U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080010
Grants.gov Tracking#: GRANT00472483

Closing Date: JUN 10, 2008

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

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
○ Preapplication	● New	
● Application	○ Continuation	* Other (Specify)
○ Changed/Corrected Application	○ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/06/2008	

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:	Eastern Connecticut State University

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
06-127-7820	621298087

d. Address:

* Street1:	83 Windham Street
Street2:	
* City:	Willimantic
County:	
* State:	CT: Connecticut
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	06226

e. Organizational Unit:

Department Name:	Division Name:
Center for Early Childhood Edu	Graduate and Professional Stud

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

Prefix:	Ms.	* First Name:	Julia
Middle Name:			
* Last Name:	DeLapp		
Suffix:			

Title: Project Coodinator, Cnt.for Early Childhood E

Organizational Affiliation:

School of Education and Professional Studies

* Telephone Number:	860-465-0687	Fax Number:	860-465-4315

* Email: delappj@easternct.edu

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

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled 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.):

Windham County, Northeastern Connecticut

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

Community Partners for Early Literacy

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 2

* b. Program/Project: 2

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

17. Proposed Project:

* a. Start Date: 09/08/2008

* b. End Date: 08/31/2011

18. Estimated Funding ($):

* a. Federal	3,942,123.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,942,123.00

*** 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:	Dr.
* First Name:	Rhona
Middle Name:	
* Last Name:	Free
Suffix:	
* Title:	Vice President for Academic Affairs
* Telephone Number:	860-465-5246
Fax Number:	860-465-4485
* Email:	free@easternct.edu
* Signature of Authorized Representative:	Rhona Free
* Date Signed:	06/06/2008

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name **Mime Type**

AdditionalProjectTitle

File Name **Mime Type**

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Eastern Connecticut State Univer...

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	$ 362,172	$ 470,803	$ 494,021	$ 0	$ 0	$ 1,326,996
2. Fringe Benefits	$ 131,308	$ 174,342	$ 183,115	$ 0	$ 0	$ 488,765
3. Travel	$ 17,652	$ 27,149	$ 27,149	$ 0	$ 0	$ 71,950
4. Equipment	$ 57,150	$ 200	$ 1,100	$ 0	$ 0	$ 58,450
5. Supplies	$ 109,581	$ 53,235	$ 53,235	$ 0	$ 0	$ 216,051
6. Contractual	$ 131,241	$ 136,148	$ 137,051	$ 0	$ 0	$ 404,440
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 52,918	$ 55,903	$ 13,775	$ 0	$ 0	$ 122,596
9. Total Direct Costs (lines 1-8)	$ 862,022	$ 917,780	$ 909,446	$ 0	$ 0	$ 2,689,248
10. Indirect Costs*	$ 340,501	$ 445,150	$ 467,224	$ 0	$ 0	$ 1,252,875
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,202,523	$ 1,362,930	$ 1,376,670	$ 0	$ 0	$ 3,942,123

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 4/1/2007 To: 9/1/2008 (mm/dd/yyyy)

Approving Federal agency: [ ] ED [X] Other (please specify): 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)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Eastern Connecticut State Univer...

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Rhona Free	* TITLE Vice President for Academic Affairs
* APPLICANT ORGANIZATION Eastern Connecticut State University	* DATE SUBMITTED 06-06-2008

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

Tracking Number: GRANT00472483

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

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

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: Eastern Connecticut State University * Address: 83 Windham Street Willimantic CT: Connecticut 06226 Congressional District, if known: 2	
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: NA NA NA * Address: NA NA NA	b. Individual Performing Services (including address if different from No. 10a): * Name: NA NA NA * Address: NA NA NA
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Signature: Rhona Free * Name: Dr. Rhona Free

	Title: Vice President for Academic Affairs Telephone No.: 860-465-5246 Date: 06-06-2008
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name	Mime Type
9414-GEPA_statement_(2).doc	application/msword

GENERAL EDUCATION PROVISIONS ACT SECTION 427
Equal Access and Treatment of Participants in CPEL

Participants in the Community Partners for Early Literacy (CPEL) project will not be discriminated against based upon gender, race, national origin, color, age, language, or disability. In fact, this project has its foundation in Eastern Connecticut State University's *commitment to equity* and academic excellence. The faculty, students, staff and administration share a set of *Core Values* that includes: Academic Excellence, Engagement, Inclusion, Integrity, Empowerment, and Social Responsibility. Embracing rigorous academic standards and intellectual inquiry, Eastern Connecticut State University (ECSU) is committed to providing educational access while building a campus community that embraces diversity and differences, is enriched by a global perspective, and is supported by ethical and honorable behavior by all members of the community. Social responsibility is promoted and encouraged at Eastern through serving those in need, being active in the community, protecting our natural resources, and engaging in the democratic political process and other socially responsible actions. Social responsibility includes an ethical commitment to oneself and the community at large.

ECSU will ensure equal access to project services as follows:

Gender: All universities in Connecticut receiving federal funds must abide by Title XIX rules and regulations. All CPEL services will be available to both male and female students and male and female teachers and assistants as required by law. Whenever possible, gender equity issues will be addressed as part of the proposed U.S. Department of Education *Early Reading First* project. In terms of project employment, every effort will be made to employ professional staff members who are diverse and are of both genders. All state and federal equal opportunity regulations related to hiring will be observed. Eastern Connecticut State University and the project's leadership will actively recruit both females and males for project participation and as

candidates for project personnel positions and consultancies to be retained through Eastern Connecticut State University's *Early Reading First* Program.

Race: All CPEL services will be offered to all teachers, assistants, and children served by the project regardless of their race. The majority of children served by the project are Latino, and a number of teachers and assistant teachers are Latino as well, and CPEL is designed to ensure that all services are delivered in both English and Spanish. Eastern Connecticut State University will abide by all state and federal regulations relating to race discrimination through CPEL. No discrimination due to race will occur through the project's employment practices. The project will abide by all equal opportunity regulations related to race in all employment.

National origin: No person associated with, or served by, CPEL will be discriminated against as a result of national origin. CPEL will serve children in 15 preschool classrooms, including 4 bilingual (English/Spanish) classrooms (up to 33% of enrolled children speak *only* Spanish at home and are identified as English Language Learners). In addition, a number of assistant teachers speak Spanish as their first language. A bilingual literacy coach will be hired to work with teachers and assistants in these classrooms, and professional development will be designed to help teachers support children in achieving competence in both Spanish and English. Program materials in all classrooms will be available in both English and Spanish. Professional development for teachers and assistants will be provided in both English and Spanish. All materials sent home to parents will be translated into Spanish. Family literacy nights will include parent education delivered in both English and Spanish.

Color: No person associated with, or served by, CPEL will be discriminated against because of his or her color.

Disability: Eastern Connecticut State University complies with all federal and state laws prohibiting discrimination against persons with disabilities. Fifteen percent of the children served by CPEL have or are currently being identified as having special needs, and a focus of CPEL's professional development sessions will be on making adaptations for children with special needs. CPEL will be fully accessible to students who are physically, emotional, cognitively or sensory disabled. In addition, bilingual Family Literacy Lending Kits designed to increase reading at home will be equipped with tape players and recordings of books to enable parents with limited reading abilities to share books with their children.

Age: Early Reading First project will not discriminate with regard to age. Eastern Connecticut State University complies with all state and federal laws regarding non-discrimination with regard to age. CPEL professional development services will be available to all teachers and assistants, regardless of their age. Project staff and consultants will represent a spectrum of ages, emphasizing the University's diversity and the depth of experience among staff seeking to strengthen student academic achievement and progress toward graduation.

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 Eastern Connecticut State University
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Rhona Middle Name: * Last Name: Free Suffix: * Title: Vice President for Academic Affairs
* SIGNATURE: Rhona Free * DATE: 06/06/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

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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: Federal Wide Assurance #00011898

Please attach an explanation Narrative:

FileName	MimeType
1511-Nonexempt_Research_Narrative_FINAL.doc	application/msword

Nonexempt Research Narrative

Faculty and evaluators will study the outcomes of this Early Reading First project in relation to young children's language and literacy. Formal measures will be made of oral language, phonemic awareness, and concepts about print. In addition, studies will be done of teachers' interactions with children in the classroom to determine the quality of their literacy and language environment and their fidelity to the curriculum and to the research-based strategies being implemented. Finally, studies will be done to assess the literacy environment of a subset of children's homes. In order to verify the safe and ethical treatment of all subjects in the study, a statement of "Protection of Human Subjects" will be submitted to Eastern Connecticut State University's Committee on Use of Human Subjects in Research (which serves as an Institutional Review Board), prior to the beginning of the investigation.

(1) **Human Subjects Involvement and Characteristics.** Three categories of subjects are included in the study: A.) 506 preschool-aged children (ages 3 to 5 years) who are enrolled in classrooms participating in the project. A high percentage of these children are living in poverty; 58% speak Spanish as their native language. B.) 41 teachers and assistants who teach the preschool-aged children. C.) 15% of CPEL's students, consisting of matched pairs of the highest and lowest performers on baseline screening data each year, will be selected for assessment of their home literacy environment at the beginning and end of the school year to measure the literacy stimulation potential of a child's home environment.

(2) **Sources of Materials.** Data will be gathered on teachers' and children's performance on outcome measures taken specifically for evaluation purposes. For teachers, the following instruments will be used: a.) scores on the Early Language and Literacy Classroom Observation (ELLCO), a measure of language and literacy practices in preschool classrooms, b.) a Teacher

Knowledge Test to assess knowledge of language and literacy development, c.) formal classroom observations and videotaping to determine fidelity to the treatment implemented. For children, the following instruments will be used: a.) scores on the Peabody Picture Vocabulary Test, Receptive (PPVT-III), a general measure of oral language; b.) scores on the Expressive Vocabulary Test (EVT), a norm-referenced test of expressive vocabulary and word retrieval; c.) scores on the Phonological Awareness Literacy Screening (PALS), Upper Case Alphabet Knowledge subtask, d.) scores on the Yopp-Singer Test, a quick test of phonemic segmentation ability; e.) scores on the Concepts about Print task (CAP); and f.) scores on the Get It, Got It, Go! individual growth and development indicators (Picture Naming, Rhyming, and Alliteration). For families, the following instrument will be used: Early Childhood Home Observation for Measurement of Environment (HOME).

(3) **Recruitment and Informed Consent.** All children enrolled in the partner agencies—Windham Early Childhood Center and the Child and Family Development Resource Center—and their teachers will be participants. Fifteen percent of families of enrolled children (randomly selected) will also be participants. Educators will sign a consent form, written in English and Spanish, that informs them of: procedures, measures to be used, potential risks versus benefits of the study, steps to ensure confidentiality of subject information, their right to terminate participation in the study at any time and without consequence, and special procedures to support non-English speakers. Parents of all child subjects will sign a consent form, written in English and Spanish, containing the same assurances and information as the adult form, described above. Consent forms will be distributed by directors of each center and will be collected, after signature, by an external evaluator. Signed consent forms will serve as documentation of

consent. In addition, assessors will obtain consent from each child prior to administering any portion of an instrument and will document that consent was obtained.

(4) **Potential Risks**. Adult subjects and parents of child subjects will be informed that there are no probable or expected physical, psychological, or other risks to participation in the study and that no deception will be used. Benefits to subjects will include increased knowledge, competence, and professional advancement for educators and increased language and literacy for children.

(5) **Protection Against Risk.** There are no probable or expected physical, psychological or other risks to participation in the study. Educators may terminate their participation in the study at any time, without penalty. Parents may terminate their child's participation at any time, without consequences; measurement procedures will be immediately halted if children show signs of reluctance or upset. Data collected on individual subjects will be stored in a password-protected, secure computer; any hard copy data will kept in a locked file. Subjects will be assigned numbers; no names will be used in any aspect of the study.

(6) **Importance of Knowledge to Be Gained.** Since there are no probable or expected risks to participation in the study, benefits in terms of knowledge gained far outweigh risks. The study will contribute important insight into how research-based literacy and language interventions impact children's academic success. It will also demonstrate the ways improved teacher knowledge and skills, as a result of such training, increase the language and literacy of children they work with. Finally, it will demonstrate how home interventions targeted to parents impact the home literacy environment.

(7) **Collaborating Sites.** The treatment, teacher training and measurements will be implemented in the classrooms of participating educators and their students. These classrooms

are affiliated with the Windham Public Schools and Eastern Connecticut State University. Directors of these sites will support participating educators (with released time and encouragement) as they complete the training, and will assist the external evaluator in distributing consent forms and administering measures to children. Participating educators will implement ideas learned from training to support children's language and literacy.

Project Narrative

Abstract Narrative

Attachment 1:
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Project Abstract: Community Partners for Early Literacy (CPEL)

Connecticut has some of the most deeply impoverished communities in the country; its schools serve some of the neediest children. CPEL will improve the lives of approximately 506 of these high-need, at-risk children and their families, through an intensive, bilingual, family-based language and literacy preschool intervention. Partnering with two high-quality, community-based centers, nationally-recognized faculty from Eastern Connecticut State University (ECSU) will support 15 preschool classrooms serving low-income families to become sites of excellence. Four classrooms will become a model bilingual program. CPEL will use advanced video technology to create video archives and trainings of research-based early literacy practices.

CPEL will increase the time spent in systematic literacy instruction to improve children's oral language, phonological awareness, print awareness, alphabetic knowledge, and early writing by integrating literacy within the total curriculum. Students will be engaged in literacy activities for up to 3½ hours each day. Additionally, CPEL will improve both home and school language/ literacy environments through improvements in discourse, materials, activities, background knowledge enhancement, and a comprehensive family literacy program.

To achieve these goals, CPEL will implement the *Scholastic Early Childhood Program*; utilize *Read Together, Talk Together* (dialogic home literacy support); and provide intensive, sustained, classroom-focused professional development, including 220 hours of coaching and 144 hours of professional development for all teachers and assistants. Screening assessments and progress monitoring tools will provide formative data to guide instructional planning, decision making, and tracking of student progress. CPEL will complement and extend the local school district's Reading First K-3 program, and coordinate with similar efforts by sharing findings, lessons learned, and video clips from CPEL's classrooms locally, regionally, and nationally.

Project Narrative

Project Narrative

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Community Partners for Early Literacy

Submitted by:

Center for Early Childhood Education at
Eastern Connecticut State University

with

Windham Early Childhood Center at
Windham Public Schools

and

Child and Family Development Resource Center

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Submitted to:

U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability
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Community Partners for Early Literacy (CPEL) Project
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The Community Partners for Early Literacy (CPEL) project will improve the lives of approximately 506 high-need, at-risk children and their families, through an intensive, bilingual, family-based language and literacy intervention in preschools. Eastern Connecticut State University (ECSU), the lead agency, is located in a community with an LEA that is state-verified as eligible for an Early Reading First grant—the Windham Public Schools (WPS). ECSU will partner with this school district, along with the ECSU Child and Family Development Resource Center (CFDRC), a state-funded, community-based model of early childhood education on campus, to transform 15 preschool classrooms serving low-income families into sites of educational excellence. *CPEL complements and extends the school system's currently-funded Reading First program.*

Selection Criteria 1: QUALITY OF THE PROJECT DESIGN

CPEL will work toward four main goals to prepare at-risk preschoolers from low SES backgrounds for school success:

1) Increase the time spent in high-quality, systematic literacy instruction in the 5 areas linked to literacy success: oral language, phonological awareness, print awareness, alphabetic knowledge, and inventive spelling/early writing.
2) Improve the language and literacy environment at home and school.
3) Provide classroom-focused professional development experiences that enhance teachers' abilities to systematically and intentionally support and monitor children's language and literacy skills.
4) Increase the rate of growth (trajectory) of children's oral language, phonological awareness, alphabetic knowledge, print awareness, and inventive spelling/early writing to ensure their ongoing success (Chard, 2004).

To achieve these goals, the project will a) support teachers and assistants to incorporate up to 3½

hours of daily research-based literacy instruction; b) implement the *Scholastic Early Childhood Program* (SECP) as the core curriculum in 12 WPS classrooms; c) provide research-based professional development and in-classroom coaching to all teachers and assistants; d) support home literacy using *Read Together, Talk Together,* a dialogic reading program, with families from all 15 classrooms; and e) continuously monitor student and teacher progress for instructional planning and needed project adjustments.

Factor 1: Research-Based Design. While there is no single instructional method or program that is successful in teaching all children to read (Strickland and Morrow 2000; International Reading Association (IRA), 1999; Neuman, Copple, and Bredecamp 2000; Neuman and Bredecamp, 2000; Neuman, 1998), there are evidence-based instructional practices that promote high rates of reading achievement (Campbell, 1998; Neuman et al., 2000, Neuman & Roskos, 1998; Snow, Burns, and Griffin, 1998), which CPEL will utilize. The language and early literacy curriculum that CEPL will utilize is based upon seminal studies, including the National Research Council Report, "Preventing Reading Difficulties in Young Children" (Snow et al., 1998), a synthesis of research on early reading development, and the IRA/ NAEYC (1998) review of scientific reading research, as well as other decisive studies (Allington & Cunningham, 1996; Allington, 1998; Bredecamp, Copple, & Neuman, 2000; Burns, Griffin, & Snow, 1999; Dickinson & Tabors; 2001; IRA, 2005; Strickland & Snow, 2002; Sulzby & Teale, 1991; Whitehurst & Lonigan, 1998). The approaches in these studies are highly successful with both first and second language learners (Au, 1993; Barone, 1998; Aebersold & Field, 1997; IRA, 2001; Neuman et al., 2000).

The choice of SECP as a curriculum and model for this project is based on a review of scientifically-based literacy research conducted on preschool-aged children that addresses the

instructional strategies most likely to positively impact literacy levels. Citations listed in this application for each proposed strategy and activity are either from rigorous, valid, peer-reviewed studies employing empirical research designs or from comprehensive reviews of such studies.

This project will include two groups of classrooms, both of which will receive intensive professional development (PD), in-classroom coaching, and materials and resources to enrich the literacy environment. The PD implementation is central in adult learning theory and research models (Showers and Joyce, 1996; Chard, 2004). One group (12 classes in the WPS) will implement the SECP; a comparison group (3 classes in CFDRC) will implement research-based literacy instruction within an emergent curriculum. In addition to the aforementioned project goals, by inclusion of the comparison group, CPEL will address the following questions:

1. Does robust professional development in early literacy result in higher levels of teacher knowledge and skill as measured on assessments of teacher knowledge of early literacy?
2. Do professional development and the employment of research-based early literacy teaching practices result in increases in the early literacy environment as measured by the ELLCO?
3. Does the use of the total SECP curriculum result in higher student gains on measures of early literacy achievement than literacy instruction within an emergent curriculum?
4. Does the use of the SECP curriculum result in increased time spent in high-quality, differentiated delivery of systematic literacy instruction and student engagement for students in the SECP group compared to students in the comparison group as measured by a researcher-developed observation tool?
5. Does training of all parents in dialogic reading strategies and use of *Read Together, Talk Together* home literacy program positively impact the home literacy environment?

Factor 2: Exceptional Approach. ***Purpose 1: Integrating Activities in Existing Programs:*** To create a community-based demonstration model, CPEL will integrate language and literacy materials and research-based activities in a total of 15 preschool classrooms of two early childhood education centers servicing children from low-income families—the WPS Early Childhood Center/Head Start (12 classes) program and CFDRC (3 classes)—and the homes of the students in these programs. Additionally, CPEL's English Language Acquisition Plan (Appendix C) will support the complex instructional needs of ELLs. The number of children enrolled annually in these centers, 253, is large enough to assure that CPEL will have a significant impact on the Windham community, yet limited to sufficiently concentrate funds to achieve program goals. WPS has operated for 18 years and is housed in two recently renovated buildings, each with a new playground. Adequate materials and furnishings are available in classrooms to implement a high quality, developmentally appropriate curriculum that addresses cognitive, linguistic, social/emotional, and physical domains. The center has participated in a number of innovative, grant-funded curriculum projects, including a literacy and storytelling project in consultation with noted author Vivian Paley, the Social/Emotional/Behavioral Learning Program, and the Sheltered Instruction Program, adapted for young ELLs (Echevarria & Graves, 2006). The program has four bilingual (English/Spanish) classrooms. In addition to having certified lead teachers in all classrooms, the program employs two speech and language pathologists and two special educators to provide assistance to all classrooms.

CFDRC is only two years old, having been built as a demonstration model in a high need community with federal and state funds. The state-of-the-art facility features innovative classroom floor plans, a "great room" inspired by preschools in Reggio Emilia, Italy, an innovative "up-and-down-scape" playground, and conference rooms for family services. CFDRC

includes video observation, recording, and editing technologies that allow faculty research, teacher and parent observations, live broadcasts to the community, and "virtual visits" into the center. A rich collection of materials and equipment—including two computers in each classroom—support a developmentally appropriate, emergent curriculum grounded, in part, on research conducted by nationally-recognized early childhood education faculty at ECSU and planned in monthly sessions between faculty and teachers. The Reggio-inspired curriculum includes a teacher-child scaffolding model and a cooperative learning method to promote mathematical thinking, both based on faculty studies. CFDRC is designed to meet the needs of families living in the Windham community, a high percentage of whom live in poverty. A primary goal of the Center has been to support the oral language of ELLs. CPEL's English Language Acquisition Plan will support this goal by systematizing and enhancing the instruction of English for ELLs and by developing sophisticated teacher skills with respect to English oral language acquisition; phonemic awareness, and the language/literacy environment.

Appendix A presents data on the two centers, which demonstrate their capacity to become programs of educational excellence. All participating classrooms enroll children ages 3 to 5, the majority of whom live in poverty. Both centers serve children who have been identified with (or are being evaluated for) special needs. WPS's classrooms include both full day and half-day configurations. All CFDRC classrooms are full day, year-round programs. WPS classrooms have been accredited through NAEYC; the CFDRC, a new program, is currently conducting its self-study to be accredited. The daily rates of attendance are high for both programs, and staff turnover is low. Most lead teachers (73%) hold master's degrees in early childhood education. Both centers have received recent positive observation-based evaluations of environmental quality—WPS from NAEYC validators, CFDRC from the Windham Readiness Council and the

Connecticut Department of Health (pending an accreditation visit from NAEYC). In summary, the centers to be included in the project have great potential, and are ready to enhance their effectiveness with an Early Reading First Program.

Purpose 2: Curriculum and Activities. Goal 1 of CPEL is to increase the time teachers spend in high quality, systematic, research-based literacy instruction to improve children's skills in the five areas linked to literacy success: oral language, phonological awareness, print awareness, alphabetic knowledge, and inventive spelling/early writing (IRA, 2005; Snow et al., 1998). All teachers and assistants, in both the WPS and CFDRC, will receive professional development on implementing specific **Daily Strategies** to improve children's skills during three **Main Activities**: a planned group instruction, a shared reading/story time, and child explorations in learning centers. As detailed in Table 1 below, the 12 WPS classrooms will use the integrated SECP core curriculum to carry out the **Daily Strategies**, while the 3 CFDRC classrooms will incorporate the same **Daily Strategies** within their existing emergent curriculum.

Table 1: Daily Strategies That Support Children's Skills Within Each Main Activity*

Main Activities:	SECP Circle Time/ CFDRC Group Time	SECP Story Time/ CFDRC Sharing Reading	SECP Learning Centers/ CFDRC Centers
Oral Language	• Sing songs, recite poetry, play games to increase vocab., listening skills, and use of language • Participate in conversations and class discussions • Respond to open-ended questions	• Develop reading comprehension skills through shared readings • Practice and explore vocabulary and language use through group discussions	• Engage in conversation and use new vocabulary • Recount and interpret stories through dramatic play • Play computer word games • Listen to recordings of classroom books and recount stories
Phonolog. Awareness	• Practice phonological awareness through modeled lessons • Respond and interact with Phonological	• Attend to sounds in books with repetitive and rhyming text • Practice phoneme isolation, segmentation, and blending through	• Explore beginning word sounds; match pictures to initial sounds through hands-on activities • Learn letter/sound relationships and the

	Awareness picture cards with teacher guidance (SECP) • Listen to and sing along with CDs	lessons focusing on words and letters from stories they are reading	connection between how their names sound and how they appear in print • Identify and match words that rhyme
Print Awareness	• Create and read class charts related to the content being studied • Read and track print on poem charts	• Learn the conventions of books through daily modeled readings • Begin to develop a sight-word vocabulary through high-frequency word charts • Develop concepts of words, sentences, and punctuation by following along and tracking print	• Track print while listening to cassette recordings of classroom books • Begin to understand the connection between reading and writing and obtaining information • Develop book-handling skills in the reading corner
Alphabet Knowledge	• Learn letter sound relationships • Attend to letter sounds by sorting and playing games with picture cards	• Learn the letters of the alphabet in a planned sequence through explicit lessons • Practice writing letters and words through activities connected to books	• Learn the letters of the alphabet in a planned sequence through explicit lessons • Practice writing letters and words through activities connected to books
Early Writing/ Inventive Spelling	• Create language experience charts, create graphic organizers, script for students to record their oral language, and read class charts related to the content being studied	• Practice writing letters and words through activities connected to books	• Practice writing letters and words through activities connected to books and other print materials and environmental print

(*As detailed in *SECP Program Guide*, p. 31.)

All WPS and CFDRC teachers and assistants will receive intensive professional development beginning in Year 1 to teach them how to implement the **Daily Strategies** to support children's literacy and other domains of development. In addition, SECP will provide WPS teachers with a detailed structure for systematically implementing the **Daily Strategies** in Year 2. Teachers will rely on 10 SECP Teacher's Guides with comprehensive weekly curriculum

plans and daily lessons in English and Spanish to ensure that children's language skills are addressed every day. SECP provides the materials needed to follow lesson plans, including literature (big books, little books, content area books, read-aloud books, and cassettes), alphabet and phonics materials, science posters, math concept cards and CD-ROMs, manipulatives, and a social/emotional kit. CFDRC teachers will also incorporate the **Daily Strategies** to ensure children's language skills are addressed each day, but they will build the strategies around a curriculum that emerges from interests expressed by children in the classroom. CFDRC teachers will continue their practice of using teacher planning time to gather materials and books to support emergent themes. In addition, CPEL will provide all 15 classrooms with resources to purchase additional English and Spanish materials to support activities, including books to build a classroom library and consumables to support the curriculum.

Throughout the day, teachers/assistants in both WPS and CFDRC classrooms will respond to students' thinking and encourage interaction, incorporate multiple literacy goals into single lessons, and contextualize language and literacy conventions and skills (IRA, 2005). Instruction will progress from explicit, teacher-directed activities to independent activity in learning centers by using a combination of large group activities, a daily small-group literacy lesson plan, and scaffolding of literacy awareness during all activities and across content areas including mathematics, science, social studies, personal and social development, fine arts, and physical development. Because literacy instruction is woven into all major activities, teachers and children will engage in literacy instruction and activities up to 3½ hours daily.

In WPS classrooms, 10 SECP themes will provide the context for improving children's oral language and background knowledge: Friends and School, Home and Family, Inside and Outside Me, Staying Well/Staying Safe, Our Community, Working and Playing Together, Make

It/Build It, Let's Explore, Animals and Where They Live, and Everything Changes. Themes from CFDRC emergent curriculum will provide context for improving children's oral language and background knowledge as well. Past year's themes have included: Honey Bees, the Sistine Chapel, Snow, Rock Concerts, and Plants. Field trips and in-class visitors related to curriculum themes will extend and support development of background knowledge and vocabulary.

Purpose 3: Environment. Research stresses the importance of a rich language and literacy environment that demonstrates to children how reading, writing, and communicating are part of everyday experience (Morrow, 2004; Neuman et al., 2000; Schickedanz, 1999; Snow et al., 1998). An environment that enriches children's general background knowledge is also critical, particularly for children of limited English proficiency (Nasaji, 2007). Family literacy and parent involvement in literacy programs can increase positive literacy interactions at home, improve home-school communications, and result in gains in children's language and literacy competence (Bennett, Weigel, and Martin, 2002; IRA, 2002; National Center for Literacy, 2008). Goal 2 of CPEL is to improve the language and literacy environment at home and school through five key strategies.

First, CPEL will create purposeful, systematically engaging classroom literacy environments in both the WPS and CFDRC classrooms by incorporating books and other print materials into all areas. All teachers and assistants will receive training in the elements of the ELLCO at the beginning of the project and ongoing support to ensure that their classroom adheres to ELLCO standards throughout the project. Grant funds will be used to outfit comprehensive classroom libraries, complete with books from all genres, concept books, magazines, multiple copies of favorites, big books, literacy props, and books on tape. All SECP and CFDRC learning centers will receive books and print materials, such as word games on CD-

ROM in the SECP Technology Center/CFDRC Computer Center; authentic props such as phone message pads, prescription pads, and old check books in the Dramatic Play Center; a variety of writing materials in all centers; and relevant books placed in other centers (such as books on construction in the Block Center). On a monthly basis, teachers (WPS and CFDRC) will rotate literacy materials that address the current curriculum theme in the centers. Teachers will be trained to be sure that classroom materials include four types of print: informational, occupational, recreational, and environmental.

The second strategy is to scaffold enriched and robust discourse in classrooms so children hear and use advanced oral language forms in play, problem solving, and direct instruction. Teachers and assistants from the WPS and CFDRC will receive training on engaging children in rich literacy discussions during Story Time/Shared Reading. SECP will provide WPS teachers with specific ideas for engaging children in rich oral discourse within the curriculum's daily lesson plans; literacy coaches will assist CFDRC teachers in developing plans for supporting discourse related to the current emergent theme. All teachers will receive training and coaching on engaging children in purposeful conversations and language scaffolding throughout the day, including during routines such as arrival and snack time. In addition, all teachers will engage children in daily, 10-minute, "Ending the Day" sessions.

The third strategy is to provide materials and differentiated activities for children of limited English proficiency, children with special needs, and children requiring extension and enhancement to support language and literacy growth commensurate with individualized needs. Systematic bilingual scaffolding of oral language, phonological awareness activities, and phonemic development, in addition to literacy experiences and play, will be evident in model dual language immersion classrooms. (See Appendix C for detailed strategy.) In addition,

because all 15 classrooms include children whose native language is Spanish, all classrooms will be outfitted with literature and print materials in both English and Spanish. Lastly, assessments will be available in both languages and conducted as appropriate for each individual child.

The fourth strategy is to enhance and expand children's background knowledge through a research-based curriculum that embeds literacy and language experiences within engaging projects and units of integrated instruction in science, mathematics, geography, history, and culture. In the WPS classrooms, the 10 SECP themes covering content in language, mathematics, science, social studies, personal and social development, fine arts, and physical development will provide the context for improving children's oral language and background knowledge. WPS teachers will utilize a variety of SECP materials designed to support each theme, including fiction and nonfiction books, Songs and Fingerplays Book and CD, phonological awareness picture cards, alphabet mini-books, mathematics concept cards, science posters, and social studies puzzles and games. Literacy coaches will assist CFDRC teachers in gathering or repurposing print materials to support each emergent theme, including relevant fiction and non-fiction books and magazines, computer and other games, music, dramatic play props, and science materials (such as seeds and soil for a unit on plants or an ant farm for a unit on insects). CPEL will provide resources for field trips to sites related to current themes to further support the development of children's background knowledge (such as a visit to the University of Connecticut farm during the SECP "Animals and Where They Live" theme). Grant funds will also support in-class visitors to enhance background knowledge (such as a community nurse during the SECP "Staying Well, Staying Safe" theme).

The fifth strategy is to support the literacy experiences children engage in at home through an integrated family literacy program for all families in both the WPS and CFDRC

classrooms. CPEL will implement *Read Together, Talk Together,* a dialogic reading model that builds on existing family strengths and scaffolds natural parent-child interaction and reading styles (Blom-Hoffman, O'Neil-Pirozzi, Cutting, 2006; Whitehurst, Epstein, Angell, Payne, et al., 1994; Whitehurst, Falco, Lonigan, Fischel, et al., 1988; Whitehurst, Zevenbergen, Crone, Shultz, et al., 1999). A focus of this program is to support families who are of limited English language proficiency (Rodriguez-Brown, 2003). As part of this curriculum, each classroom will have at least five "Literacy Lending Bags" for children to take home on a monthly basis. Each Literacy Bag will be outfitted with English and Spanish versions of books related to the current curriculum theme, a video and audio recording demonstrating the dialogic reading method for parents, and a home-school journal to encourage participation and home-school communication (Hannon, 1998; Neuman et al., 2000; Schickedanz & Casbergue, 2004; Tracey, 2000). Additionally, every child will receive a minimum of four books per year for their home library. Both the WPS and CDFRC programs will host family literacy nights and events three times a year (minimum) to provide parents with in-person guidance in reading to children and supporting language and literacy development at home. Finally, grant funds will support one family literacy excursion per year to a museum or other destination related to a current theme.

Home visits will occur throughout the year. The Early Childhood Home Observation for Measurement of the Environment (EC HOME) will be used in homes of 15% of all CPEL's students to measure the stimulation potential of a child's home environment. The children will be matched pairs of the highest and lowest performers on baseline screening data each year. Data from the HOME will then be used to identify family literacy needs and design components for family literacy nights and other parent education supports.

The above curricular/environmental features are integrally aligned with the English Language Acquisition Plan and will be implemented by teachers and assistants with weekly support from literacy coaches and numerous demonstrations during professional development activities. (See Purpose 4.) The ELLCO (Smith & Dickinson, 2002) will be administered three times a year in each classroom as a formative assessment of the literacy environment. Literacy coaches will support teachers and assistants to make needed changes in areas identified as in need of improvement.

Purpose 4: Professional Development. Goal 3 of CPEL is to provide classroom-focused professional development experiences that enhance teachers' abilities to systematically and intentionally support and monitor children's language and literacy skills (Chard, 2004). Recent studies on teacher knowledge suggest that not all general and special educators are fluent with the content knowledge and skills considered foundational for teaching phonemic awareness and early alphabetics (Bos, Mather, Dickson, Podhajski, & Chard, 2001; Mather, Bos, & Babur, 2001; McCutchen, Abbott, Green, Beretvas, Cox, et al. 2002; Moats & Foorman, 2003; Spear-Swerling & Brucker, 2003; Spear-Swerling & Brucker, 2004; Spear-Swerling, Brucker, & Alfano, 2005; Ruby, 2007; Cheesman, McGuire, Shankweiler, & Coyne, 2008). Research also suggests that teachers are generally "poorly calibrated" with regard to their knowledge of phonemic awareness and early phonics; they don't know what they don't know (Cunningham, Perry, Stanovich, & Stanovich, 2004). Both teachers'content and pedagogical knowledge are important (Chard, 2004).

The National Reading Panel (2000) concluded that teachers who work with beginning readers should have a deep understanding of phonemic awareness if they are to support students in developing these skills. Studies have demonstrated that a student's level of phonemic

awareness is highly correlated with learning to read, particularly with mastering the alphabetic code, decoding, and encoding text (Adams, 1990; Blachman, Ball, Black, & Tangel, 1994; Tangel & Blachman, 1995). It is critically important for teachers of early reading to have sufficient phonemic awareness knowledge and skills themselves to provide appropriate instruction (Moats, 1994; Scarborough, Ehri, Olson, & Fowler, 1998). Skilled adult readers become more reliant on orthographic knowledge than on phonological/phonemic knowledge in their literacy activities (Scarborough et al.,1998); however, teachers' dormant phonemic awareness can be restored through provision of explicit instruction in professional development and additionally by providing explicit evidence-based instruction to students (Foorman and Moats, 2004). After teaching phonemic awareness skills to students, both teachers and students experience measurable gains in phonemic skills.

Development of the infrastructure for successful implementation of a comprehensive research-based early reading program is essential. As such, *simultaneously* attending professional development on content and pedagogy (SBRR), learning to administer and use the results of new assessments to inform instruction, learning how to use a new curriculum for instruction and how to integrate core program instruction to meet individual student needs, and creating a literacy-rich classroom environment are not conducive to robust implementation. CPEL's PD plan is sensitive to these challenges and the long-term goal of capacity building and sustainability by *first* providing teachers with the background knowledge necessary to implement literacy activities successfully. After six months of intensive professional development workshops and coaching on language and literacy development, teachers will receive professional development on implementing literacy strategies within a specific curriculum. Professional development will include: 1) an introduction to theory; 2) scaffolded application to practice; 3) modeling/

demonstration of theory by experts; 4) practice in the preschool classroom, including self-analysis of videotaped lessons; and 5) in-class coaching with reflection and formative feedback (Showers and Joyce, 1996).

As outlined in the following table, teaching staff (teachers and assistants) will receive a total of 144 hours of bi-monthly, on-site professional development workshops covering language and literacy development; research-based **Daily Strategies** to support literacy within SECP or an emergent curriculum; use of ELLCO; administering assessments and using data for differentiated instruction; and the development of professional learning communities. Staff who complete all professional development activities will receive a minimum of six college credits or nine CEUs (teacher choice). Staff will be divided into workshop groups to allow for differentiated instruction based on the needs assessment and level of education previously completed. Table 2 below outlines the anticipated content to be covered in workshops. A needs assessment will be completed at the start of the project and each spring to identify strengths and gaps in teachers' literacy knowledge and skills; the content outlined below will be adjusted accordingly.

Table 2: Professional Development Workshops

Date	Anticipated Content of Professional Development for Coaches, Teachers, Paraprofessionals	Hours
Jan 2009	Introduction to CPEL, ELLCO, & literacy coaches	6
Feb – Mar 2009	Phonological and phonemic awareness	9
Apr – May 2009	Vocabulary	6
May – June 2009	Oral language	6
August 2009 (3-day institute)	Introduction to SCEP (WPS) or Integrating Daily Strategies within an emergent curriculum (CFDRC) Introduction to *Read Together, Talk Together*	12 6
Sept 2009	Assessment: screening and progress monitoring and ELLCO refresher	3
Oct 2009	Advanced oral language	6
Nov 2009	Written language (LEAP)	6
Dec 2009	SECP or emergent curriculum module	3
Jan 2010	Code (sound segmentation) training	6
Feb 2010	SECP or emergent curriculum module; data analysis	3
March 2010	Comprehension	6

April 2010	SECP or emergent curriculum module; data analysis	3
May 2010	Topic TBD based on need	6
June 2010	Wrap-up, review data, planning for Year 3	3
August 2010 (2-day institute)	Reflective practice, video self-analysis, differentiated instruction	12
Sept 2010	Enhancing the use of SECP or emergent curriculum	3
Oct 2010	Benchmark data analysis & planning differentiation, data team meetings	6
Nov 2010	Professional learning communities	6
Dec 2010 – May 2011	TDB at research team meeting based on formative and summative data and teacher input (held July 2010)	24
June 2011	Wrap-up and continuing the learning community	3
TOTAL HOURS OF PROFESSIONAL DEVELOPMENT WORKSHOPS: 144		

Professional development workshops will be delivered in English and Spanish by CPEL's Co-PIs, both of whom have extensive experience designing and delivering courses and workshops on early literacy, assessment, and biliteracy education. To support teachers in transfer of PD workshop content to classroom instructional routines and work with children, all staff will receive a total 220 hours of weekly, in-classroom support from certified, master's level literacy coaches with experience teaching preschool and demonstrated success in teaching reading. Coaches will help staff implement strategic instruction and curricula; integrate theory into classroom practice; support staff in creating a literacy-rich environment; model and co-teach lessons; and engage staff in reflection and self-analysis. Specifically, in planning instruction, coaches will frame and pose questions that elicit teacher responses focused on explanation, clarification, elaboration, prediction, assessment, teacher's intentionality, and connections to other content and concepts. Coaches will discuss and support teacher analysis of classroom data identified during the planning conversation to extend teacher's understanding of the relationship of assessment, instruction, and planning. Following planned instruction, through reflective questioning, coaches will elicit the teacher's perspective on completed lessons including identification of instructional successes and challenges, evidence of student learning, and next

steps based on data. In analyzing and responding to teacher reflection, coaches will use pausing, paraphrasing, probing strategies, inquiry, and advocacy to match individual teacher's level of needed support. Coaches will conduct demonstration lessons followed by debriefing and reflection by the observing teacher to extend and support teachers' level of expertise, depth of understanding, and repertoire of skills.

To ensure that in-class coaching is linked to other professional development experiences, coaches will: 1) meet monthly with the PIs to develop coaching goals; 2) participate in coaching seminars on topics including the adult learning model and cognitive coaching; 3) attend all PD sessions; and 4) assist teachers in implementing curriculum and instructional strategies.

Purpose 5: Screening and Progress Monitoring Assessments. Goal 4 of CPEL is to increase the rate of growth (trajectory) of children's oral language, phonological awareness, alphabetic knowledge, print awareness, and inventive spelling/early writing to ensure their ongoing success (Chard, 2004). In order to monitor progress toward Goal 4, the following activities will take place. Teachers will conduct on-going assessments of children's development through the following tools: observation with anecdotal notes, checklists, literacy portfolios, attitude and interest surveys, and writing sample analysis (Goodman, 1985; Graves & Sunstein, 1992; Harp & Brewer, 2000; Neuman et al., 2000; Salinger, 1998; Snow et al., 1998). Progress monitoring data will be collected by teachers and coaches using *Get It, Got It, Go! (GGG!) Individual Growth and Development Indicators* (IGDIs). The three preschool IDGIs are 1) picture naming (expressive language in both English and Spanish); 2) alliteration (early literacy); and 3) rhyming (early literacy). IDGIs are used in early childhood to identify children at risk and to identify effectiveness of instruction and student progress. IDGIs can be repeated over short periods of time (Missal & McConnell, 2004; Missall, McConnell & Cadigan, 2006). Use of

GGG! will provide ongoing formative data to inform individualized instruction for students needing specific intervention in a timely manner. In addition, formal early reading screening assessments (Table 3) will be used in fall and spring of each year to measure progress and effectively identify preschool children who may be at risk for reading failure or in need of enrichment. Initial benchmark assessment will allow for comparability of children across sites and classrooms at baseline to identify preprogram differences.

Table 3: Assessment Chart

Assessment Tool	Skill Assessed	Validity/Reliability
Peabody Picture Vocabulary Test, Receptive (PPVT-III, Receptive)	Oral Language Skills	Dunn & Dunn, 1997; Williams & Wang, 1997
Expressive Vocabulary Test (EVT, Expressive)	Oral Language Skills	Williams, 1997
Yopp-Singer Test of Phoneme Segmentation	Phonological Awareness	Yopp, 1998
Clay's Concepts About Print	Print Awareness	Clay, 1979
PALS Pre-K Upper Case Alphabet Knowledge PALS Pre-K Lower Case Alphabet Knowledge (for students scoring >16 on Upper Case)	Alphabet Knowledge	Invernizzi et al., 2004
Get It, Got It, Go!	Expressive Language, Alliteration, Rhyming	Missal and McConnell, 2004

All assessment data will be collected by trained data collectors who demonstrate at least 90% reliability on administering and scoring all measures. Randomly selected testing sessions will be observed by the evaluator to check for inter-rater reliability. Following data collection, literacy coaches will review student results with teachers and assist them in improving instruction for individual children and planning for monitoring children's progress.

Factor 3: Coordination with Other Efforts. CPEL is designed to complement and extend the WPS Reading First K-3 program. CPEL will build on existing collaborative efforts between WPS preschool center, CFDRC, and WPS kindergartens to facilitate smooth Pre-K – K transitions for all students transitioning to the WPS kindergartens. The evaluator, project manager and PIs will meet quarterly with Windham's Reading First director to align strategies

and ensure that CPEL is adequately preparing preschool children with the foundational language, cognitive, and early reading skills necessary to ensure a successful transition into kindergarten and beyond. Directors from the WPS and CFDRC programs will be invited to attend these quarterly meetings. In addition, CPEL will coordinate with other similar state initiatives (Governor's Early Childhood Education Cabinet, the CT Early Childhood Research and Policy Council of which ECSU's president is a member, and the CT Commission on Children) and will share findings, lessons learned, and video clips statewide. Kindergarten teachers and assistants from WPS and local parochial early childhood programs will be invited to attend professional development sessions. Each spring, WPS kindergarten teachers will visit all CPEL sites, and CPEL students and teachers will visit WPS kindergarten classrooms.

Selection Criteria 2: QUALITY OF PROJECT PERSONNEL

The project will be planned, implemented, and evaluated by professionals who have distinguished records of research, university teaching, program administration, work with young children and families, and community service. (See Appendix D for selected vitae.)

Factor 1: Qualifications of Principal Investigators. Two Co-PIs will lead CPEL and oversee all aspects of the project and coordinate on project design. Dr. Maureen Ruby, a specialist in reading, learning disabilities, and early literacy assessment, will dedicate 50% time to the project. She will be responsible for designing and leading weekly professional development sessions, supervising literacy coaches, overseeing implementation of SECP, and working with external evaluators. Dr. Ruby is an assistant professor of education at ECSU with experience teaching courses in reading, early literacy, assessing and correcting reading problems, literacy coaching, literacy for second language learners, and language arts for exceptional individuals. She has served as a literacy facilitator for Reading First and other literacy initiatives

and as a research consultant for Haskins Laboratory at Yale University. She has coordinated several large literacy projects, including the University of Connecticut's Project Early Reading Intervention, a $2.9 million IES-funded grant. She has 18 professional articles and chapters on scientifically-based reading and writing instruction.

Dr. Ann Anderberg, a specialist in bilingual and bicultural education who is fluent in English and Spanish, will dedicate 50% time to the project. She will lead all professional development sessions with Spanish-speaking staff, supervise the coach(es) working with the bilingual classrooms, oversee implementation of the family literacy component (including the *Read Together, Talk Together* curriculum), oversee the English language acquisition plan, and coordinate with Windham's Reading First initiative. Dr. Anderberg currently oversees a $9.5 million budget for Windham Public Schools. As district director of bilingual and development programs for Windham Public Schools, she managed a $1.25 million Title I program and two Title VII grants. As district coordinator for Windham's Reading First initiative, she was responsible for bringing together administrators, teachers, and paraprofessionals to work toward a common goal and to ensure sustainability beyond project funding. Dr. Anderberg is also an experienced instructor of curriculum, English instruction, and linguistics and assessment for ELLs. Dr. Anderberg joins ESCU as a fulltime, tenure-track assistant professor of education in August 2008.

Factor 2: Qualifications of Key Personnel. Four full-time literacy coaches (including at least one bilingual coach) will be hired to provide one-on-one support to teachers and assistants, lead family literacy events, assist with professional development, support formative progress monitoring, and conduct home visits. These professionals will hold master's degrees (minimum) in reading/language arts or early childhood education and will have extensive

classroom teaching and professional development experience. (See job description in Appendix D.) A full-time project manager will be hired to manage day-to-day operations of the project, oversee the budget, manage reporting requirements, coordinate project meetings and professional development sessions, and supervise student workers. The manager will have a minimum of a bachelor's degree (master's preferred) and extensive experience managing large projects. CPEL will also utilize the expertise of one or more ECSU early childhood education faculty, who will serve as project consultants. These faculty members all have doctorates in early childhood education and extensive research expertise.

Lead teachers at CFDRC and WPS are required to have a minimum of a bachelor's degree in early childhood education; most have a master's degree with certification. Early Reading First funds will be used to enhance these credentials by providing targeted professional development to teachers and assistants in explicit reading instruction.

Factor 3: Qualifications of Contractors. CPEL will contract with Mika Research and Training, LLC to conduct the evaluation activities. Dr. Kristine Mika has designed and conducted both formative and outcome evaluation studies for education and social service programs for state agencies and foundations. Projects have included working as the state evaluator for Connecticut's Even Start programs; serving as primary investigator to the Connecticut Commission on Children to survey kindergarten teachers regarding school readiness of incoming students; and conducting evaluations of projects such as care coordination in social services and oral health. Dr. Mika's work in Even Start included providing the state with information on the quality of the family literacy programs, developing the performance indicators and the accountability system, observing program operations (such as interactive literacy activity lessons), performing program record reviews of their early childhood programs,

and assessing gains of participants using the appropriate instruments including the PPVT. Dr. Mika has presented at national, regional, and local conferences, published a *Program Evaluation Handbook* (1996), and served as guest editor for the journal *Families in Society*.

CPEL will contract with Dr. Michael Coyne to oversee the hiring and training of doctoral and masters level students in education and school psychology to administer assessments. An associate professor and Program Coordinator of Special Education at the University of Connecticut and a Research Scientist at the Center for Behavioral Education and Research, Dr. Coyne has expertise in SBRR, beginning reading curriculum and instruction, school-wide reading improvement, and effective practices for students with learning disabilities. Dr. Coyne has served as PI or Co-PI of three multi-year research grants funded by the U.S. Department of Education's Institute of Education Sciences focused on optimizing vocabulary and beginning reading practices for young students with diverse learning needs through school-based experimental research. Dr. Coyne provides assistance and consultation to school districts and state departments of education around the country related to national reading and literacy initiatives, including Reading First.

Selection Criteria 3: ADEQUACY OF RESOURCES

Factor 1: Partner Commitments. All key stakeholders who will be involved in CPEL have demonstrated their understanding of and willingness to commit to the project. The directors of WPS and CFDRC were involved with the project design and proposal preparation, and teachers were invited to identify elements needed to make the project a success. As a result of this input, the CPEL budget includes resources for substitute teachers to cover time that teachers spend in professional development; English and Spanish language books for both the classroom and for children to keep at home; materials and consumables for literacy activities;

family literacy events; and computers to track formative and summative assessment data and research supplemental curriculum resources. The majority of teachers and assistants have signed a CPEL partnership agreement outlining their responsibilities and the anticipated benefits of participation for themselves and their students (see Appendix E for signed agreement).

Factor 2: Reasonable Costs. CPEL will impact the lives of 506 children, the 41 teachers and assistants who work with them, future generations of children who will attend WPS and CFDRC, and recipients of dissemination of CPEL's findings and artifacts (e.g. videos). Investment in CPEL will yield the following benefits: achievement of program goals, development of model infrastructure for delivering early literacy instruction and professional development, demonstration of effective use of student data in supporting preschoolers' developing literacy, and contributions to the research base of "what works" in improving early childhood language and literacy at school and at home. The budget and budget narrative show that adequate resources are requested to allow CPEL to achieve goals and objectives and to carry out all planned program activities. As outlined in Table 4 on Page 25, the goals and objectives are designed to ensure that Windham children enter kindergarten with the language and literacy skills needed for success in meeting the goals the curriculum. Currently only 23% of Windham third graders meet state goals for reading on the Connecticut Mastery Test (CMT). Successful implementation of CPEL will increase the likelihood of participating students reading by third grade and meeting goals on the CMT. In accordance with the findings of the National Reading Panel (2000), learning to read by third grade is necessary to prevent the predictable consequences of early reading failure and the personal and societal costs associated with illiteracy. As such, the annual per pupil cost ($2,597) of CPEL is a worthy investment in the future of Windham's children.

Selection Criteria 4: QUALITY OF THE MANAGEMENT PLAN

Factor 1: Management Plan. CPEL will be rigorously managed and monitored on a day-to-day basis to ensure successful implementation and reliable, trustworthy outcomes. The management plan is outlined in Table 4 on Page 25 listing a detailed outline of CPEL's goals and objectives and activities that will be completed to accomplish the project goals and objectives in a logical, sequential and timely manner, with appropriate oversight as delineated by the specified timeline and personnel responsible for each activity. Pre-grant activities and planning will facilitate timely commencement and completion of the project.

Factor 2: Adequacy of Procedures. The PIs and personnel from the WPS and CFDRC collaborated to develop the plans for PD and implementation and to determine resource needs for program success. Procedures as outlined in Table 4 ensure a feedback loop that both monitors and informs progress for management, teachers, and students. This includes timely differentiation of PD for teachers and instruction for students that is based upon measured response to instruction (RTI) via progress monitoring and reflective coaching. The project manager, in collaboration with coaches, assessors, consultants, and PIs, will ensure responsible stewardship of resources (i.e., material and human), throughout the project.

Factor 3: Personnel Time Commitments. The management plan includes appropriate numbers of personnel with knowledge, talents, and skills requisite to ensure the success of CPEL. Two PIs with extensive experience in large-scale, grant-funded, education projects are individually committed for 50% of each academic year, plus summers and intersessions. The project manager is 100% time dedicated to CPEL, as are four literacy coaches. Additionally, CFDRC and WPS management and staff have signed letters of commitment.

Table 4: Project Management Plan			
Project Goals and Objectives	**Milestones**	**Timeline**	**Personnel Responsible**
Pre-Grant Objective 1: Plan Project			
a. Identify current research-based evidence regarding systematic early childhood literacy instruction	▪ Review literature on early childhood literacy instruction	Spring 2008	PIs & Staff
b. Develop project questions and plan	▪ Develop questions and plan for current study through analysis of literature review findings and synthesis with goals	Spring 2008	PIs & Staff
c. Critique and revise research questions and plan	▪ Identify content area experts (i.e., early childhood, literacy, assessment, family literacy, environment) ▪ Get feedback from experts; refine research questions and plan	Spring 2008	PIs & Staff
d. Identify curricula matched to goal	▪ Review scientifically researched based curricula that match program goals	Spring 2008	PIs & Staff
e. Develop budget	▪ Review all associated costs for implementation and collect data; define budget; send out for review	Spring 2008	PIs & Staff
f. Plan program review	▪ Review adequacy and feasibility of products	Spring & Fall 2008	Coyne, Mika, PIs, Directors of Preschools
Pre-Grant Objective 2: Identify and select participants			
a. Identify agencies, preschool classrooms, and teachers	▪ Initiate communication with LEA Reading First Coordinator, WPS, CFDRC; obtain commitments	Winter 2007-Spring 2008	PIs & Staff
b. Obtain permission from University	▪ Request approval from University Human Subjects Review Board	Fall 2008	PIs & Staff
c. Obtain other appropriate permission	▪ Obtain district/agency permission and agreement to participant in research project. Develop permission slips/consent forms in English and Spanish for parents/legal guardians of child participants. Develop consent forms for teachers (e.g., videotaping)	Spring 2008 & Fall 2008	PIs & Staff

d. Hire Staff	▪ Advertise, interview and hire project manager and literacy coaches	Fall 2008	PIs & Staff
e. Order and procure curricula, instructional materials, assessments, and supplies	▪ Create list of materials needed based upon plan ▪ Place orders; cross check invoices; create electronic data base of supplies	Fall 2008	Manager
f. Build management database	▪ Create electronic database for student, teacher, coach data entry	Fall 2008	Mika, Manager
<u>Project Goal #1</u>: Increase the time spent in high-quality, systematic literacy instruction in the five areas linked to literacy success: oral language, phonological awareness, print awareness, alphabetic knowledge, and inventive spelling/early writing			
a. Train teachers to deliver daily strategies to support language and literacy	▪ Develop observation tool ▪ Establish baseline of quantity and quality; code and enter in database	Fall 2008	Mika, Coyne, PIs, & Assessors
b. Implement SECP and research-based strategies in WPS classrooms	▪ Determine level of implementation through data collection and analysis from observation tool ▪ Assess daily lesson plans for evidence of planned strategies, code, and enter in database	Spring 2009 – Spring 2011	Mika, Coyne, PIs, & Assessors
c. Incorporate daily research-based strategies into CFDRC emergent curriculum	▪ Determine level of implementation through data collection and analysis from observation tool ▪ Assess daily lesson plans for evidence of planned strategies, code, and enter in database	Spring 2009 – Spring 2011	Mika, Coyne, PIs, & Assessors
d. Monitor quantity and quality of language and literacy	▪ Measure the quantity and quality of language and literacy instruction in project classrooms to assess impact of project over time, code, & enter data in database (3 times per year)	Fall 2008 – Spring 2011 (Ongoing)	Coyne, PIs, Mika, & Assessors
<u>Project Goal # 2</u>: Improve the language and literacy environment at home and school			
a. Improve school literacy environment	▪ Implement PD using ELLCO plus instructional materials and books to support enhancement of school literacy environment; HOME tool to support enhancement of home literacy environment ▪ Collect formative and summative data with ELLCO ▪ Enter ELLCO & HOME data in database	Fall 2008 – Spring 2011 (Ongoing)	Coyne, PIs, Mika, Assessors, Literacy Coaches, & Teachers

b. Improve home literacy environment	▪ Conduct *Read Together, Talk Together* dialogic reading training for parents ▪ Provide books for home libraries ▪ Conduct family literacy activities; code satisfaction surveys; enter data in database ▪ Establish & maintain home-school communication ▪ Conduct home visits; use HOME; enter data in database	Fall 2008 – Spring 2011 (Ongoing)	Coyne, PIs, Assessors, Literacy Coaches, & Teachers
<u>Project Goal 3</u>: Provide classroom-focused professional development experiences that enhance teachers' abilities to systematically and intentionally support and monitor children's language and literacy skills			
Objective	**Milestone**	**Timeline**	**Personnel**
a. Assess teacher knowledge and skills	▪ Conduct needs assessment for professional development through observation and videotaping, code and enter in database ▪ Administer Massachusetts Tests of Educator Licensure: Foundations of Reading (MTEL) pretest, code, and enter in database ▪ Finalize PD topics based on needs assessment	Fall 2008	PIs, Mika, & Videographer Mika, Assessors, & PIs
b. Provide professional development workshops (3-6 hrs/wk)	▪ Deliver bimonthly workshops on language and literacy instruction and curriculum implementation to teachers, assistants, coaches ▪ Code evaluations and enter in database	Jan '09–May '10	PIs Mika
c. Provide coaching seminars	▪ Hire and train literacy coaches ▪ Provide PD to support coaches during monthly meetings with PIs and manager, including topics such as adult learning model and cognitive coaching	Fall 2008 Jan '09-May '11 monthly	PIs & Manager
d. Provide in-classroom coaching	▪ Provide weekly coaching (2.5 hrs/wk/class minimum) ▪ Assess/monitor coaching via coaching logs, videos; code and enter in database	January 2009 – May 2011	PIs, Literacy Coaches PIs, Manager, & Assessors

e. Monitor quality of literacy instruction and assess PD needs	▪ Administer MTEL, code, and enter in database ▪ Observe/videotape teachers/assistants ▪ Revise PD plan	Pre-Post (Annually) Ongoing	Mika, PIs, Assessors, & Literacy Coaches
f. Establish reflective practice and teacher learning communities	▪ Design Year 3 PD based on outcomes of teacher assessment ▪ Build learning communities; code activities (e.g. profession book club, view videos) and enter in database ▪ Deliver bi-monthly teacher-driven PD; code evaluations and enter in database	Summer 2010 September 1010 – May 2011	PIs, Mika, Literacy Coaches, Teachers, & Assistants
<u>Project Goal # 4</u>: Collect data through teacher and student assessments and classroom observations to show increase of children's skills in oral language, alphabetic knowledge, and inventive spelling/early writing to ensure their ongoing success.			
a. Training of Assessors	▪ Train assessors on all evaluation tools; establish inter-rater reliabilities; record in database	Fall '08	Coyne, PIs, Mika
b. Establish annual baseline data for students, teachers, classroom environment	▪ Collect pre-test MTEL, student assessments, and ELLCO data; record in database	Fall 2008, 2009, 2010	PIs, Mika & Assessors
c. Annual post assessments of i. students and teachers ii. environment	▪ Collect post-test MTEL to inform needs assessment of teacher knowledge, student assessments for planning differentiated instruction; code and enter in database ▪ ELLCO data; code and enter in database	Spring 2009, 2010, 2011 Winter & Spring 2009, 2010, 2011	Mika, PIs, & Assessors
d. Instructional quality and fidelity of implementation observations	▪ Develop tool ▪ Collect data beginning-middle-end of year annually	Fall 2008 Fall 2009 - Spring 2011	PIs & Mika PIs, Coyne, Mika, & Assessors
e. Progress monitoring of students	▪ Training and using *GGG!* progress monitoring tools; collect ongoing data to inform instructional planning and differentiation; chart data for growth; enter into database	Fall 2009 – Spring 2011 (Ongoing)	Coyne, Teachers, & Literacy Coaches

Project Data Analyses Management Plan			
Analyze and interpret data.	▪ Data will be collected in both a pre/post-test design and an ongoing progress monitoring format to both qualitatively and quantitatively analyze and describe the project's impact on achieving stated goals and answering identified questions	Fall 2008 – Spring 2011 (Ongoing)	Mika & PIs
Project Findings Dissemination Management Plan			
Report and disseminate findings	▪ Submit for presentations at local, regional and national conferences (e.g., NAEYC, AERA, TESOL, NABE, IRA, CEC) ▪ Prepare journal articles and submit for review to NAEYC, AERA, TESOL, NABE, IRA, CEC print and online journals	Spring 2009 – Spring 2011	PIs, Manager, & Project Team

Selection Criteria 5: QUALITY OF THE PROJECT EVALUATION

Factor 1: Evaluation Methods. The Project Evaluation Plan, as detailed in Table 5 on Page 32, is designed to assure measurable and reportable implementation of CEPL's activities. Table 5 delineates the project objectives (aligned with RFP selection criteria); methods and instruments to evaluate project implementation and activities; student and teacher outcome data; and a timeline with personnel responsible for overseeing the evaluations. Progress monitoring of emergent literacy skills via *Get It, Got It, Go!* and informal assessments provide formative data that will drive instructional differentiation, professional development, and coaching. In this way, progress monitoring will lead to achievement of goals on assessments that are more summative. Table 5 provides a blueprint for ensuring that the evaluation objectives of CPEL are met.

Information regarding the reliability and validity of the assessments for student screening and progress monitoring is provided in Table 6 on Page 34, as well as the correlations between the measures. The correlations strengthen the assessment plan of this project.

Factor 2: Objective Performance Measures. The evaluation employs a range of outcome measures of early literacy that are psychometrically sound in terms of construct validity and reliability, are not over-aligned with SECP or with the emergent curriculum of the CFDRC, yet address specific goals for student learning and environmental changes in home and classroom. The researcher-developed fidelity of implementation tool will provide quantitative and qualitative data regarding the procedural and temporal elements of instruction and student behaviors during instruction in the WPS and CFDRC classes. Both qualitative and quantitative data will be obtained from assessments of the impact of professional development on teacher knowledge (e.g., scores on Massachusetts Tests for Educator Licensure: Foundations of

Reading™, course grades) and behaviors (i.e., fidelity tool), as well as from logs and evaluation forms from all teachers.

Finally, efficacy of the project outcomes relative to cost/benefit ratio will be assessed. The indices of a) overall fiscal costs associated with the known costs of SECP (e.g., materials, personnel) and professional development; and b) cost/benefit analyses whereby differential improvement by cost ratios are calculated by comparing effects (e.g., student outcomes, percentage of students transitioning to kindergarten requiring special services) of having implemented SECP to pre-SECP data and dividing by differences in cost will be used in this analysis. A similar analysis will be conducted for the CFDRC emergent curriculum. Assessments and data collection will be conducted by trained assessors with high levels of inter-rater reliability. Statistical analyses for CPEL will be conducted by the project evaluator, Dr. Kristine Mika, who has extensive experience on similarly complex projects. (See vita in Appendix D.)

As outlined in Table 5 on Page 32, analyses will be conducted on the relationships between fidelity of implementation of early literacy **Daily Strategies** in both WPS and CFDRC classrooms and student outcomes. The fidelity process will assess multiple dimensions, including a) procedural (e.g., implements activities as specified); b) temporal (e.g., time allocated to particular dimensions); and c) response (e.g., opportunities for students to respond). Both overall and component fidelity performances will be examined to determine their relationships to student achievement. Using a researcher-developed observation tool, time will be documented and instructional emphasis operationalized and quantified. These data will be evaluated relative to student growth and outcomes in identified areas of early literacy instructional focus (i.e., oral language, phonological awareness, print awareness, alphabetic knowledge, and inventive spelling/early writing).

Table 5: Project Evaluation Plan		
Objectives/Selection Criteria	**Project Implementation and Objectives Evaluation**	**Timeline & Personnel**
Increase the time early childhood teachers spend in systematic literacy instruction in oral language, alphabetic knowledge, and inventive spelling/early writing. **(CPEL Project Goal 1)** **Selection Criteria 2** **Factor 2: *Purpose 2***	▪ Develop fidelity of implementation tool ▪ Train assessors in use of tool; achieve 90% inter-rater reliability ▪ Conduct fidelity of implementation observations in classrooms at beginning, middle, and end each year of project to identify: instructional components implemented/not implemented and quality of implementation (i.e., procedural, temporal, and student response to instruction)	**Fall 2008** Mika, Coyne, PIs, & Project Manager **Spring 2009-Spring 2011** Mika, Coyne, PIs, & Assessors
Improve the language and literacy environment at school and home. **(CPEL Project Goal 2)** **Selection Criteria 2** **Factor 2: *Purpose 3***	▪ ELLCO: Three times/year in English only and dual-language classrooms by trained ELLCO users; achieve inter-rater reliability > 90% ▪ Early Childhood Home Observation for Measurement of Environment (HOME): Pre/post annually with 15% of participants by trained HOME users; achieve inter-rater reliability > 90%	**Fall 2008/January 2009–April 2011** Mika, PIs, & Assessors **Fall 2008/January 2009–April 2011** Mika, PIs, & Literacy Coaches
Provide classroom-focused professional development experiences to support children's developing language and literacy skills. **(CPEL Project Goal 3)** **Selection Criteria 2** **Factor 2: *Purpose 4***	▪ Successful completion of ELLCO training ▪ Successful completion PD workshops and passing score of "B" or better for participants electing to receive college credit ▪ Massachusetts Tests of Teacher Licensure: Foundations of Reading™ ▪ Review literacy coaches' logs; review course/PD workshop evaluation forms ▪ Review monthly literacy coaches' PD workshop evaluation forms	**Spring 2009** **Academic Year 2009-2010** **Spring 2009-Spring 2010** PI, Research Team, & ECE Faculty **Fall-Spring Annually** Mika **Academic Year 2010-2011** PIs & Literacy Coaches

Increase children's skills in oral language, alphabetic knowledge, and inventive spelling/early writing through integrated, differentiated, systematic literacy instruction. **(CPEL Project Goal 4)** **Selection Criteria 2** **Factor 2: *Purposes 2 & 5***	**Screening:** ▪ PPVT-III October/April (annually) ▪ EVT October/April (annually) ▪ Yopp-Singer Test of Phoneme Segmentation October/April (annually) ▪ Clay's Concepts About Print October/April (annually) ▪ PALS Pre-K Upper Case Alphabet Knowledge October/April (annually) ▪ (PALS Pre-K Lower Case for students scoring > 16 on PALS Pre-K Upper Case) **Progress Monitoring:** ▪ *Get It, Got It, Go!* (monthly)	**Fall 2008/ January 2009 – April 2011** Mika, Coyne, PIs, & Assessors **January 2009 – April 2011** Mika, PIs, Literacy Coaches, & Classroom Teachers
Data analyses	▪ Data entry as collected across timeline of management plan. ▪ Analyze & interpret quantitative and qualitative data, focusing on differences in pretest-posttest gains for children and teachers, and classroom and home literacy environments. ▪ Timely analyses will inform PD plan, coaching and instruction. ▪ Data will be disaggregated to compare achievement of English only and bilingual program children and classrooms. Descriptive and inferential statistical methods will be employed.	**Summer 2009, 2010, 2011** Mika **Ongoing** PIs, Literacy Coaches, & Classroom Teachers
Cost analysis	▪ Determine cost per student relative to gains on assessments.	**Summer 2009, 2010, 2011** – Mika
Report and disseminate results through local, state, regional, and national presentations and publications	▪ Prepare manuscripts describing initial study/results and submit to journals such as *Early Childhood Research Quarterly*, *Journal of Research in Child Education*, *Journal of Early Childhood Teacher Education*, *Intervention School and Clinic*, and *Child Development*. ▪ Submit for local, state, national presentations: NAEYC, CAEYC, CEC, IRA, TESOL, UConn *Closing the Gap Conference*, NABE News Online www.nabe.org/publications/NNewsOnline/, CSU University Research Conference.	**Summer 2009, 2010, 2011** PIs, Project Manager, & Mika

Table 6: Technical Soundness of Assessment Instruments		
Assessment	**Domain**	**Technical Soundness**
Peabody Picture Vocabulary Test-III (PPVT) (Dunn & Dunn, 1997)	Receptive language and vocabulary	Test-retest reliability (r = .77) and alternate form reliability (r = .82) (Dunn & Dunn, 1997; Salvia & Ysseldyke, 1998).
Expressive Vocabulary Test (EVT) (Williams,1997)	Expressive vocabulary and word retrieval	Split-half reliabilities (r =.83 - .97); test-retest reliability (r = .77 - .90) (Williams, 1997).
Yopp-Singer Test (Yopp, 1988)	Phonemic segmentation	Reliability measures (r > .85) (Yopp, 1988,1995).
Concepts About Print (Clay, 2002, 2006).	Representation of spoken language in print	Validity and reliability documented (Clay, 2002, 2006; Denton, Ciancio, & Fletcher, 2006); highly correlates with the *Iowa Test of Basic Skills* (Rodgers, Gómez-Bellengé, Wang, & Schultz, 2005).
PALs Pre-K UC Letter Recognition (Invernizzi, 2004).	Letter recognition	Test-retest and split-half reliability assessments within the expected range (Invernizzi, 2004).
Get It, Got It, Go! (GGG!) (Missal & McConnell, 2004).	Individual growth and development indicators (IGDIs) in GGG!: Picture Naming, Rhyming, and Alliteration	Picture Naming: Alternate form reliability (r = .44 - .78); test-retest reliability (r = .67); concurrent validity with DIBELS *Letter Naming Fluency* (r = .32 - .37) (McDonnell et al., 2002). Rhyming: Test-retest reliability (r = .83 - .89); correlated with PPVT-III (r = .56 - .62); Concepts About Print (r = .54 - .64); Test of Phonological Awareness (r = .44 - .62). Concurrent validity Picture Naming IGDI (r = .46 - .63) and Alliteration IGDI (r = .43) (Missal, 2002). Concurrent validity with DIBELS Letter Naming Fluency (r = .48 - .59) and Onset Recognition Fluency (r = .44 - .68) (McConnell et al., 2001; Missal & McConnell, 2004) for children in preschool. Alliteration: Test-retest reliability (r = .46 - .80). Concurrent validity with DIBELS Letter Naming Fluency (r = .39 - .71) (McConnell et al., 2001; Missal & McConnell, 2004).

Early Childhood Home Observation for Measurement of the Environment (HOME)	Measure of the stimulation potential of a child's home environment and a valid measure of a child's development	Internal consistency (KR-20 coefficient) was .89 for total HOME; averaged .70 for six subscales.
Early Language & Literacy Classroom Observation (ELLCO)	Assesses the literacy environment of the classroom	Cronbach's alpha for *Literacy Environmental Checklist* is reported as .84; Cronbach's alpha for the *Classroom Observation* is .90. Correlational research used to determine the contributions of classroom quality to children's receptive vocabulary (PPVT-III; Dunn & Dunn, 1997) and early literacy scores (Dickinson & Chaney, 1998). Using hierarchical linear modeling analysis, examines sources of variation in children's assessment scores related to students' gender, SES status, language, etc. from instructional variations.
Massachusetts Tests for Educator Licensure: Foundations of Reading™ (MTEL™)	Measures classroom teacher knowledge in such areas as the development of reading comprehension; reading assessment and instruction; and integration of knowledge and understanding	MTEL™ is criterion-referenced and objectives-based designed to measure knowledge and skills. Test is valid and reliable. [Massachusetts Department of Education and National Evaluation Systems, Inc. (NES®)]

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **6792-Mandatory_Appendices_(2).pdf**

Attachment 2:
Title: Pages: Uploaded File: **7865-Appendix_E_Partnership_Agreement.pdf**

Attachment 3:
Title: Pages: Uploaded File: **5012-Indirect_Cost_rate.pdf**

Community Partners for Early Literacy (CPEL) Project
Appendices

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Appendix A: LIST OF PARTICIPATING PRESCHOOLS

Center	**Windham Early Childhood Center** (2 sites) 322 Prospect Street Willimantic, CT 06226 10 Commerce Drive Columbia, CT 06237	**Child and Family Development Resource Center** 83 Windham St. Eastern Connecticut State U Willimantic, CT 06226
Funding Sources	Federal Head Start grant State of Connecticut Local school district	State of Connecticut (including subsidized child care for low-income families) ECSU operating funds Foundations Tuition (sliding scale)
# of Children	208	60
Ages of Children	3 to 5 years	3 to 5 years
% Special Needs (or being evaluated)	16%	15%
% Spanish Speakers	64%	30%
% ELL (Only Speak Spanish)	33%	13%
% Free or Reduced-Price Lunch	75%	63%
NAEYC Accreditation Status	Accredited (Last reaccreditation: 2007)	Self-study in progress (accreditation anticipated: Fall 2009)
Staff Turnover Over in Last Year	6%	10% (Excluding students)
Average Daily Attendance Rate	91%	90%
Degrees/Certification of Lead Teachers	9 master's degrees 3 bachelor's degrees (1 completing master's)	2 master's degrees 1 bachelor's degree
Hours Children Attend	1 classroom: 6.5 hrs/day 5 classrooms: 3.5 hrs/day 6 classrooms: 2.75 hrs/day, 5 days/wk, 9 months/yr	All 3 classrooms: 10 hrs/day, 5 days/wk, 12 months/yr
Curriculum Frameworks	*Connecticut Preschool Curriculum and Assessment Frameworks*	*CT Preschool Curriculum and Assessment Frameworks* Research-based scaffolding and cooperative learning curriculum, program design of Reggio Emilia, Italy
Recently Assessed By:	NAEYC	Windham Readiness Council

Appendix B: ENDNOTE CITATIONS

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APPENDIX C: CEPL English Language Acquisition Plan

Research supports the strong development of a child's first language as the foundation for both successful second language acquisition and literacy development (IRA, 1998; Snow, Burns, and Griffin, 1998). The Community Partners for Early Literacy (CPEL) project supports native language development and recognizes its inherent advantages for successful literacy outcomes. There are many overlapping aspects of effective reading instruction for native English speakers and English Language Learners (ELLs), but the instructional needs of second language readers are complex (Kaufman, 2007,CAL). CPEL's English Language Acquisition Plan (ELAP) is based on the four principles of second language acquisition that are used to adapt instruction for ELLs described in *What's Different About Teaching Reading to Students Learning English* (Kauffman, 2007) and tailored to the preschool classroom. The ELAP will systematize and enhance the instruction of English for preschool ELLs by specifying English instruction expectations, assessing English, and developing sophisticated teacher skills with respect to English oral language acquisition, phonemic awareness, and the language/literacy environment.

CPEL has two main strategies. First, CPEL will integrate the needs of ELLs into all aspects of the project. All 15 classrooms will receive books and materials in English and Spanish. Curricula, including the *Scholastic Early Childhood Program* (SECP) and *Read Together, Talk Together* (RTTT), and assessments will be purchased in English and Spanish. All professional development workshops will include a component that specifically addresses the instructional strategies designed to meet the needs of ELLs. Teachers and assistants will have the choice of attending workshops in English or Spanish. Family Literacy Lending Kits will include both English and Spanish reading materials, and all ELLs will receive English and Spanish books for their home library. These components will ensure that all ELLs—including

those served in English-only classrooms (by parent choice)—will benefit from research-informed ELL strategies and supports.

ELAP's second strategy is to provide focused support to teachers in the four bilingual classrooms at WPS. Classroom environments will be carefully structured to support both languages. One bilingual literacy coach will be hired to scaffold teachers and assistants in these classrooms to assist them in introducing and increasing the use of English in an intentional manner. The coach will guide teachers to deliver precise instruction, focused on language and cognitive development, with strategic use of Spanish and accelerated development of English. Careful consideration of the contrastive analysis of English and Spanish, in particular the commonalities and differences in areas of phonological awareness (Peregoy & Bolyle, 2000, cited in Anuntez 2002), concepts of print, and understanding phonemics, are hallmarks of this instruction.

ELAP will improve the English language acquisition for children in bilingual classrooms by: 1) incorporating a core bilingual reading program (SECP); 2) systematically increasing teacher introduction of English (based on student response to instruction); 3) increasing the frequency of shared book experiences and student-to-student interactions between bilingual and English-only classrooms using texts in both languages; 4) aligning English language instructional support with child-centered activities in the daily ELL and English-only "integration" block; and 5) ensuring that the environment is rich in bilingual texts and "realia."

The specific strategies and milestones of the ELAP are detailed in the English Language Acquisition Management Plan below (Table 7).

Table 7: English Language Acquisition Management Plan			
ELAP Goals and Objectives	**Milestones**	**Timeline**	**Personnel**
Pre-grant activities: ▪ Develop baseline data set ▪ Placement decisions	▪ Test for language dominance using LAS ▪ Parents of Spanish dominant students at WPS may select either bilingual or English-only classroom.	Spring 2008	Preschool Directors
A. Increase oral language comprehension focused on: ▪ Phonemic awareness ▪ Sound symbol correlation ▪ Auditory & visual discrimination ▪ Increased shared reading ▪ Application in theme-based centers ▪ Tier one vocabulary development including cognates ▪ Tier two vocabulary ▪ Grammar awareness	Assess student progress differentiated by emergent English proficiency: ▪ PPVT-III ▪ EVT ▪ Yopp-Singer Test of Phoneme Segmentation ▪ Clay's Concepts About Print ▪ PALS Pre-K Upper Case Alphabet Knowledge (PALS Pre-K Lower Case for students scoring > 16 on UC) ▪ Pre-LAS (Language Assessment Scales)	October/April (Annually)	Mika, Coyne, & Assessors
B. Increase student–to-student interaction in bilingual classrooms ▪ Directed language practice during the English/Spanish integration time: rhyming, chanting, singing, shared reading and games ▪ Highlight culturally appropriate social interactions: turn taking, sharing, disagreement	▪ Develop schedule to provide for increased exposure to and use of English throughout the year. ▪ Develop a daily schedule to incorporate direct English instruction into the integration block ▪ Increase the shared reading opportunities in English from once a month to once a week. Materials will be selected from the SECP curriculum. ▪ Incorporate cultural awareness elements in classrooms: proxemics, poly vs. monochronism, haptics, kinesics and non-verbal communication (Nine-Curt, 1984)	Fall 2008 January 2009 – May 20011 (Ongoing)	Anderberg Anderberg, Literacy Coaches, & Classroom Teachers/ Assistants

C. Increase higher order thinking and use of learning strategies to: ▪ Use language to communicate ▪ Establish social contacts to connect understanding of the physical and social world ▪ Support ability to think, reason, question and remember ▪ Engage in problem solving ▪ Convey and interpret meaning	▪ Conduct fidelity of implementation observations in classrooms at beginning, middle, and end each year of project to identify: instructional components and learning strategies implemented/not implemented, and quality of implementation (procedural, temporal, and student response to instruction) ▪ Use data to coach teachers	Fall, Winter, Spring 2008-2011 Ongoing	Mika, Coyne, & Assessors Literacy Coaches
D. Make connections to students' background knowledge by: ▪ Extend background knowledge by labeling in English and in Spanish ▪ Provide field trip experiences with a focus on language acquisition ▪ Incorporate before reading strategies ▪ Engage storytellers and outside presenters in English ▪ Establish family book project: photographs from students' homes with bilingual labels ▪ Implement *Read Together, Talk Together* (RTTT) curriculum/Family Literacy Lending Kits (Spanish/English) ▪ Provide all ELLs with Spanish and English books for home libraries	▪ Label classroom environment ▪ Monitor with ELLCO three times per year ▪ Design bilingual support material for field trips aligned with thematic units ▪ Select materials, pictures, labels, and realia to support thematic units ▪ Schedule visits and performances ▪ Deliver *Making Books with Children* workshop at a family literacy night (bilingual) ▪ Provide parent literacy training on the RTTT at family literacy night (bilingual) ▪ Select and order books and send home to families	January 2009, Fall 2009 - Fall 2010 Ongoing Ongoing Annually Annually Annually Annually Annually	Teachers & Literacy Coaches Mika, Assessors Anderberg Literacy Coaches & Teachers Project Manager Anderberg Ruby & Anderberg Anderberg, Project Manager, & Teachers

APPENDIX D: Vitae and Job Descriptions

Literacy Coach Job Description

Definition:

A Literacy Coach is an individual who has a very strong background in both theory and the research-based practice of literacy education (oral language development, reading and writing, and assessment) of young children (grades N-3). In addition, a Literacy Coach demonstrates the ability to share that knowledge and experience with their colleagues in an effective way.

Major Roles & Responsibilities

- ✓ Assume a leadership role in improving children's chances for achieving their maximum literacy potential.
- ✓ Hold high expectations for early childhood professionals and their students.
- ✓ Make ongoing classroom visitations to be able to perform the duties of Literacy Coach.
- ✓ Provide demonstration teaching and classroom coaching in instructional practices of Scholastic Early Childhood Program curriculum.
- ✓ Provide content knowledge and resources about learning and teaching literacy – including:
    - teaching strategies;
    - assessment techniques;
    - assessment of early reading and writing skills;
    - interpretation of assessment results;
    - classroom routines; and
    - practices that promote literacy, etc.
- ✓ Provide formal and informal professional development related to research, standards, and practice for classroom teachers through various activities such as:
    - individual discussions (informal and formal);
    - coaching sessions;
    - demonstration lessons with pre- and post-discussion/analysis;
    - study groups;
    - staff meetings;
    - professional development and/or in-service training programs; and
    - workshops.
- ✓ Conduct assessments and collect data as defined in CPEL Plan.
- ✓ Assist classroom teachers in assessing pre-reading difficulties and planning appropriate instruction.
- ✓ Support to sites in parent education and family literacy initiatives related to the reading intervention program.
- ✓ Facilitate collaborative teacher and administrator analysis, discussions and use of student work, performance assessment data and observational data in relation

to scientifically based reading research and developmentally-appropriate practices in emergent literacy.

- ✓ Attend and participate in ongoing professional development for Teachers/Assistants, including Summer Institutes.
- ✓ Attend and participate in ongoing professional development for Literacy Coaches as directed.
- ✓ Maintain paperwork consistently, appropriately and in a timely manner and prepare reports and other documents for the Project Director related to work activities as directed.
- ✓ Act as link between school personnel and other literacy professionals/resources.
- ✓ Meet weekly with Project Director to review performance indicators and design professional development activities in relation to site-specific needs.
- ✓ Maintain the confidentiality of schools, teachers, and classrooms.
- ✓ Exemplify collegial behavior and a commitment to teamwork.
- ✓ Present a courteous and professional demeanor and appearance at all times.
- ✓ Model the characteristics of a reflective professional who monitors and evaluates one's own professional activities with the goal of continual growth and development.
- ✓ Ask for help and resources when needed.
- ✓ Be prepared and on time in schools and at CPEL activities.
- ✓ Keep abreast of current research-based literacy practices.
- ✓ Obtain prior approval from the Project Director ***before*** distributing written communication and other media.

Minimum Qualifications

At a minimum, Literacy Coaches will have a master's degree in Early Childhood Education, or a related field with experience teaching in an early childhood setting, and successful supervision, coaching, or mentoring of early childhood teachers. A bachelor's degree in ECE, education or a related field with progressively responsible professional teacher training experience will be considered. Successful candidates will also have exceptional oral and written communication skills, strong interpersonal and organizational skills, including experience interacting and working with members of diverse cultural communities. Proficient use of Microsoft Office 2003 (Word, Excel, & PowerPoint, Outlook) is required.

Desired Qualifications: Bilingual (English & Spanish and must able to write and speak in both languages), and ability to maintain confidential information. Prefer candidates to have membership and/or affiliation with National Association of the Education of Young Children (NAEYC).

Literacy Coaches will take part in an extensive orientation designed to ensure they understand the goals and requirements of the Early Reading First initiative, the essential components of CPEL professional development, and their responsibilities as Coaches.

In addition, the qualities that are most evident in those individuals who are likely to be successful Literacy Coaches are:

- Comprehensive knowledge about the content and methodology to effectively balance pre-school literacy instruction as it is expressed in key areas identified by the National Reading Panel, the Connecticut Preschool Frameworks and other seminal research documents
    - oral language
    - phonemic awareness
    - comprehension
    - vocabulary
    - early literacy environment
    - motivation and background knowledge
- Experience in assessing student skills and knowledge in early reading and writing, using a variety of formal and informal assessment tools.
- Experience in using assessment results to guide instruction.
- Knowledge of successful techniques in classroom management and instructional planning for effective literacy instruction.
- In-depth knowledge of significant topics related to early literacy, such as children's literature and contemporary research in reading instruction.
- Experience and personal characteristics that predict success in working with professionals who have various levels of responsibility for literacy education.
- Experience and personal characteristics that predict success in coaching other professionals with varying levels of experience and knowledge.
- Experience and personal characteristics that predict success in acting as a resource for literacy educators.

Evaluation:
The work of a Literacy Coach will be evaluated by the CPEL Project Investigators. Substantive information from the Literacy Coach and from appropriate personnel in CPEL schools will be considered as part of the evaluation process.

Abbreviated Vita for Maureen McSparran Ruby, D.M.D., Ph.D.
Department of Education, Eastern Connecticut State University
83 Windham Street, Willimantic CT 06226
(860) 465-0659

CURRENT POSITION

Assistant Professor; Department of Education; Eastern Connecticut State University

EDUCATION

Ph.D., Special Education, Department of Educational Psychology, University of Connecticut (8/07)
Area of Emphasis: Reading and Learning Disabilities; Teacher Education; English Language Learners
M.S. Education, Department of Elementary Education, Southern Connecticut State University (1/96)
Elementary Teaching Certification, K-6, State of Connecticut (1995)
D.M.D., Doctorate in Dental Medicine, University of Connecticut School of Dental Medicine (5/82)
M.S. - Materials Science: Polymers, University of Connecticut Institute of Materials Science, (5/78)
B.S. - Biological Sciences, University of Connecticut, (5/77)

EMPLOYMENT

Asst. Professor, Education; Eastern Connecticut State University, Willimantic, CT (Appointed 1/07)
Reading First External Literacy Facilitator, State of CT Dept. of Education (8/04 – 12/06)
Adjunct Professor, Southern Connecticut State University, *Department of Special Education and Reading, Department of Elementary Education* **(1997 - present)**
CT READS External Literacy Facilitator, Reading Excellence Act Grant, State of CT (8/01 - 6/04)
Educational Consultant, Red Gem Educational Services (2000 – present)
Research Consultant, Haskins Laboratory, New Haven, CT (2001-2002): Assistant to Anne Fowler, Senior Research Scientist; Early Reading Success
Elementary Education Teacher: 1994-2001; Grades K, 1, & 3

PUBLICATIONS

Coyne, M. D., Zipoli, R. P., & **Ruby, M. F.** (2006). Beginning reading instruction for students at-risk of reading disability: What, how, & when. *Intervention in School & Clinic, 41* (3), pp.161-168.

Coyne M. D., Chard, D. J., Zipoli, R. P., **Ruby, M. F.** (2007). Effective strategies for teaching reading comprehension. In M. D. Coyne, E. J. Kame'enui, & D. W. Carnine (Eds.), *Effective teaching strategies that accommodate diverse learners* (3rd ed., pp. 79-102). Upper Saddle River, NJ: Merrill.

Ruby, M. F., Zipoli, R. P., & Coyne, M. D. (2007). Effective strategies for teaching beginning reading: Reflection and application. In M. D. Coyne, E. J. Kame'enui, & D. W. Carnine (Eds.), *Effective teaching strategies that accommodate diverse learners* (3rd ed., pp. 70-73). Upper Saddle River, NJ: Merrill.

Zipoli, R. P., **Ruby, M. F.,** & Coyne, M. D. (2007). Effective strategies for teaching reading comprehension: Reflection and Application. In, M. D. Coyne, E. J. Kame'enui, & D. W. Carnine (Eds.), *Effective teaching strategies that accommodate diverse learners* (3rd ed., pp. 103-106). Upper Saddle River, NJ: Merrill.

Ruby, M. F., & Zipoli, R. P. (2007). Effective strategies for teaching writing: Reflection and application. In M. D. Coyne, E. J. Kame'enui, & D. W. Carnine (Eds.), *Effective teaching strategies that accommodate diverse learners* (3rd ed., pp. 131-135). Upper Saddle River, NJ: Merrill.

Woodward, J. P., Zipoli, R. P., & **Ruby, M. F.** (2007). Effective strategies for teaching mathematics: Reflection and application. In M. D. Coyne, E. J. Kamee'nui, & D. W. Carnine (Eds.), *Effective teaching strategies that accommodate diverse learners* (3rd ed., pp. 163-168). Upper Saddle River, NJ: Merrill.

Ruby, M. F., & Zipoli, R. P. (2007). Effective strategies for teaching science: Reflection and application. In M. D. Coyne, E. J. Kame'enui, & D. W. Carnine (Eds.), *Effective teaching strategies that accommodate diverse learners* (3rd ed., pp. 194-198). Upper Saddle River, NJ: Merrill.

Zipoli, R. P., & **Ruby, M. F.** (2007). Effective strategies for teaching social studies: Reflection and Application. In, M. D. Coyne, E. J. Kame'enui, & D. W. Carnine (Eds.), *Effective teaching strategies that accommodate diverse learners* (3rd ed., pp. 226-230). Upper Saddle River, NJ: Merrill.

Ruby, M., Appleton-Smith, L. (2007). Oh my! It must be the sky!; A teacher's guide. Lyme, New Hampshire: Flyleaf Publishing. (**This is one example of 21 teacher guides published by Flyleaf Publishing.)*

***In preparation* (selected)**

Haynes, N., **Ruby, M.**, & Morano, N. (**accepted** for publication) *Early Literacy Development* . Thousand Oaks, California: University Press.

Coyne M. D., Zipoli, R. P., Chard, D. J., & **Ruby, M. F.** (**accepted** for publication). Direct instruction of comprehension for struggling readers. (in preparation). *Reading & Writing Quarterly.*

Coyne, M.D., McCoach, D.B., Loftus, S., Zipoli, R., **Ruby, M.**, Crevecoeur, Y. & Kapp, S. (in preparation). *Direct vocabulary instruction in kindergarten: Investigating transfer effects.*

PEER REVIEW ACTIVITIES (selected)

Peer Reviewer	*TEACHING Exceptional Children* and *TEACHING Exceptional Children Plus*
Peer Reviewer	*Journal of Advanced Academics* (*JAA*) (focuses on research that supports and enhances advanced academic achievement for students of all ages)

RESEARCH EXPERIENCE (selected)

Research Coordinator, Project Early Reading Intervention: Examination of Curriculum Efficacy, Durability, Replicability, and Intensity. (2006-2010). U. S. Department of Education, Institute of Education Sciences, Early Intervention and Assessment for Young Children with Disabilities (Goal 3 – Efficacy). $2,885,628. (Co-PIs, Deborah Simmons, Texas A&M University, & Michael Coyne, University of Connecticut)

Research Coordinator, Project VITAL: Vocabulary Intervention Targeting At-risk Learners. (2006-2010). U. S. Department of Education, Institute of Education Sciences, Reading Comprehension Research (Goal 2 – Development). $685,623. (PI, Michael Coyne, University of Connecticut)

External Evaluation Team Member, University of Connecticut (11/05 – 7/06)
Evaluated the 2005 – 2006 PEAC Program, a grant-funded program to promote the development of literacy skills among at-risk primary students from a high risk urban school

Consultant: Haskins Laboratory-Early Reading Success (2002-2003)
Collaborated with Dr. Anne Fowler on research projects. Preparation of Teacher Professional Development Modules/Materials for Early Literacy.

Early Literacy Evaluator: Project Stars Team (2002-2003)
Student and Program Assessment

Literacy Consultant: Connecticut Foundation (2002-2003)
Early Literacy Project: MotherRead/FatherRead.

Research Team Member, Center for Behavioral Education & Research (CBER): Promoting Academic & Behavioral Supports. Department of Educational Psychology, Neag School of Education, University of Connecticut. School-wide Reading Projects.

Research Team Member, Center for Community and School Action Research (CCSAR), Southern CT State University: Study of the early language and literacy practices of early childhood educators: Program to provide and study impact of research-based, credit-bearing professional development to 280 preschool teachers and their supervisors on early childhood professionals and children.

UNIVERSITY TEACHING (selected)

Eastern Connecticut State University, *Department of Education*

- RLA 513 Reading: Process, Development, and Teaching of Reading
- RLA 515 Early Literacy
- RLA 517 Assessing and Correcting Problems in Reading
- RLA 518 Advanced Assessment and Correction of Problems in Reading
- RLA 520 Seminar in Coaching (Summer 08)
- RLA 535 Literacy for Second Language Learners 1(Summer 08)

Southern Connecticut State University, *Dept.of Special Education and Reading; Elementary Ed*

- SED 365: Principles of Academic Assessment & Remediation for Exceptional Individuals
- SED 435: Language Arts for Exceptional Individuals
- SED 554 The At-Risk Child in the Early Elementary Grades: Instruction and Assessment
- EDU 515 Trends in Elementary Mathematics
- EDU 573 Language Arts: A Developmental Approach
- EDU 599 Institute in Urban Education
- EDU 399 LEEP: Literacy Environment Enrichment Program

PROFESSIONAL PRESENTATIONS (selected)

Ruby, M. F. (2008, May). *Understanding Reading Difficulties and Disabilities: Monitoring Your Child's Progress.* Presentation at SEPTA; Orange, CT.

Ruby, M. F. (2008, March). *The Role of Teacher Knowledge: Developing phonemic awareness and alphabetic skills in at-risk Kindergartners.* Paper presented at New England Educational Research Organization Annual Conference; Hyannis, Massachusetts.

Ruby, M. F. (2008, March). *The Role of Teacher Knowledge: Developing phonemic awareness and alphabetic skills in at-risk Kindergartners.* Poster presented at CEC Research Conference; Boston.

Simmons, D., Coyne, M., Hagan-Burke, S., Kwok, O., **Ruby, M.,** Lentini, A., Crevecoeur, Y., Simmons, L., Johnson, C., & Zou, M. (2008, March). *An Examination of the Efficacy of the Early Reading Intervention Program in Real-School Contexts: A Randomized Field Trial of Response to Intervention.* Annual Meeting of the American Educational Research Association; New York City.

Ruby, M. F. (2008, January). *Video Analysis of Comprehension through Vocabulary Application: K-12 Teachers and Coaches*; BOCES, Suffolk County, Long Island, New York.

Crevecoeur, Y. C., Coyne, M. D., Loftus, S., Kapp, S., Zipoli, R., **Ruby, M.** (2007, November). *Direct vocabulary intervention in kindergarten: Investigating transfer effects.* Research presented at the sixteenth annual meeting of Learning Disabilities Worldwide Annual Congress, Marlborough, MA.

Ruby, M. F. (2007, November). *Vocabulary: Research to practice in the Early Childhood Classroom: Preschool Literacy;* New Canaan Early Childhood Council, New Canaan, CT.

Ruby, M. F. (2007, August). *RTI's three tiers of involvement: School, parent, child. Response to Instruction (RTI).* Summer Institute, CT International Dyslexia Association; New Haven, CT

Ruby, M. F. (2007, March). *Fostering phonemic awareness in young children.* Presentation at The Early Years Count Conference, Mitchell College , Southeastern CT Association for the Education of Young Children, New London, CT & Connecticut College: Lab School for Young Children , New London

McCombes-Tolis, J., **Ruby, M. F.,** (2006, November). *Response to intervention model: Three tiered instruction and your child's education.* Connecticut Learning Disabilities Association, Hartford, CT.

Ruby, M., (2006, 2005, 2004, 2003) *ELLCO Workshop* for literacy facilitators for state reading grants – pre-school and elementary reading initiatives SERC/ CREC, Central Connecticut State University, New Britain, CT & CREC, Hartford, CT.

Ruby, M. F., (2006, August). *Vocabulary: Research to practice in the 90-minute reading block.* Presentation at Washington State Summer Reading First Institute. Seattle, Washington .

Ruby, M. F. (2006, October). *Vocabulary instruction through storybook reading.* Presentation at the Connecticut Young Association for the Education of Young Children Annual Conference (CAEYC), Gateway Community College, North Haven, CT.

Abbreviated Vita for Ann Anderberg, Ph.D.
Department of Education
Eastern Connecticut State University
83 Windham Street, Willimantic CT 06226
(860) 546-9743

CURRENT POSITION

Assistant Professor (beginning Fall 2008)
Department of Education
Eastern Connecticut State University

EDUCATION

Ph.D., Education, Curriculum and Instruction, University of Connecticut, Storrs, CT (1996)
Concentration: Bilingual, Bicultural Education
Sixth year Diploma, Professional Education, The University of Connecticut, Storrs, CT (1991)
M.A. Linguistics/Language Learning, Clark University, Worcester, MA (1984)
B.A. Hispanic Studies, Connecticut College, New London, CT (1980)
State of Connecticut Teacher Certifications and Endorsements: Spanish 7-12, Elementary, TESOL, Bilingual, Administration.

PROFESSIONAL EXPERIENCE

Windham Public Schools
Director of Grants & Developmental Programs (2002 – 2008)
Administrative responsibility for grant development and management.
Oversight of Developmental Programs for district. Managed a $9.5 million budget.

Windham Public Schools
Director of Bilingual and Developmental Programs, District wide (1997 – 2002)
Administrative responsibility for K-12 Bilingual Program serving 400+ students, supervise 41 classroom teachers. Manage Title 1 program with $1,250,000,000 budget and 2 Federal Title VII grants. District Coordinator for Reading First.

Eastern Connecticut State University
Assistant Professor: Learning & Teaching, School of Education **(Fall 1996)**

Bilingual Teacher, Entry-level ESOL, Foreign Language Instructor, Spanish II (1993 – 1996) Grades 6-8. Participated in team model.
Bilingual Team Leader (1995 – 1996)
Transitional Teacher, Bilingual Program, Grades K-12. (1987 – 1993)
Responsible for entry and exit testing and program compliance. Provided instruction and support for elementary students moving from bilingual to standard curriculum. Designed team teaching alternatives, presented staff development workshops and seminars.

Eastern Connecticut State University
Director, "Partners in Education" Program (1986 – 1987)
Hartford High, Windham High, New London High, Upward Bounds Program

Quinebaug Valley Community College
Director, Center for English as a Second Language (1981 – 1986)
Program design, coordination and instruction of adult ESL Program

RECENT PRESENTATIONS

Sigue Adelante: Leading District Improvement Through Applied Bilingual Research
University of Connecticut 2nd Annual Conference on Leadership in Bilingual Education
November 5, 2005.

Sheltered Instruction Trainer of Trainers
3 Day Workshop for SERC
July 2005

The Progressive Implementation of Technology K-5: Instructional Inquiry
Technology Convention, Philadelphia
June 2005

Data-driven School Improvement
CT State Department of Education
Fall 2004

Starting and Restructuring ESL Programs for ELLs in a School
SERC Conference: Implementing Effective ESL Programs for English Language Learners: The Key Role of the Principal
1/14/2004.

Professional Activities
Southern Connecticut State University: Training for All Teachers Program (TAT) Grant.
Develop and co-author 1.5 million OELA grant: 2007-2011.
Eastern Cohort Coordinator: This grant will support 15 teachers from Windham, Norwich and New London Public Schools for MA degrees in Bilingual or TESOL. I will teach two graduate courses and direct the Community of Practice segment of the project.

ARCTELL Development Faculty 2006-2007
Advanced Alternative Program Certification of Teachers to Become TESOL or Bilingual Teachers
ARCTELL is an innovative program developed for the Connecticut State Department of Education, approved by the Department of Higher Education, and administered by ACES to attract talented, successful Connecticut teachers to a new teaching career as TESOL or Bilingual Teachers. Received NCATE accreditation in September 2007.

Sheltered Instruction Trainer of Trainers: 3 day Workshops 2003-2005
Workshop was 22-30 teachers for 18 hours of training
Empowering English Language Learners and Teachers in the Content Classroom: The SIOP Model
Co-authored workshop and manual for:

Meriden, CT
Stamford, CT
Windham, CT
SERC –state-wide training
Lowell Public Schools, MA (2 workshop cycles)

DOCUMENTATION OF TEACHING ABILITY

Eastern Connecticut State University
Assistant Professor: Learning & Teaching, School of Education (Fall 1996)
Adjunct Professor (1993 – 1996)
EDU 462 Principles and Practices of Teaching Secondary English
EDU 545 Curriculum and Instruction
EDU 300 Learning and Teaching
EDU 425 Seminar in Secondary Teacher Education,
RU 695 Linguistics and assessment for Limited English Proficient Students
EDU 462 Principles and Practices of Teaching English
Also: Student Teaching and field practicum supervision.

ACCREDITATION EXPERIENCE

1999 Southern Connecticut State University TESOL Accreditation by the Connecticut State Department of Higher Education
Visiting Team Member: Review of plan of study, courses and materials, contribute to final written report

2001 Windham Public Schools Natchaug Elementary School NEASC Accreditation
Leadership Team Member: preparation of plan of study, courses and materials

2004 Windham Public Schools Windham High School NEASC Accreditation
Leadership Team Member: preparation of plan of study, courses and materials

2007 Advanced Alternative Program Certification of Teachers to Become TESOL or Bilingual Teachers
Faculty and review team, prepared materials and interviewed with the State Department of Education For Advanced Alternate Route Program Certification

Abbreviated Vita for MICHAEL D. COYNE
Department of Educational Psychology
249 Glenbrook Road, Unit 2064
Neag School of Education
University of Connecticut
Storrs, CT 06269-2064
(860) 486-8326

CURRENT POSITION

Assistant Professor
Department of Educational Psychology
Neag School of Education
University of Connecticut

EDUCATION

Ph.D. Special Education, Literacy
University of Oregon, Eugene, OR
August 2001

M.T. Special Education, Elementary Education
University of Virginia, Charlottesville, VA
May 1994

B.A. Music, Political Science (cum laude)
Williams College, Williamstown, MA
June 1989

PUBLICATIONS

College Texts

Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (in press). *Effective teaching strategies that accommodate diverse learners.* (3rd Ed.). Columbus, OH: Merrill Publishing Company.

Refereed Journal Articles

Coyne, M. D. & Harn, B. (in press). Promoting beginning reading success through meaningful assessment of early literacy skills. *Psychology in the Schools.*

Gersten, R., Fuchs, L. S, Compton, D., Coyne, M. D., Greenwood, C., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71,* 149-164.

Coyne, M. D., Simmons, D. C., Kame'enui, E. J., & Stoomiller, M. (2004). Teaching vocabulary during shared storybook readings: An examination of differential effects. *Exceptionality, 12,* 145-162.

Coyne, M. D., Kame'enui, E. J., & Simmons, D. C. (2004). Improving beginning reading instruction and intervention for students with learning disabilities: Reconciling "all" with "each". *Journal of Learning Disabilities, 37,* 231-239.

Coyne, M. D., Kame'enui, E. J., Simmons, D. C., Harn, B. A. (2004). Beginning reading intervention as inoculation or insulin: An examination of the first grade reading performance of strong responders to kindergarten intervention. *Journal of Learning Disabilities, 37,* 90-104.

Coyne, M. D., Kame'enui, E.J., & Simmons, D.C. (2001). Prevention and intervention in beginning reading: Two complex systems. *Learning Disabilities Research & Practice, 16,* 62-72.

Kame'enui, E. J., Simmons, D. C., & Coyne, M. D. (2000). Schools as host environments: Toward a schoolwide reading improvement model. *Annals of Dyslexia, 50,* 33-51.

Frymier, K., Lloyd, J. W., Kauffman, J., & Coyne, M. (1995). Teacher's perceptions of educational placement decisions for pupils with emotional or behavioral disorders. *Behavioral Disorders, 20,* 106-117.

Chapters

Coyne, M. D., Simmons, D. C., & Edwards, L. L. (2005). Beginning reading instruction. In G. Sugai & R. Horner (eds.), *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy.* Thousand Oaks, CA: Sage.

Edwards, L. L., Simmons, D. C., & Coyne, M. D. (2005). Early literacy. In G. Sugai & R. Horner (eds.), *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy.* Thousand Oaks, CA: Sage.

Coyne, M. D., Simmons, D. C., & Kame'enui, E. J. (2003). Vocabulary instruction for young children at-risk of experiencing reading difficulties: Teaching word meanings during shared storybook readings. In J. F. Baumann & E. J. Kame'enui (eds.), *Vocabulary instruction: Research to practice.* New York, NY: Guilford Publishing Company.

Simmons, D. C., & Kame'enui, E. J., Stoolmiller, M., Coyne, M. D., & Harn, B. (2003). Accelerating growth and maintaining proficiency: A two-year intervention study of kindergarten and first-grade children at risk for reading difficulties. In B. Foorman (ed.), *Preventing and remediating reading difficulties: Bringing science to scale.* Timonium, MD: York Press.

Simmons, D. C., Kame'enui, E. J., Coyne, M. D., & Chard, D. (2002). Effective strategies for teaching beginning reading. In E. J. Kame'enui, D. W. Carnine, R. C. Dixon, D. C.

Simmons, & M. D. Coyne (Eds.), *Effective teaching strategies that accommodate diverse learners.* (2nd Ed.). Columbus, OH: Merrill Publishing Company.

Kame'enui, E. J., Simmons, D. C., & Coyne, M. D. (1999). Urban schools as host environments: Toward a schoolwide reading improvement model. In C. Ciresi (Ed.), *Chicago International Dyslexia Association Conference Commemorative Booklet.* Baltimore, MD: International Dyslexia Association.

EDUCATIONAL CURRICULA

Scott Foresman Early Reading Intervention (with Simmons, D. C., Kame'enui, E. J., Edwards, L. A., & Thomas-Beck, C.)

RESEARCH

Grants Funded

Coyne, M. D. (2003-2006). *Project VITAL: Vocabulary Intervention Targeting At-risk Learners.* U. S. Department of Education, Institute of Education Sciences, Reading Comprehension Research. $685,623.

Coyne, M. D. (2002-2003). *Schoolwide Beginning Reading Training Project.* U. S. Department of Education, $29,569.

Coyne, M. D., & Kame'enui, E. J. (2000-2002). *Project Stepping Stone: Developing Critical Reading Skills for Children at Risk of Reading Disability during the Summer Between*

Kindergarten and First Grade. U. S. Department of Education, Office of Special Education and Rehabilitation, Student Initiated Research. $19,984.

PEER REVIEW ACTIVITIES

Consulting editor	*Journal of Learning Disabilities. Learning Disabilities Quarterly*
Guest reviewer	*Reading Research Quarterly. Remedial and Special Education. Journal of Special Education.*
Grant reviewer	*U.S. Department of Ed., Office of Special Education Programs* *U.S. Department of Ed., Office of Elementary & Secondary Education*

NATIONAL CONFERENCE PRESENTATIONS (selected)

Coyne, M. D., & Edwards, L. L. (2005, April). *Teaching Vocabulary and Comprehension to Students Experiencing Reading Difficulties Through Interactive Storybook Readings.* Paper presented at the Annual Conference of the Council for Exceptional Children, Baltimore, MD.

Coyne, M. D., McCoach, D., & Kapp, S. (2004, December). *Teaching Vocabulary to Kindergarten Students During Shared Storybook Readings.* Paper presented at the National Reading Conference, San Antonio.

Coyne, M. D. (2004, December). *Discussant for Paper Session: Research on Initial Literacy Learners.* National Reading Conference, San Antonio, TX.

Coyne, M. D. & Wolter, R. (2003, April). *Intensive Summer Reading Instruction for Young Students at Risk of Reading Disability.* Paper presented at the Conference of the Council for Exceptional Children, Seattle, WA.

Coyne, M. D. (2002, April). *Beginning Reading Intervention: Inoculation or Insulin.* Invited paper presented at the Annual Meeting of the American Education Research Association, New Orleans, LA.

Coyne, M. D., & Edwards, L. L. (2002, April). *The Spelling-Reading Connection: Effective Strategies for Strategically Integrating Spelling and Reading Instruction.* Paper presented at the Annual Conference of the Council for Exceptional Children, New York, NY.

CONSULTATION (selected)

National Reading First Technical Assistance Centers (November, 2003 – present)
- Reading First consultation

National Institute on Disability and Students Placed at Risk (June, 2003 – present)
- Stafford Faculty Fellow

Maryland Department of Education (March, 2005)
- Maryland Reading First Supplemental and Intervention Program Evaluation

New Hampshire Department of Education (June, 2004)
- New Hampshire Reading First Academy Keynote

U.S. Department of Education (January, 2004 – May, 2004)
- Evaluation of states' K-3 reading standards (RMC Research)

Institute for Development of Educational Achievement, Eugene, OR (September, 2001 – present)
- Institutes for Beginning Reading, Oregon Reading First

North Carolina Department of Education (December, 2003)
- North Carolina Reading First assessment training

Georgia Department of Education (October, 2003)
- Georgia Reading First core program evaluation

Kristine L. Mika, Ph.D.
P.O. Box 536
Marlborough, CT 06447
(860) 537-0884
e-mail: kmika@mikaresearch.com

OVERVIEW

Skilled evaluator with experience in needs assessments, outcome studies, client satisfaction, quality improvement reviews, cost-benefit studies, trend data, assessment tools and surveys, and data collection and analysis.

EDUCATION

1987	**Ph.D.**	School of Education, The University of Michigan, Ann Arbor Educational Psychology, Research Design, Program Evaluation and Measurement
1977	**M.A.**	School of Education, The University of Michigan, Ann Arbor Educational Psychology
1972	**B.A.**	School of Education, The University of Michigan, Dearborn Elementary Education, K-8 Michigan Teaching Certificate

EMPLOYMENT

2003 to Present
Director/Member. Mika Research & Training, LLC, Marlborough, CT
Responsibilities: Director of Mika Research & Training, LLC, a private consultation firm for program evaluation, research, cost effectiveness studies, and needs assessment for education and human services. Also, design, develop and conduct training workshops on program monitoring, evaluation and continuous quality improvement, develop program performance indicator standards, write/collaborate on grants, and monitor projects at single and multiple sites. Areas include: family literacy programs, early childhood programs, programs for young parents and adult education, family resource centers, oral health care coordination, discharge planning, etc.

1999 to 2003
Associate Director. The Village Center for Applied Research & Evaluation, a division of the Village for Families & Children, Inc. Hartford, CT
Responsibilities: Design and conduct evaluations and continuous quality improvement standards in education and social service programs. Additional responsibilities include: write/collaborate on grants, supervise staff, monitor projects and budgets. Areas include: family literacy programs, early childhood

programs, programs for young parents, middle school programs, adoption services, counseling services, family resource centers, etc.

1989-1999 **Research Associate III.** The Village for Families & Children, Inc. Hartford, CT
Responsibilities: Direct activities to design, conduct, and write final reports for research studies and program evaluations both within the agency and through contracts with outside clients.

1988-1998 **Adjunct Professor.** Smith College, Northampton, MA. (1990-1998) and Western Connecticut State University, Danbury, CT (1988-1990)
Responsibilities: Teach research methods course. Supervise Smith Social Work Graduate students on masters' thesis.

1984-1987 **Federal & State Programs Evaluator/District Testing Program Coordinator.** Jackson Public Schools, Jackson, MI.
Responsibilities: Monitor and evaluate federal and state programs and district programs, coordinate district testing program. District representative of state testing task force.

1978-1984 **Statistical Consultant/Teaching Assistant/Research Assistant.** Office of Research Services, School of Education, The University of Michigan. Ann Arbor

Responsibilities: Provide consultation to graduate students and faculty members in research design, analysis and computer analysis programs. Design and conduct teaching and research activities.

1974-1978 **Teacher.** Our Lady of Refuge School. Orchard Lake, MI.

Responsibilities: Conduct 7th and 8th grade teaching activities in science and language arts.

RECENT EVALUATION PROJECTS:

- State evaluator for Connecticut's Even Start programs:
  - Measured quality of family literacy programs
  - Developed the performance indicators and the accountability system
  - Observed program operations (such as interactive literacy activity lessons)
  - Performed program record reviews of early childhood programs
  - Assessed participant gains using the appropriate instruments (including the PPVT)

- Served as primary investigator to the Connecticut Commission on Children on statewide survey of kindergarten teachers regarding school readiness of incoming students.
- Conducted evaluations of projects such as care coordination in social services and oral health.

PROFESSIONAL AFFILIATIONS:
American Evaluation Association
American Educational Research Association
Connecticut Association of Adult and Continuing Education
National Even Start Association
National Council on Family Literacy
National Association for the Education of Young Children

COMMITTEE MEMBERSHIPS:
Fahs-Beck Fund Committee Member
Advisory Committee for Career and Adult Education Professional Development
Advisory Council for the Waterbury Foundation's Early Childhood Literacy Initiative

CERTIFICATIONS: CSDE ECERS-R
Motheread
Human Participant Protections Education for Research Teams

Community Partners for Early Literacy Partnership Agreement

Windham Public Schools is partnering with Eastern Connecticut State University and Eastern's Child and Family Development Resource Center on a grant proposal for Early Reading First. If funded, the Community Partners for Early Literacy (CPEL) project would last from September 2008 through August 2011. The goals of the project are to:

1. Increase the time spent in high-quality, systematic literacy instruction in order to improve children's skills in the five areas linked to literacy success: oral language, phonological awareness, print awareness, alphabetic knowledge, and early writing/inventive spelling.
2. Improve the language and literacy environment at home and school.
3. Provide classroom-focused professional development experiences that enhance teachers' abilities to systematically and intentionally support and monitor children's language and literacy skills.
4. Improve children's language and literacy skills to ensure their ongoing success.

Should the proposal be funded, I agree to participate in the project in the following ways:

- Work with a literacy coach who will spend one morning a week in my classroom to support children's language and literacy skills.
- Attend professional development workshops twice a month during the school year, beginning in January of 2009 (a substitute teacher will cover my class).
- Implement the Scholastic Early Childhood Program in my classroom in Year 2 (2009-2010). *(Windham Early Childhood Center only.)*
- Provide feedback to Eastern's Research Team at the end of Year 2 about Scholastic and assist in the curriculum plans for Year 3. *(Windham Early Childhood Center only.)*
- Participate in the Read Together, Talk Together program for home literacy.

- Allow researchers access to my classroom three times a year to assess the classroom literacy environment using the ELLCO.
- Allow researchers access to my students each fall and spring for the purposes of administering assessment tools (both parents and children will be asked to provide consent).
- Allow myself to be periodically videotaped in the classroom for both research purposes and for my own reflective practice and discussions with my literacy coach.

I understand that I can expect to receive the following benefits for participating in the project:

- Improved knowledge and skills in supporting children's language and literacy.
- Training in how to assess children's literacy skills and how to make changes in my classroom to address needs identified through the assessment process.
- One-on-one support from a trained literacy coach, including support in viewing and reflecting on videos of my teaching practices.
- Either 6 college credits (graduate or undergraduate) or 9 CEUs for participating in all professional development activities.
- Resources to purchase books and materials for my classroom to support literacy.
- Materials and events—including family literacy events and excursions—to help parents support their children's literacy development at home.
- Books for each child in my class to take home to keep.
- A laptop computer for my classroom to be used for collecting assessment data, participating in threaded discussions on literacy topics with other teachers, researching literacy topics for professional development, and gathering information to supplement the literacy curriculum.
- A digital camera with video recording capacity to document children's progress in language and literacy development.

By signing below, I certify that I understand the goals of the Community Partners for Early Literacy project and the benefits to myself and the children in my class. I agree to participate under the terms outlined above.

Printed Name and Position (Title)	School	Signature
1. Claudia Abera Teacher	CFDRC	(b)(6)
2. Amy Burns U.A.	CFDRC	
3. Elizabeth Hillegas	CFDRC	
4. Patricia M. Gardner teacher	CFDRC	
5. MARCUS HOLTHOFF TEACHER	CFDRC	
6. Abigail Calvert, UA	CFDRC	
7. Sofia Cortez-Gómez	CFDRC	
8. Patrice Ramm	CFDRC	
9. Alicia Rivera	W.E.C.C.	
10. Valerie Gaulin	WECC	
11. Maria C Torres	WECC	
12. Ana Figueroa	WECC	
13. Elisabeth Martin	WECC	
14. Debbie Valentin-Juarez	WECC	
15. JoAnne Hokanson	WECC	
16. Karen DelMastro	WECC	
17. Marta Gonzalez	WECC	
18. WildaLiz De Jesus	WECC	
19. Haydee Ramos	WECC	

20. Glenda Boggs	WECC	(b)(6)
21. John Fortunato	WECC	
22. Estelle Booty	WECC	
23. Kimberly Barthe	WECC	
24. Alixi Carrganis	WECC	
25. Maria D. Rojas	WECC	
26. Martha Krug	WECC	
27. Bobby du Bouz	WECC	
28. Ann Mathews	WECC	
29. Tracy A. Perez	WECC	
30. Moira Allen	WECC	
31. Maria Rano	WECC	
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41.		

I support the participation of my program in the Community Partners for Early Literacy project. I will support my staff in participating as outlined above, including allowing them release time to attend professional development activities (grant funds will pay for substitutes to cover their classrooms), and welcoming literacy coaches into our program. I agree to meet at least quarterly with the principal investigators to review project progress, discuss areas of concern, and share ideas for project improvement. I also agree to allow assessors and evaluators access to observe and videotape our classrooms and to assess children, and to assist in obtaining parent permission for these activities.

Mary Jane Crotty
Director of Early Childhood
Windham Public Schools

Jamie Klein, Director
Child and Family Development Resource Center
Eastern Connecticut State University

ORIGINAL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN #: 06-1277820

DATE: May 31, 2007

INSTITUTION:
Eastern Connecticut State University
83 Windham Street
Willimantic CT 06226-

FILING REF.: The precedi:
Agreement was dated
NONE

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: FACILITIES AND ADMINISTRATIVE COST RATES*

RATE TYPES: FIXED FINAL PROV.(PROVISIONAL) PRED.(PREDETERMINED)

TYPE	EFFECTIVE PERIOD FROM	TO	RATE(%)	LOCATIONS	APPLICABLE TO
PROV.	04/01/07	UNTIL AMENDED	69.0	On-Campus	All Programs
PROV.	04/01/07	UNTIL AMENDED	30.3	Off-Campus	All Programs

*BASE:
Direct salaries and wages including all fringe benefits.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **5715-Mandatory_budget_narrative_080604.doc**

1. PERSONNEL

a. Co-PIs: Dr. Maureen Ruby: 50% effort to design/lead English PD sessions, supervise 3 literacy coaches, oversee SECP implementation, and coordinate with external evaluators. **Dr. Ann Anderberg**: 50% effort to design and lead Spanish-language PD sessions, implement RTTT curriculum and family literacy component, design and implement English language acquisition plan, supervise bilingual classroom literacy coach, and coordinate with Windham's Reading First initiative. Funds are requested to pay adjuncts to cover 12 faculty load credits (flcs) per PI: $1362[1] x 24 = $32,688 YR1. $1423 x 24 = $34,152 YR2. $1487 x 24= $35,688 YR3.

b. Co-PIs during Wintersession/summer work: $1368 x 9 flcs ea = $24,624 YR1. $1430 x 9 flcs = $25,740 YR2. $1494 x 9 flcs = $26,892 YR3.

c. Project Manager: 100% effort to manage day-to-day operations, oversee the budget, manage reporting requirements, coordinate project meetings/PD sessions/family nights, identify and coordinate substitute teachers, arrange child care for family literacy nights and supervise staff. Admin IV salary[2]: $71,413. Start date 11/1/08 = 83.33% of full year = $59,273 YR1. 5% annual raise = $74,984 YR2 and $78,733 YR3.

d. 4 Literacy Coaches: 100% effort to provide in-classroom support to teachers, support family literacy, conduct home visits. Salary: $65,000 x 4 = $260,000. Start date 12/1/08 = 75% of YR1 = $169,000 YR1 salary cost. Annual raise 5% = $273,000 YR2 and $286,650 YR3.

e. ECE Faculty Consultants to provide consultation on program design, professional development content, and curriculum implementation. $1609 x 9 flcs = $14,481 YR1. $1681 x 9 = $15,129 YR2. $1757 x 9 = $15,813 YR3.

f. Secretary: 50% time to process paperwork, prepare training binders, order supplies, provide clerical support to 7 staff, etc. Salary: $21,489. Start date 11/1/08 = 83% of YR1 = $17,836 YR1. 6% annual raise = $22,778 YR2 and $24,145 YR3.

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[1] Faculty and adjunct rates per CSU-AAUP Collective Bargaining Agreement 2007-2011.
[2] Manger and coach salaries based on midpoint of salary range specified in CSU-SUOAF Collective Bargaining Agreement 2007-2011.

g. 3 **Student Videographers** to videotape classroom teachers and edit video footage for research/assessment/training/dissemination purposes. 15 hrs/wk x 26 weeks @ $10/hr x 3 students = $11,700 YR1. 36 wks x $10.50/hr = $17,010 YR2. 36 wks x $11/hr = $17,820 YR3.

h. Substitutes when CFDRC teachers attend workshops: 45 hrs training x 10 staff attending @ $13/hr = $5,850 YR1. 54 hrs @$13.50/hr = $7,290 YR2. 54 hrs @$14/hr = $7,560 YR3.

i. Child care for 2 family literacy nights: 2 hrs x 4 staff @ $15/hr x 2 x 3 sites = $720 YR1-YR3.

Total Personnel: $362,172 YR1; $470,803 YR2; $494,021 YR3

2. FRINGE BENEFITS

Benefit rates depend on retirement and medical plans selected by individuals after being hired. Rates for new hires are estimated a little high to prevent going over-budget. Dr. Ruby and Dr. Anderberg: 18.53% of $24,624 = $4,563. Adjunct faculty covering Dr. Ruby's and Dr. Anderberg's classes: 18.53% (est.) of $32,688 = $6,057. Project Manager: 42% (est.) of $59,273 = $24,895. Literacy Coaches: 42% (est.) of $169,000 = $70,980: ECE Faculty Consultant: 18.53% of $14,481 = $2,683. Secretary: 60% (est.) of $17,836 = $10,702. Substitute teachers: 7.74% of $5,850 = $453. Same rates apply Years 2 and 3.

Total Fringe Benefits: $131,308 YR1; $174,342 YR2; $183,115 YR3

3. TRAVEL

a. Professional conferences to present & update knowledge of SBRR. 1 PI: IRA Conference in Minneapolis: $610 registration, $800 air, 5 days @ $185 + $48 travel day GSA rate = $2,383. 1 PI: TESOL conference in Denver: $250 registration, $500 air, 4 days @ $189 + $36.75 travel day = $1,543. Both PIs: NAEYC conference in Dallas: $289 registration, $600 air, 4 days @ $168 + $44.25 x 2 = $3,299. YR1 total = $7,225. Years 2 & 3: PIs 2 conferences each, Literacy coaches & Project Manager 1 ea. @ $1858 trip (est.) x 9 = $16,722 YR2-YR3.

b. Required TA meeting in DC for PIs, Project Manager, and 2 staff per site: $500 airfare from Hartford + 2 days @$265 hotel/food + $48 travel day x 9 = $9,702 YR1-YR3.

c. Travel for literacy coaches to present at local conferences and stay updated on best practices

in coaching/adult education. Ex: CT AEYC conf in Cromwell CT: $150 registration (est.) + 62 mi @ $.505 x 4 coaches = $725 YR1-YR3.

Total Travel: $17,652 YR1; $27,149 YR2; $27,149 YR3

4. EQUIPMENT

a. Computers and printers for 6 new staff: $1300 x 6 = $7,800 YR1.

b. Classroom laptops for collecting assessment data, participating in threaded discussions on literacy, researching literacy topics for professional development, and gathering information to supplement the literacy curriculum, plus a printer/scanner for printing materials and documenting children's early writing samples. $1600/laptop + $300/printer x 15 rooms = $28,500 YR1.

c. Digital cameras with the capacity to take short video clips for each teacher/assistant to document children's progress in oral and written language. $250/camera x 41 staff = $10,250 YR1. Replace damaged/lost cameras: $200 YR2; $400 YR3.

d. Camcorders & tripods for filming teachers in their classrooms to support reflection and improvements in teaching practices. $700 x 5 = $3,500 YR1. Replacement: $700 YR3.

e. Professional-grade video camera ($3,500), tripod ($1,000), and 2 wireless microphones ($300 each) to enable videotaping teachers for evaluation and assessment. Total = $5,100 YR1.

f. Two **LCD projectors** @ $1000 will be purchased for use in PD workshops = $2,000 YR1.

Total Equipment: $57,150 YR1; $200 YR2; $1,100 YR3

5. SUPPLIES

a. Curricula: SECP (bilingual) for each WPS classroom plus one for PIs/coaches. $2600 x 13 = $33,800 YR1. **Read Together, Talk Together** (RTTT - home literacy) for all classrooms plus two for PIs and coaches. English version: $259.50 + Spanish: $103.50 x 17 = $6,171 YR1.

b. Family Literacy Lending Kits (incl. tape player for listening to demonstrations of dialogic reading) to support RTTT. $20 player + $10 bag x 5 kits x 15 rooms = $2,250 YR1. Books for kits: $10 x 40 books x 15 rooms = $6,000 YR1. Replacements = $1,750 YR2-YR3.

c. Books for home libraries: $6.25 x 4 books x 253 children = $6,325 YR1-YR3

d. $1000 per classroom to build a comprehensive **classroom library** to ensure a literacy-rich environment, and $1000 per room for materials & consumables to support literacy activities and enhance children's background knowledge. $2000 x 15 = $30,000 YR1-YR3.

e. Professional books for project staff: $150 x 7 staff = $1,050 YR1-YR3.

f. Testing materials for 253 children 2x/yr: PPVT-III and EVT: 6 kits @ $620 + 5 sets of forms @ $145 = $4,445; PALS: 6 kits @ $75 + 7 sets of forms@ $20 = $590; Concepts about Print: 6 kits @ $55 = $330; HOME: $40 manual x 6 coaches/PIs + $25 for 50 forms 2x/yr= $290. ELLCO for 15 classrooms 3x/yr: 3 kits @$50 + 6 5-packs @ $25 = $300. Total YR1 = $5,655. Replacement forms = $2,230 YR2-YR3.

g. Training materials: 7 binders @ $6 x 50 teachers/ project staff = $2,100 YR1. Books: $150 x 50 = $7,500 YR1-YR3. Training materials for assessors: $50 x 6 = $300 YR1.

h. Bookcases and Circle Time rugs for classrooms: $250 x 15 = $3,750 YR1.

i. General **office supplies:** $30/mo x 8 staff = $2,880 YR1-YR3.

k. Videotapes to film participating teachers for evaluation, assessment, coaching, and training purposes: $10/mo x 10 mos x 15 classrooms = $1,500 YR1-YR3.

Total Supplies: $109,581 YR1; $53,235 YR2; $53,235 YR3

6. CONTRACTUAL COSTS

a. Evaluation: Dr. Michael Coyne to oversee the hiring and training of assessors: 5 days at $1000 = $5000 YR1-YR3. **Assessors:** 1.25 hrs testing 2x/yr x 253 children + 1.25 hrs ELLCO 3x/yr & 2 hrs fidelity observations 3x/yr x 15 rooms = 778.75 hrs @$15/hr = $11,681 YR1-YR3. 12 training hrs x 6 assessors @$15/hr = $1,080 YR1. **Dr. Kristine Mika** to design teacher evaluation/fidelity tools, process/interpret data, evaluation reporting = $90,000 YR1-YR3.

b. Storytellers for family literacy nights: $500 x 3 locations x 2 nights = $3,000 YR1; 3 nights = $4,500 YR2 & 3.

c. Curriculum supplementation to support background knowledge acquisition (musicians, community presenters related to curriculum themes): 4 x 3 sites x $500 = $6,000 YR2 & 3.

d. Contract with WPS for personnel costs: i) Substitutes for staff to attend workshops: 7 subs x 9 days @ $70/day = $4,410. ii) Payment for teachers to attend summer PD: 18 hrs x 16 staff @$30/hr = $8,640. Fringe rate 24% = $2,073. iii) Assistants to attend summer PD: 18 hrs x 16 staff @$15/hr = $4,320. Fringe rate 24% = $1,037. YR1 total = $20,480. YR2: Subs 15 days @ $73.50; teachers 12 hrs @ $31.50; assistants 12 hrs @ $15.75. YR2 total = $18,967. YR3: Subs 15 days @ $77; teachers 12 hrs @ $33; assistants 12 hrs @ $16.50. YR3 total = $19,870.

Total Contractual: $131,241 YR1; $136,148 YR2; $137,051 YR3

8. OTHER EXPENSES

a. Refreshments for family literacy nights: $700 x 3 sites x 3 nights/YR= $6,300 YR1-YR3.

b. Advertising for new positions: $2,000 YR1 for small display ad in Hartford Courant.

c. Family literacy excursion to improve background knowledge and family involvement: buses @ $500 + $8 per person x 100 = $1300 YR1-YR3. **Field trip** tied to SECP to increase background knowledge: buses $1000 + $5 x 203 WPS children = $2,015 YR2 & 3.

d. Tuition/CEUs as incentive for attending workshops: CEUs for 10 staff (est.) @ $60 = $600 YR1-YR2. 21 staff (est.) undergraduate credit @ $1008 = $21,168 YR1; $1088 x 21= $22,848 YR2. 10 staff (est.) graduate credit @ $1985 = $19,850 YR1; $2,144 x 10 = $21,440 YR2.

CEUs for all staff in Year 3: 41 x $60 = $2,460 YR3.

e. Postage: $500 YR1-YR3. **Duplication** costs: $100/month = $1200 YR1-YR3.

Total Other: $52,918 YR1; $55,903 YR2; $13,775 YR3

9. TOTAL DIRECT CHARGES **$862,022 YR1; $917,780 YR2; $909,446 YR3**

10. INDIRECT (Federally negotiated rate: 69% of salary/fringe)

Year 1: 69% x $493,480. Year 2: 69% x $645,145. Year 3:69% x $677,136.

Total Indirect: $340,501 YR1; $445,150 YR2; $467,224 YR3

12. TOTALS **$1,202,523 YR1; $1,362,930 YR2; $1,376,670 YR3**

Three-Year Total: $3,942,123