops will be purchased for staff that spends most of their time in the classroom (i.e. Mentors) to use for reporting, planning, recording notes, etc. An abundance of high quality literacy-related classroom furnishings and materials will be purchased for the classrooms, the Resource Libraries, and for families. They will include children's books, games, flannel board stories, big books, puppets, dramatic play and block accessories, and more. Classroom lofts will be placed in each classroom to make reading areas comfortable and inviting. Smartboards will be purchased for each class to facilitate instruction. Expenses for professional development trainings, yearly orientation and team building retreats will be included as will funds to support the work of the Educational Leadership Committee. Summer school curriculum, supplies, and food supplies are budgeted. Also included are supplies for transition activities, summer institutes, and parent meetings/workshops. The total budgeted for supplies in Year 1 are \$761,605, \$270,375 for Year 2, and \$265,375 for Year 3.

Contractual: LDCAA follows procedures for procurement under 34 CFR: 74.40-74.48, 80.36.

Consultant travel - For two consultants to travel from Oklahoma City, OK for training and site visits, at a rate of 4 times a year, with an average of 500 miles per trip at \$0.505/mile, the total cost will equal \$1,010 per consultant, or \$2,020 each year. For the third Consultant to travel from Houston, TX for training and site visits, twice a year, at an average of 750 miles per trip at \$0.505/mile, the cost will equal \$757.50 per year. ***Consultant fees*** - The Literacy Consultant, Dr. Sara Beach, and the Early Childhood Consultant, Dr. Susan Gunnewig, will each work at least 2 hours per month on the project at an hourly rate of \$150/hour, at an annual cost of \$3,600 per

Consultant. The School and Family Partnership Consultant, Ruth Ann Ball, will work 2 hours per month on the project at a rate of \$100/hour, for a yearly total of \$2,400. The Consultants will assist the Project Director in creating a schedule and providing research-based professional development to teachers, assistants, and staff. Providing the four-day summer institute in Year 1 will be the CIRCLE Group (University of Houston) at a cost of \$20,000. For Year 2, the summer institute will be jointly provided by Aha! Process, Inc. and INSIGHT Professional Development, at a total cost of \$15,000. The Center for Research in Educational Policy (CREP) from the University of Memphis will provide the project evaluation at a cost of \$40,000 per project year. Also budgeted for each year is \$10,000 for transition and special PD workshop speakers.

Other: Included in this category are expenses necessary for daily project operation, such as: office space costs (\$600/month), electricity/utilities (\$300/month), costs for telephone/fax line (\$250/month), Internet (\$250/month), janitorial fees (\$100/month), computer maintenance (\$500 per month), and postage (\$50/month). Summer school costs will include \$4,800 per year for transportation. Training and implementation incentives for participation of teachers, assistants, and parents are also included. The total for each year of the project will be \$74,400.

Total Direct Costs: Year 1 = \$1,610,404; Year 2 = \$1,140,600; and Year 3 = \$1,110,848.

Indirect Costs: Little Dixie CAA has a nonprofit rate agreement approved on August 30, 2006 by the U.S. Department of Health and Human Services that the agency uses to support claims for indirect costs on Federal grants (App. 6). This rate is 23.9% of salaries. Indirect costs associated with this project are \$106,165 for Year 1, \$110,828 for Year 2, and \$115,724 in Year 3.

Total Costs: The sum total of all direct and indirect costs will be \$1,716,569 for Year 1, \$1,251,428 for Year 2, and \$1,226,572 for Year 3. The grand total cost for the entire 3-year project period will be \$4,194,569.