# U.S. Department of Education

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

# APPLICATION FOR GRANTS UNDER THE

**EARLY READING FIRST**
**CFDA # 84.359B**
**PR/Award # S359B080041**
**Grants.gov Tracking#: GRANT00473289**

Closing Date: JUN 10, 2008

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

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

## Application for Federal Assistance SF-424

Version 02

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

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

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 06/10/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

* a. Legal Name: Hamilton County Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 62-6000638

* c. Organizational DUNS: 112947341

**d. Address:**

* Street1: 3074 Hickory Valley Road
Street2:
* City: Chattanooga
County: Hamilton
* State: TN: Tennessee
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 37421

**e. Organizational Unit:**

Department Name:

Division Name:

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

Prefix: Dr.
* First Name: Brenda
Middle Name:
* Last Name: Benford
Suffix:

Title: Director of Pre-Kindergarten Programs

Organizational Affiliation:

* Telephone Number: 423-209-8563
Fax Number: 423-209-8494

* Email: benford_b@hcde.org

## Application for Federal Assistance SF-424

Version 02

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

B: County Government

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.):**

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

Hamilton County's "Great Beginnings" Early Literacy Initiative (More information contained in Abstract)

Attach supporting documents as specified in agency instructions.

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

## Application for Federal Assistance SF-424

Version 02

**16. Congressional Districts Of:**

* a. Applicant: TN-003
* b. Program/Project: TN-003

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

**17. Proposed Project:**

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

**18. Estimated Funding ($):**

| | |
|---|---|
| * a. Federal | 3,976,235.10 |
| * b. Applicant | 0.00 |
| * c. State | 0.00 |
| * d. Local | 0.00 |
| * e. Other | 0.00 |
| * f. Program Income | 0.00 |
| * g. TOTAL | 3,976,235.10 |

*** 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: Jim

Middle Name:

* Last Name: Scales

Suffix:

* Title: Supeintendent of Schools

* Telephone Number: 423-209-8600 Fax Number:

* Email: scales_j@hcde.org

* Signature of Authorized Representative: Brenda Benford * Date Signed: 06/10/2008

Authorized for Local Reproduction

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

**Application for Federal Assistance SF-424** Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

# Attachments

AdditionalCongressionalDistricts

| File Name | Mime Type |
| --- | --- |

AdditionalProjectTitle

| File Name | Mime Type |
| --- | --- |

**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Hamilton County Department of Ed...

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 | $ 681,000 | $ 708,240 | $ 736,569 | $ 0 | $ 0 | $ 2,125,809 |
| 2. Fringe Benefits | $ 154,000 | $ 187,400 | $ 194,896 | $ 0 | $ 0 | $ 536,296 |
| 3. Travel | $ 10,000 | $ 10,000 | $ 10,000 | $ 0 | $ 0 | $ 30,000 |
| 4. Equipment | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 5. Supplies | $ 165,000 | $ 45,000 | $ 20,000 | $ 0 | $ 0 | $ 230,000 |
| 6. Contractual | $ 233,800 | $ 238,300 | $ 221,050 | $ 0 | $ 0 | $ 693,150 |
| 7. Construction | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 8. Other | $ 88,000 | $ 88,000 | $ 88,000 | $ 0 | $ 0 | $ 264,000 |
| 9. Total Direct Costs (lines 1-8) | $ 1,331,800 | $ 1,276,940 | $ 1,270,515 | $ 0 | $ 0 | $ 3,879,255 |
| 10. Indirect Costs* | $ 33,295 | $ 31,922 | $ 31,762 | $ 0 | $ 0 | $ 96,979 |
| 11. Training Stipends | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 12. Total Costs (lines 9-11) | $ 1,365,095 | $ 1,308,862 | $ 1,302,277 | $ 0 | $ 0 | $ 3,976,235 |

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)
Approving Federal agency: [ ] ED [X] Other (please specify): Tennessee Department of Education
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] 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<br>BUDGET INFORMATION<br>NON-CONSTRUCTION PROGRAMS | OMB Control Number: 1890-0004<br>Expiration Date: 06/30/2005 |
|---|---|
| Name of Institution/Organization:<br>Hamilton County Department of Ed... | 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<br>Brenda Benford | * TITLE<br>Supeintendent of Schools |
|---|---|
| * APPLICANT ORGANIZATION<br>Hamilton County Department of Education | * DATE SUBMITTED<br>06-10-2008 |

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

**Tracking Number: GRANT00473289**

# 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:<br><br>* Name: Hamilton County Department of Education<br><br>* Address:<br>3074 Hickory Valley Road<br><br>Chattanooga<br><br>TN: Tennessee<br><br>37421<br><br>Congressional District, if known:<br>TN-003 | |
| 6. * Federal Department/Agency:<br><br>Hamilton County Department of Education | 7. * Federal Program Name/Description: Early Reading First<br><br>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):<br>* Name:<br>N/A<br><br>N/A<br><br>* Address: | b. Individual Performing Services (including address if different from No. 10a):<br><br>* Name:<br>N/A<br><br>N/A |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure. | * Signature: Brenda Benford<br><br>* Name:<br>Brenda<br><br>Benford<br><br>Title: Director of Pre-Kindergarten Programs<br><br>Telephone No.: 423-209-8563<br><br>Date: 06-10-2008 |

## 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 |
| --- | --- |
| 9314-GEPA.doc | application/msword |

Hamilton County's (TN) "Great Beginnings" Early Literacy Initiative

Information for Section 427 of GEPA

In order to ensure equitable access to and participation in our Early Reading First project we open enrollment to all students regardless of race, gender, national origin, color, disability, or age (programs are limited to 3 and 4 year old students). We will create fliers that are distributed in the community--to homes, schools, sent to parents, doctor's offices, stores, Laundromats, gas stations, recreation centers, barber shops, beauty salons, churches and a variety of locations. The pre-k social worker, pre-k nurse, teachers, and teaching assistants will distribute fliers in the community and conduct neighborhood walks. When the Child Care Resource and Referral Center makes referrals to parents they give out information about the Hamilton County early childhood programs. Information will be emailed to all schools. Posters are posted in a variety of locations throughout the community. Some sites put up banners at their locations and announce the programs on their marquees. An article in the newspaper will list sites, locations, and phone numbers of sites. Radio announcements will broadcast information about the program and the locations. All of our sites are located in diverse communities.

We apply equitable access to employees, regardless of race, gender, national origin, color, disability, or age. In order to ensure equitable employment practices all positions will be advertised by the Hamilton County Department of Education (HCDE) Human Resources Personnel Division. Employment opportunities are posted at school sites, central office, and online. On application forms the following information is listed: "An equal opportunity employer which does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, or veteran status in employment opportunities and benefits" because the school system receives federal funds this statement is strongly enforced in all hiring practices.

**Every effort is made to ensure that all eligible students and employees are made aware of our resources and opportunities.**

## 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<br>Hamilton County Department of Education |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE<br>Prefix: Dr. * First Name: Jim Middle Name:<br>* Last Name: Scales Suffix: * Title: Supeintendent of Schools |
| * SIGNATURE: Brenda Benford * DATE: 06/10/2008 |

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

**1. Project Director**

*** Name:**
Dr.

Brenda

Benford

*** Address:**
3074 Hickory Valley Road

Chattanoga

TN: Tennessee

37421

USA: UNITED STATES

*** Phone Number:**
423-209-8563

**Fax Number:**
423-209-8494

**Email:**
benford_b@hcde.org

**2. Applicant Experience:**

_Yes _No • Not applicable to this program

**3. Human Subjects Research**

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

_Yes • No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

FileName MimeType

Tracking Number: GRANT00473289

# Project Narrative

## Abstract Narrative

Attachment 1:
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Hamilton County's (TN) Great Beginnings Early Literacy Initiative


## Abstract

The "Great Beginnings" Early Literacy Initiative is a collaboration between Hamilton County Department of Education, Chattanooga Human Services, City of Chattanooga Head Start, and Children's Home/Chambliss Shelter. The project will serve 425 3-5 year old children (100% at or below the poverty level) and 50 teachers and assistants in 1 Reading First school, 2 community based centers, and 2 Head Start centers. The initiative would allow the programs to effectively utilize literacy-based curricula and to create learning environments that would build a strong foundation of basic literacy skills by integrating SBRR strategies, instructional materials, and literacy activities into our existing programs. The project would allow the district to **extend the number of weeks children are served to 46** and to hire support staff that would focus on assessment, curricula, instruction, and professional development for administrators, staff (teachers and assistants), and families. The project will provide literacy coaches, a family literacy coordinator, and a speech and language therapist. The initiative is designed to transform our existing preschool programs into centers of excellence that would provide a high-quality education for preschool children, who are considered at risk and are economically disadvantaged. The research based curricula are *DLM Early Childhood Express* for 3 year olds and *Opening the World of Learning* for 4 year olds. Assessments for screening, informing instruction, and monitoring student progress are *FirstSTEp Screening Assessment, PALS Pre-K, Peabody Picture Vocabulary Test-III (PPVT-III), IGDI (Get It, Got, Go)*, and *Expressive Vocabulary Test (EVT). Work Sampling System* and *Creative Curriculum Developmental Continuum* will provide reports to families about student progress. The *ELLCO* and *E-LOT* will be used to evaluate classroom environments. Dr. Anna Grehan of the University of Memphis will perform a full review of the program's implementation strategies and progress toward the goals of the project.

# Project Narrative

## Project Narrative

Attachment 1:
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Attachment 3:
Title: Pages: Uploaded File: **1430-TABLE_OF_CONTENTS_for_Full_Application.doc**

Hamilton County (TN) designed our Early Literacy Initiative to reach the full potential of at-risk students served by five early childhood education (ECE) centers because we know that a "Great Beginning" lasts a lifetime. The selected sites are located in some of the most impoverished areas in the county. According to a survey conducted by the Southeast Tennessee Information Service, between 47% and 61% of the students in these communities scored in the "not ready to learn" section of the *FirstStep* readiness test and approximately 45% of the adults in these communities had the highest percentage of reading deficiencies in the county. Because of the extreme poverty (100% free/reduced lunch), chronically poor educational achievement, & high rate (50%) of entry into kindergarten with learning deficiencies, *Great Beginnings* (GB) will show what at-risk children can achieve in "centers of excellence." The project will serve sizable populations (over 15%) of children with special needs. **The Appendix provides information on each site & demographics of the children / families to be served.**

## *Quality of the Project Design*

**Selection Criterion 1, Factor 1- up to date knowledge from research and effective practice**

The strength of *Great Beginnings* is forged in its deep anchors to research-based instruction as described in major studies [1,2] which identify the "pillars" of early literacy as oral language, phonological/phonemic awareness, alphabetic awareness, print awareness," early writing, and comprehension. The goals of the project are to enhance the oral language, [3,4] cognitive,[5] and early reading skills [6,7] of preschool children (ages 3-5) in Hamilton County through the use of strategies, materials, and professional development that are based on SBRR. [8-11] Early education is crucial in getting children off to the "great beginning" that sets the tone for all that follows. Recent research on cognitive development confirms this link. [12,13] Quality preschool programs are important keys to the success of children who live in poverty. [14,15] Students have a difficult

time catching up in vocabulary and background knowledge. The project and curricula are supported by the research of Hart and Risley[16]; Storch and Whitehurst [17]; and Dickinson[18] that stress the importance of an early start.

*The Creative Curriculum for Preschool* and *Literacy: The Creative Curriculum Approach (CC)* will serve as the framework for the 3 year old classes while adding the explicit literacy curriculum, *DLM Early Childhood Express. Opening the World of Learning (OWL)* will be used by the 4 year old classes. *The Creative Curriculum* is based on research from the work of scientific studies including the work of Lonigan, et al, 2000,[19] Whitehurst, 1998,[20] Neuman, 1999,[21] and Torgeson and Burgess, 1998,[22] as well as research synthesis by the National Reading Council in 2000. A scientifically-based evaluation research showed that *The Creative Curriculum for Preschool* produces positive literacy outcomes for children.[23] *The DLM Early Childhood Express* is based on the current research in early literacy development[24-26] and neurological development [27]. Field research data, conducted in LA Unified School District, University of Southern Mississippi, Lafayette Parish Schools, Southwest Child Incorporated, Fort Myers, FL and others, shows increased oral language development, phonological awareness and letter recognition by DLM students.

*Opening the World of Learning* is a comprehensive and integrated curriculum for Pre-K students. [28-31] *OWL* was developed by Judy Schickedanz, Ph.D. and David Dickinson, Ph.D. and aligns with SBRR on early language and literacy development, mathematical development, and social-emotional development. Research studies conducted with the Charlotte-Mecklenburg School District (NC) to develop and pilot the curriculum and professional development materials have shown its effectiveness.[32] Research studies have also been conducted in Washington, D. C. and Boston, MA.

**Selection Criterion 1, Factor 2-exceptional approach for meeting purposes of grant**

**Purpose 1 – Integrate research and literacy into existing EC programs**

Over the last 8 years Hamilton County has entered into collaborative agreements with non-school system organizations in the county. This includes nonprofit child care providers and Head Start programs that have attained the highest designation under the rated licensing system administered by the Department of Human Services. The Great Beginnings initiative includes two sites that are located in childcare centers, two sites at Head Start centers, and one located in a Reading First school. Over 90% of the students are zoned for Reading First Schools. Details on the disadvantages experienced by children & families served by partnering EC sites are listed in the Appendix, **100%** of the 425 children served are from low-income households. Minority and economically disadvantaged children often come to school with little preparation, creating a learning deficit that plagues them throughout most of their lives. Despite the extreme disadvantages facing the families served by the target sites each site persists in providing high-quality ECE & shows a strong potential to become a center of excellence. **The information in the Appendix details information about each site and its resources and capacity to become centers of excellence.**

All Pre-K teachers are certified teachers (Pre-K thru 4) and are "highly qualified" according to USDOE guidelines. Over 90% of the remaining staff have Associate of Arts degrees or have some college. As noted in the Appendix all of our sites have low staff turnover and the staff have from 2 to 20 years of early childhood experience. Over 90% of our students are minority and 100% of our student qualify for free or reduced lunch. All classrooms are licensed and rated by using the Early Childhood Environment Rating Scale (ECERS) which is designed to assess group programs for children of preschool through kindergarten age, 2½

through 5. The 4 year old classes use the ELLCO as a self-assessment for their classroom environment. All staff receive CPR, First Aid, and Child Abuse detection training. Classes are age appropriately equipped. The staff receives approximately 21 hours of professional development during the school year and an optional 14 hours of training during the summer. .

The infrastructure of our program is excellent with staff members such as nurses, mental health specialists, behavior specialists, parent specialists, and social workers who focus on the social, emotional, and physical development of the students and communicate with parents and teachers to help them meet the needs of their children. Current programs attend to social, emotional, and physical developmental domains and are prepared to expand with a comprehensive focus on oral language, cognition, and early reading skills—which includes intensive professional development and extending the school year.

**Purpose 2—Language and Literacy Activities based on SBRR**

**Goals for oral language, phonological awareness, print awareness and alphabet knowledge:**

Goal: Using the PALS Pre-K, PPVT III, and ELLCO as measures, 95% of participating children will complete Pre-Kindergarten with age-appropriate reading, language and cognitive skills; 80% will demonstrate significant gains in oral language skills and alphabet recognition; and 85% will increase phonological awareness and understanding of print concepts.

Specific targets within each major goal are based on the TN Early Learning Developmental Standards (2004) and *Preventing reading difficulties in young children* (1998).

| Children will demonstrate significant increases in the abilities to: | | | |
|---|---|---|---|
| **Oral Language** | **Phonological Awareness** | **Print Awareness** | **Alphabet Knowledge** |
| Understand & participate in conversations, attend to reading materials, use language for many purposes, use conventions of speech, ask & answer questions, | Detect syllables in spoken words, produce rhyming words & beginning sounds, understand concepts of spoken & written words & words are made up of individual | Understand how books work, show interest in books, sequence events & relate plots to self, attend to environmental print, know the difference between print & pictures, engage in pur- | Automatically recognize letters, tell letters from numbers, recognize letters in their names, read & write letters left-to-right/top-to- |

| | | | |
|---|---|---|---|
| know & use advanced sentence structure & varied vocabulary, speak clearly enough to be understood by adults, tell stories | sounds, blend parts of compound words to make a whole words, blend beginning sounds w/ rime patterns to make words | poseful reading & writing, know conventions of print, use left-to-right, top-to-bottom scanning, recognize name & some common words in print | bottom, write own name, know commonly occurring upper case letters & some lower case letters |

**Scope and Sequence:** The domains of *DLM's Early Childhood Express* are fully aligned to the framework provided by *Creative Curriculum* for 3 year olds with DLM adding an explicit literacy instructional sequence. Its scope and sequence incorporates carefully selected and sequenced activities and experiences in key areas (bold) of early literacy development. Teachers learn to follow an integrated, sequential structure of one *DLM* lesson over two weeks to provide opportunities for teachers to scaffold strategies through multiple exposures to the same story.

**DLM** **Key:** [redacted]

| **DLM Early Literacy Developmental Areas:** | **Wk 1-4** | **Wk 5-12** | **Wk 13-24** | **Wk 25-30** | **Wk 31-36** |
|---|---|---|---|---|---|
| **Oral Language** | | [redacted] | | | |
| Speech production and discrimination | | [redacted] | | [redacted] | |
| **Listening Comprehension** | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| **Vocabulary** | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Verbal Expression | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| **Phonological Awareness** | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| **Print and Book Awareness** | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| **Letter Knowledge and Early Word Recognition** | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Motivation to Read | | | [redacted] | | [redacted] |
| Developing Knowledge of Literary Form | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| **Comprehension** | | | [redacted] | | |
| Written Expression | | | | [redacted] | [redacted] |

*OWL* will be used with the 4 year olds classes. The curriculum's **scope and sequence** provides a logical progression of skill development. The OWL curriculum focuses on children's development of the "four domains" of literacy scheduled across each day: oral language, book interest and understanding, phonological awareness, and print understanding and use. Literacy

instruction involves children's daily experiences in speaking and listening, interest in reading, print and book awareness, letter knowledge, early word recognition, comprehension, writing, and phonological awareness. The **scope and sequence** provides a balanced developmental approach emphasizing language and early literacy development as well as social and emotional development, mathematics, science, social studies, the arts (music, movement, dance, drama, and visual arts), physical development, and personal health and safety.

**How Teachers know what to do**

The curricula come with teachers' guides that provide an overview and detailed sequence for daily implementation. The guides contain materials and activities that provide ways to scaffold children's learning and ensure that knowledge, concepts, and skills covered in each activity are taught explicitly and intentionally. A template and detailed guidance are provided to ensure that staff knows what they are to do to support a child's literacy development. *DLM* offers two choices in teaching lessons. Teachers may select the lesson suggestion that best suits the class or they can look at the teaching objectives and design their own lesson with the provided resources. Each lesson comes with follow-up practice suggestions (learning centers). Letter instruction is addressed through a resource book: Phonological Awareness Resource Guide. Bilingual and special education strategies are provided and materials are provided in English and Spanish.

The *OWL* guide includes unit and weekly planners, activity-specific plans, targeted transitions, oral language supports, and guidance for book reading. Teacher supports (*OWL)* include model scripts for story reading and for conversations about the stories (scripts provide examples for the teacher, suggests what to emphasize, and serves as an instructional tool), detailed plans are provided for small group and center time, guidance for use of songs and

flannel board rhymes, suggestions for topics of conversations during mealtimes, transitions times, outdoors activities, and suggestions for managing behavior. Literacy coaches will provide support on SBRR strategies. Through intensive and job embedded staff development, teachers will get continuous classroom support in integrating and maintaining fidelity to the curricula.

*Great Beginnings* will support the curricula by providing children with: (1) a more intensive focus on the reading strategies of **dialogic read-alouds**, "think-alouds," and shared/interactive reading of a variety of materials; (2) increased **daily writing experiences** that include teachers modeling writing aloud, shared/interactive writing, and extensive opportunities for emergent "writing across the curriculum"; (3) additional **systematic literacy strategies** within the curriculum's existing framework while adding depth in science and math; (4) an **enriched literacy environment** including hundreds of books and materials (targeting science and math) for each classroom as well as to take home, with modeling of book extension activities for teachers; and (5) **"literacy backpacks"** for children and families to borrow containing low-cost CD players, headphones, books on CD, hardcover books, and easily readable "Family Literacy Strategies" and activities that support the pillars of literacy.

**Explicit, intentional instruction**

The project **uses explicit, intentional research based, teaching strategies** such as story reading (word explanation strategies, reading strategies, narrative comprehensive strategies), literacy skills (explicit teaching of letter names, phonological awareness, and sound-letter links with routine practice over the entire year and ample time for practice, scaffolding, and feedback), emotional regulation (identification and discussion of emotions children experience in specific daily situations), and rich background knowledge/conceptual knowledge (developed through storybooks and concrete experiences with teacher scaffolding and guidance). The components

of the curricula and literacy kits include children's books (narrative, informational, and predictable), the teacher's edition (daily lesson plans and curriculum adaptations for English Language Learners, gifted, and children with special needs), poetry posters, picture cards (for development of phonological awareness and vocabulary), language and literacy rubrics (a guide to evaluate phonological awareness, oral language and literacy), CD/DVD of songs and rhymes, and the program guide. Research states that literacy should not be taught in isolation but as an integral part of all aspects of the early childhood program.[33]

The curricula include the research base of the program, scope of skills, ideas for organizing and managing the classroom, features of program components, and implementation Checklists (assesses teacher implementation of the curriculum and SBRR strategies). Strategies employed in the project by the curricula utilize individual, small group and large group settings with a balance between teacher-initiated and child-initiated activities.

**Meeting Special Needs**

Accommodations for children with special needs will vary depending on the need but will include but are not limited to the following:

- Hamilton County Schools (HCDE) provides specialists in diagnosis and services so that if a teacher is unsure what a particular child needs, an expert can help assess the child and provide support and create an individual education plan (IEP), if necessary.
- Lesson plans in both curricula provide supports (resource guides) for differentiating and scaffolding instruction, and making adaptations for ELL students and students with special needs. Even though we have less than 3% of our students that are ELL, a plan (**See Appendix**) is provided to meet the needs of those families.

- If a child has a language delay or speech impairment, a speech pathologist will be provided through the grant to provide services and create an IEP. Our largest number of special needs were students with speech and language problems.
- Each classroom has an assistant allowing for individualized support during a lesson – for children who need it as well as additional practice time during the day.
- Literacy coaches and the family literacy coordinator will assist families and staff to accommodate students with special needs.
- On-going assessment will monitor student progress.

**Content** - The thematic unit topics that are presented with a literacy focus are relevant to a young child and include such topics as —Family, Friends, Wind and Water, Colors, Shadows and Reflections, Things that Grow, Celebrations, School Days, Travel, Food and Nutrition, Community Workers, Insects, Weather, Animals, and Summer Fun . The daily schedule allows teachers to focus on language and literacy and the daily features require explicit and intentional teaching. Within each category and during each week children explore the topic thoroughly through music, art, hands-on related science, math or social studies, and real life applications.

**Time in literacy instruction**

The Project's 5 Centers of Excellence will operate 5 days per week, 6.5 hours each day, for 46 weeks per year. Teachers will be supported in using direct instruction, guided support, and incidental learning (routines, transition times, outdoor play, etc.) as literacy teaching opportunities throughout the school day.

***The Morning Meeting/ Group time*** (15 min.) is a time to discuss plans for the day and to make connections to activities and materials on units of study. ***Story time*** (20-30 min.) provides much of the **new** vocabulary and the concepts that are picked up and extended in subsequent

small group and independent activities. Themes are explored and linked to student's lives. ***Center Times*** (60-90 min.) are extended periods during the day when children engage in self-selected activities. All centers include literacy activities with signs, labels, environmental print, sign-in sheets, a relevant writing activity and related books. Children explore and experiment with materials and deepen their understanding of various concepts. During this time the staff will engage students in conversation that will develop concepts and language. ***Songs, Word Play, Letters and Numbers/Phonemic Awareness*** (20 min.) is a time that teachers read predictable text, books and poems, sing songs and play games that focus children's attention on sounds, letters and numbers. (phonological awareness). ***Let's Find Out About It*** (20 min.) features real investigations and non-fiction books. ***Small Group*** (25 min.) focuses on direct instruction in literacy, math, science, writing, listening, the use of language and literacy manipulatives, a variety of concrete materials, and playing group games. ***Let's Talk About It*** (20 min.) is a time when topics on social and emotional development are discussed. ***Transitions*** (throughout the day) will be focused on literacy skills such as letters in names, beginning sounds, rhyming words, colors, shapes, etc. ***Meal times*** (60-75 min.) are opportunities to extend oral language and encourage students to discuss topics of interests. Total literacy instruction is over 4 hours a day.

**Purpose 3 - Literacy rich environments**

| **Goal:** to provide preschool children with cognitive learning opportunities in high-quality language, literature and print-rich environments as measured by the ELLCO and E-LOT. To provide materials to enrich the learning environment in the homes of students. |
|---|

**Strategies and materials to enhance print rich environment-** Classrooms offer environments filled with rich language and many opportunities for children to **hear language** and **use language** for a variety of purposes. Specific strategies include: **(1)** Increase appropriate literacy materials and facilitate implementation of research-based learning experiences. **(2)** Increase

science and math books and materials and use them to encourage development of vocabulary and background knowledge. (3) Ensure that activities / materials promoting literacy skills are available for use throughout the classroom. (4) Incorporate reading and writing into every play space, center and activity. (5) Ensure that all interest areas/learning centers are filled with print (e.g., labels, signs, children's writing) and include books. (6) To teach dialogic reading strategies to families and provide take home literacy packs and books for their homes to support a print rich home environment. Students build language while experimenting with new words, conversations, and questioning techniques in all components of the day such as the morning meeting, transition times, meal/snack times, and centers.[34] They begin the school year with a word wall that includes each child's name and photo under the corresponding beginning letter. As the year progresses, the wall enlarges to include new vocabulary from many learning experiences. As the words become too numerous for the wall, word cards transfer to book format for children to read independently. Other print sources are signs and symbols from the outside world, calendars, magazines, posters, charts, bulletin boards, menus, labels, student work, all within their reach and at their eye level. Alphabet manipulatives such as magnetic letters, letter cards, or foam letters are available to children in centers and teaching tables. The alphabet is posted on writing tables and classroom walls at children's level. Teachers intentionally direct children's attention to letters of the alphabet and printed words in books and environment. Children's names are displayed prominently all over the classroom in news of the day, job charts, word walls, attached to work, and in graphic organizers. Play centers include literacy activities such as notepads for taking orders in the restaurant, warning signs in the block area, and writing lists in the grocery store. Books, paper and writing implements are in every center. Our teachers will plan and deliver developmentally appropriate language and literacy

experiences throughout all domains of the child's day: creative arts, mathematics and numeracy, physical development and health, science, social-emotional development, and social studies incorporating play, dramatic play, music and movement, centers, small-groupings, and technology. [35-38]

In addition to the core curricula (which provides books, family supports and ideas), *Great Beginnings* will use dialogic reading strategies from the *Read Together, Talk Together* curriculum which will enrich parent-child reading time and increase the print-rich environment in the home of students. The curricula include parent/teacher instructions, picture books in English and Spanish, and parent/teacher training videos. Families will receive books to use at home with their children. Family Literacy meetings at a variety of times (conducted by literacy coaches, staff and the family literacy coordinator) introduce the strategies to families.

**Strategies and materials to support oral language**

To support oral language and background knowledge the physical environment will have distinct centers. Content related and literacy materials are incorporated into the physical environment to develop literacy skills. Classes will have a variety of centers supportive of literacy and units of study, such as 1) blocks, 2) art, 3) sand/water (and other materials), 4) dramatic play, 5) writing, 6) library, 7) puzzles and other manipulatives, 8) computer, and 9) library, and 10) discovery, and 11) music and movement. Independent exploration is encouraged. The teacher uses descriptive language to discuss activities in the centers, names key materials, and demonstrates their use. Smaller areas would encourage greater language, collaboration and conversation. The areas in the room should be well defined, organized, and neat and divided into noisy and quiet areas. Dramatic play/housekeeping areas would be changed to other settings such as restaurants, banks, offices, and stores to correlate with units of

study and encourage conversation. The book center will be colorful and inviting with comfortable seating. The writing center would be equipped with a variety of writing implements and materials. These areas provide opportunities for children to learn new vocabulary and practice language and literacy skills. Opportunities are provided to acquire extensive background knowledge through a variety of informational text. Small groups provide focused instruction and hands on involvement as students continue to engage in extended conversations. To assist in promoting background knowledge and oral language the curricula instructs teachers on how to create and maintain interest areas and centers. These areas provide opportunities for children to learn new vocabulary and practice language and literacy skills.

The project will include the use of the *ELLCO* and *E-LOT*. The assessments will further enhance the teacher's understanding of the print-rich components of the classroom. Teachers create an environment that respects a child's line of vision and that promotes language development, cognitive growth and reading achievement with access to materials for reading, writing, listening, and speaking. A print-rich environment gets children talking and asking questions. The classroom library includes Big Books, a variety of genre in decodable and leveled books, the best in children's literature, informational books, magazines, and books for children to "check-out" and share with family encouraging verbal interactions and reading with family members. Charts such as child-created graphic organizers (What's your favorite ice cream?), posters, signs and labels, photographs with captions, and songs fill the environment. Works authored and illustrated by children ("*Ms. Martin's Class Goes to the Zoo*") are displayed. Pocket charts and message boards are available. All of the materials and supports along with professional development, mentoring by the *Great Beginnings* coaches and

consultants will support staff to improve the language and print richness of the classroom environment leading to the cognitive development of our children.

**Strategies and materials to help environment support background knowledge**

Children are encouraged to share experiences, describe and plan activities, participate in conversations, and ask questions. Teachers intentionally build **background knowledge** by connecting books and stories to children's lives and support the children in acting out stories. On a snow day, the teacher might read The Mitten by Jan Brett. Children can count and sort mittens, examine a snowflake and consider where all the animals in the story would usually live. A graphic organizer created by the children and teacher shows examples of the actual animal homes.

**Purpose 4 – Professional development based on SBRR**

| **Goal:** To provide the strategies and embedded classroom support that results in highly qualified teachers who understand how children acquire language and learn to read and how implement the curriculum to result in high achievement (measured by PALS Pre-K and PPVT) |
|---|

**Scope and Sequence of PD**

Professional development (PD) training will be partnered with follow-up training days, a self-monitoring plan, and on-going mentoring. PD will ensure understanding of grant components and SBRR and their importance in providing the language, cognitive, and early reading instruction and activities needed to support school readiness. PD will be provided on the implementation of the curricula, SBRR strategies, and materials, developmentally appropriate practices, setting up the literacy environment, using intentional strategies and techniques to teach literacy, planning literacy experiences, and differentiating instruction. Training will review assessments and interpreting data, classroom and management, and working with families and children from culturally and linguistically diverse backgrounds.

Workshops and coaching will use the "theory, model, practice, apply, and reflect" model beginning with workshops based on SBRR on how to increase the intensity and frequency of literacy experiences, then support in the classroom by an experienced literacy coach, and finally use of the new strategies with children in whole, small group, and individual settings and a time to reflect on experiences. The strategies from PD will increase the frequency and depth of strategic teaching in the children's daily schedule, benefiting the child with intense teacher support with new literacy concepts, guided practice for "rehearsals," and independent experiences.

**Great Beginnings Professional Development Plan**

| ***Goal Content and Criteria*** | ***Time, Hours, Frequency, Method of Delivery*** | ***Strategies and Materials*** | ***Expert and Participants*** |
|---|---|---|---|
| **Literacy Knowledge, Practices and Environment** | | | |
| Foundations of Early Literacy: Key Skills, Classroom Environments, and Instructional Practices (Working with students with special needs.) | October 2008, 2 day Workshop, weekly individualized follow-up through Coaching as needed | Theory-Model-Practice-Apply-Reflect. (T-M-P-A-R) ELLCO Lesson Plans | PD Consultant (PDC), with Project Director (PD), Project Coordinator (PC), Speech therapist (ST) Literacy Coaches (LC), Teachers (T), Family Literacy Coordinator (FLC), and Assistants (A), Site Directors (SD) |
| Alphabet and Concepts of Print Goals and Instructional Methods | November 2008, 1 day Workshop, weekly individualized follow-up through Coaching | T-M-P-A-R DLM Curriculum, OWL Curriculum PALS PreK, Lesson Plans | **PDC, with PC, PD, FLC, LC, T, A, SD,ST** |
| Phonological Awareness Goals and Instructional Methods | January 2009, 1 day Workshop, weekly individualized follow-up through Coaching | T-M-P-A-R DLM Curriculum, OWL Curriculum PALS PreK, Lesson Plans | **PDC, with PC, PD, FLC, LC, T, A, ST** |
| Multiple Book Reads for Comprehension | March 2009, 1 day Workshop, weekly individualized | T-M-P-A-R DLM Curriculum, OWL Curriculum, | **PDC, with PC, PD, FLC, LC, T, A, ST** |

| | | | |
|---|---|---|---|
| and Vocabulary | follow-up through Coaching as needed | Children's Books, Lesson Plans, Videotape and review of teacher book reads | |
| Oral Language and Vocabulary Goals and Methods | August 2009 – January 2010 3 1-day workshops, 3 2-hour follow up workshops, weekly individualized follow-up through Coaching | T-M-P-A-R Lesson planning for individualized oral language interactions. DVDs of exemplary practices. Videotape and review of teacher-child interactions. | **PDC, with PC, PD, FLC, LC, T, A P, ST** |
| Early Writing Goals and Methods | February 2010, weekly individualized follow-up through Coaching as needed | T-M-P-A-R DLM Curriculum, OWL curriculum Lesson Plans, child portfolio writing samples | **PDC, with PC, PD, FLC, LC, T, A, ST** |
| ELL and Early Literacy | Summer Institute 2010, weekly individualized follow-up through Coaching as needed | T-M-P-A-R DLM Curriculum, Children's Books, Lesson Plans, EDPRO video examples, Videotape and review of teacher-child interactions | **PDC, with PC, PD, FLC, LC, T, A, ST** |
| Early Literacy and Special Education | Summer Institute 2010, weekly individualized follow-up through Coaching | T-M-P-A-R DLM Curriculum, Case Studies | **PDC, with PC, PD, FLC, LC, T, A, ST** |
| Teacher-identified Early Literacy Skills | 1.5 hour, bi-weekly, Professional Learning Communities | Roundtable, Case Studies, and Research Review | **LC, Teacher Peer leadership** |
| **Learning to Coach** | | | |
| Coaching for Effective Early Literacy Practices | November 2008 2 days Monthly day-long mentoring and conferring, site visit at effective ERF site | Mentoring of coach through observation, guided reflection, case studies, videotape of coaching sessions, and research review, observation at other ERF site | **PDC, with LC and PD, FLC, and PC** |
| Using Videotape for Reflective Practice | March 2009 1 day with monthly mentoring and conferring | Workshop session, then mentoring of coach through observation, guided reflection, case | **PDC, with LC and PD, FLC, and PC, ST** |

| | | | |
|---|---|---|---|
| | | studies, videotape of coaching sessions, and research review, observation at other ERF site | |
| Data-based Coaching | October, 2009, December 2009, February 2010, April 2010 | Workshop session, then mentoring of coach through observation, guided reflection, case studies, videotape of coaching sessions, and research review, observation at other ERF site | **PDC, with LC and PD, PC, FLC** |
| Coaching for Effective Oral Language Practices | August 2009, 1 day Sept 209 – January 2010, 3 classroom mentoring visits with each coach | Workshop session, then mentoring of coach through observation, guided reflection, case studies, videotape of coaching sessions, and research review, observation at other ERF site | **PDC, with LC and PD, PC, FLC** |
| **Curriculum Implementation** | | | |
| DLM Curriculum, OWL Curriculum, and Daily Schedule Implementation | October 2008 3 days, weekly follow-up through Coaching Plans | T-M-P-A-R Program Goals, DLM Curriculum, OWL Curriculum, Lesson Plans | **DLM and OWL Consultants, PDC, with PC, PD, FLC, LC, T, A, ST** |
| DLM and OWL Lesson Planning | 2 hours, weekly, Teacher Meetings | Application of DLM and OWL curriculum | **LC, with teachers** |
| **Learning Opportunities** | | | |
| Early Literacy and Classroom Management | Summer Institute July 2009 1 day, weekly coaching follow up as needed | T-M-P-A-R CLASS, videotape of exemplary practices | **PDC, with PC, PD, FLC, LC, T, A, ST** |
| Early Literacy and Emotional Support | Summer Institute July 2009, 1 day weekly coaching follow up as needed | T-M-P-A-R CLASS, videotape of exemplary practices | **PDC, with PC, PD, FLC, LC, T, A, ST** |
| Instructional Support – Concept | March 2010 1 day, weekly coaching follow up as | T-M-P-A-R CLASS, videotape of exemplary practices | **PDC, with PC, PD, FLC, LC, T, A, ST** |

| Development and Quality of Feedback | needed | | |
|---|---|---|---|
| **Assessment and Evaluation** | | | |
| *PD* on assessments for student and classrooms | August and September 2008 | T-M-P-A-R using on using assessments | **PDC, with PC, PD, FLC, LC, T, A, ST External Evaluator** |
| Data-based Differentiated Instruction | June 2009 ½ day, ½ day follow up after first 2009 ratings, with bi-monthly application in coaching sessions | Model, Practice, Apply, Reflect. Review child progress monitoring data | **PDC, with PC, PD, FLC, LC, T, A, ST External Evaluator** |

In Years 2 and 3, decisions about program-wide and individual staff professional development will be adjusted according to strengths and needs identified through pupil and learning environment assessments. The Great Beginnings staff will conduct monthly professional development sessions at school sites in order to facilitate interaction and accessibility and to present introductory and overview information (Scope of ERF, SBRR review). Weekly support sessions will focus on critical strategies and project components. Literacy coaches will be in every teacher's room each week to offer side-by-side support as teachers implement the strategies and curricula. Weekly curriculum sessions will stress fidelity of the implementation, use of assessment and SBRR best practices. Teachers and assistants will have opportunities to plan with the assistance of the literacy coaches. A **professional learning lab** at each site will extend professional development with materials such as books, journals, curriculum software, videos, and CDs. All materials will be scientifically research based. The curricula include explicit **strategies and materials** to help teachers implement all aspects of the program

**Hours frequency and methods of PD**

The staff will utilize the district's six professional development days to conduct overview training on early literacy scientifically based reading research practices, curriculum, and

assessments that are essential to targeted students (see Criterion 1, Factor1). Teachers and assistants will have a minimum of 75 hours of formal whole group professional development during Year 1 and 75 hours in Years 2 and 3. In addition, everyone will work with the site based coach for at least 180 hours/year. Participants will maintain a **portfolio**, which will include a journal of reflections and a log of professional development activities. Inclusion of the teaching assistants as well as site directors in professional development will maximize teamwork and enhance instructional delivery.

**PD development providers:** Consultants (listed in Criteria 2, Factor 3) will provide PD and support. Literacy Coaches will receive intense professional development directed at the skills necessary for their demanding role and will then ensure weekly, individualized, classroom-based application of professional development content and methods by teachers and paraprofessionals. The professional development lab will provide a variety of SBRR materials such as books, journals, kits, videos, tapes, up to date information, computers, lists of websites, etc.

**Purpose 5 –Assessments and Validity and reliability data for specified measures:** Individually administered reading tests that are valid, reliable, and age-appropriate will be administered to students in the three proposed ERF sites, thus providing profiles of reading progress and early screening in the essential components of early literacy. The following instruments will be used to measure the development of oral language, phonological awareness, print awareness, and alphabet knowledge: the Peabody Picture Vocabulary Test-III (PPVT-III), Expressive Vocabulary Test (EVT), Phonological Awareness Literacy Screening for Preschool (PALS-PreK), Get It! Got It! Go! In addition, preschool teachers will use the FirstSTEp Screening Test to identify children with developmental delays. Brief descriptions are included

below and additional information, including instrumentation validity and reliability as well as a timeline for administration, is included in the following table.

| GREAT BEGINNINGS ASSESSMENT PLAN | | |
|---|---|---|
| **Instrument / Purpose** | **Reliability** | **Validity** |
| 1) Peabody Picture Vocabulary Test – (PPVT III) *oral language (receptive vocabulary)* screening/outcome **Timeline**—2 x/year – fall and spring (pre and post) | .91 - .95 (III) | r =.63 -.91 (III) |
| 2) Expressive Vocabulary Test (EVT or EVT-2) *oral language (expressive vocabulary)* screening/outcome **Timeline**—2 x/year – fall and spring (pre and post) | .77 to .98<br>.87 to .95 (2) | r =.47 - .88<br>r = .59 - .82 (2) |
| 3) Phonological Awareness Literacy Screening (PALS-PreK) *print concepts, alphabet knowledge, phonological awareness, emergent writing* screening/outcome **Timeline**—2 x /year- fall and spring (pre and post) | .75 - .93 | r =.49 - 67 |
| 4) Individual Growth and Development Indicators (IDGIs Get it, Got it, Go!) *oral language and phonological awareness* progress monitoring **Timeline**--3 x/year – fall, winter, and spring | .46 -.89 | r =.39 - .71 |
| 5) FirstSTEp Screening-- Identify children who need in-depth diagnostic testing **Timeline**--Within 15 days of enrollment. | .91-.94 | r =.63-.82 |
| 6) Creative Curriculum Developmental Continuum for 3-5 *cognitive, language, and emergent literacy subscales* progress monitoring (for 3 year old classes) **Report to parents 3 times a year** | .93 - .98 | unavailable |
| 7) Work Sampling System-authentic assessment that documents & assesses skills, knowledge, behavior, & academic accomplishments-*Language development & literacy* **Report to parents three times a year** | .84-.95 | r. 50-.75 |

The curricula contain rubrics and progress monitoring instruments at the end of each unit of study to assist teachers. The teacher's manual guides teachers in monitoring progress through tools that are embedded in the daily schedule. This encourages teachers to look at the variety of things that students do during the day and to be aware of the clues that children provide about their development in various areas of literacy.

**Professional development** and ongoing site mentoring provided by the evaluators and the Literacy Coaches will assist teachers in utilizing assessments as a tool for supporting each child's learning and

development, identifying special needs, monitoring trends (e.g., achievement gap) and conducting overall program evaluation and school accountability. The *OWL* and *DLM* program provides professional development components that can be adapted to meet individual teachers' needs. Workshops, institutes and ongoing assistance through program media and materials continually provide teachers with instruction, feedback and guides for modifying curriculum and instructional techniques to meet the needs of the students their classrooms.

**Assessments for a print rich environment**

A print rich environment is integral to early language development and provides a foundation for future reading success. Professional development, observations, assessments, and prompt feedback concerning classroom layout, quality and amount of materials, and integration of literacy themes throughout the classroom will contribute to the teacher's knowledge and ability to insure a print-rich environment for the students. Measures of the literacy environment will be provided through the Early Language and Literacy Observation Toolkit (ELLCO) and the Early Literacy Observation Tool (E-LOT).

| Instrument / Purpose | Reliability | Timeline |
|---|---|---|
| 1) **Early Language and Literacy Classroom Observation** Checklist (ELLCO) *Literacy environment checklist; classroom observation tool; teacher interview; literacy activities rating scale* | Reliability was 90%+ | 2 x/year - fall and spring (pre and post) |
| 2) **Early Literacy Observation Tool (E-LOT)** *Monitoring of teacher language, literacy, cognitive instructional activities* | inter-rater reliability range .76 -.98 | 5x/year individual targeted observations |

After each ELLCO and E-LOT site visit, Dr. Anna Grehan (CREP) and her team will meet with teachers to review the strengths and weaknesses of the classroom environments (see Purpose 3) and the implementation of the program. Teachers will receive feedback regarding the quality, amount and availability of literacy materials, and other necessary components of a print-rich environment.

**Selection Criterion 1, Factor 3 – Coordination with other efforts and resources**

Over 90% of the *Great Beginnings* students will attend a Reading First school. The goals of the project align with the Tennessee Reading First Plan and the Tennessee Early Childhood Education Early Learning Development Standards and will prepare students with the foundational, cognitive, and early reading skills to ensure a successful transition into the LEA's Reading First programs. Opportunities for vertical planning between preschool and kindergarten staff, classroom observations of ERF and Reading First classes that would focus on effective classroom practices, parental involvement which would include parents from both programs, and professional development that focuses on SBRR and early literacy will enhance the program. An ERF Advisory Council will meet monthly to review data and give feedback to staff.

**Transition:** a two week phase-in period at the beginning of the kindergarten year will allow students to initially attend school in a small group setting, kindergarten teachers will conduct an open house program for families, preschool teachers provide kindergarten teachers with portfolios of student work and are available if further assessments and explanations are required, and a summer transition class will review early literacy skills just prior to the children's entry into kindergarten. Transitioning into Reading First schools would allow preschool students to build upon their early literacy skills and receive explicit and systematic instruction in the five essential reading instruction components of the Reading First project, which are phonemic awareness, phonics, fluency, vocabulary, and comprehension.

### *Quality of Project Personnel*

**Note:** To ensure equitable employment practices all positions will be advertised by the Hamilton County Department of Education (HCDE) Human Resources Personnel Division. Employment opportunities are posted at school sites, central office, and online. On application forms the following information is listed: "An equal opportunity employer which does not discriminate on

the basis of race, sex, color, religion, national origin, age, disability, or veteran status in employment opportunities and benefits" this statement is strongly enforced in all hiring practices.

**Selection Criterion 2, Factor 1 –Qualifications, training of Project Director**

The proposed project director, Dr. Brenda Benford, has been the Director of Pre-Kindergarten Programs for Hamilton County Department of Education since 2005. She will serve as overall principal investigator and director with a full time project coordinator hired to direct day-to-day operations. Dr. Benford has been a Title I Coordinator, an assistant principal, Title I teacher, and classroom teacher for over 20 years. As Director she writes and manages the grants that fund the State funded pre-k classes and manages the budgets for the Title I pre-k classes. She is the liaison person for the Head Start collaboration and expansion sites. Dr. Benford has made many improvements in the pre-k program: such as writing the grademarkers, creating the parent and staff handbook, writing the literacy plan, and hiring a Pre-K social worker, nurse, mentor teacher and facilitator. Under her direction the Pre-K classes in Hamilton County have increased from 13 to 44 classrooms. Dr. Benford oversees and plans the pre-k budget that totals over $5 million dollars—she orders all materials and equipment, plans and conducts professional development for staff, insures that all programs are licensed, and conducts evaluations of staff. She has assisted in the writing of Reading First, CSR, and REA grant applications.

As an adjunct professor at the University of Tennessee at Chattanooga and at Chattanooga State Technical Community College, Dr. Benford has taught classes on assessing young children, classroom management, early literacy skills, DAP, and working with parents. She is chairperson of the Community Pre-K Advisory Council. She is on the Advisory Board

that plans the early childhood Associate's Degree program at Chattanooga State Technical Community College. She is a member of the State Head Start and Pre-K Advisory Council.

Dr. Benford's recent research involving the Pre-K program has provided quantitative and qualitative information that has shown areas of strength and potential growth in the Pre-K program. She has been the leader and spokesperson in our district for improving Pre-K programs and ensuring that the programs are of high quality. Dr. Benford has served on many committees to promote early literacy practices for young children. Being project director of the Early Reading First Grant would allow Dr. Benford to continue to focus on scientifically based reading research and early literacy practices for our Pre-K programs. Her experience makes her the ideal candidate for creating "centers of excellence" in Hamilton County by directing the *Great Beginnings* project for the district. **Vita is in Appendix.**

**Selection Criterion 2, Factor 2: Qualifications of Key Personnel**

*Note:* Resumes for Dr. Benford, **project director**, and the **external evaluator**, Dr. Anna Grehan are included the **Appendix** along with job descriptions for the **literacy coaches**, the **project coordinator/manager** and **Consultant**, Jonathan Fribley.

| Project Personnel | Qualif./Training | Experience |
|---|---|---|
| **Project Coordinator** (TBA) | M. Ed. in Reading/ Curriculum and Instruction or Administration and Supervision | At Least 3 years teaching experience preferably grades Pre-K -3, experience planning and conducting professional development, excellent communication skills, must have knowledge of scientifically-based reading research for early literacy, experience doing research and compiling and interpreting data. |
| **5 Literacy Coaches** (TBA) | Certified in Early Childhood Education or curriculum and instruction(minimum Bachelor's degree), | At least 3 years successful early childhood teaching experience, experience planning and conducting professional development, excellent communication skills, knowledge of early literacy scientifically based reading research |
| **Family Literacy Facilitator** (TBA) | Bachelors Degree preferred, Associates degree accepted. | Experience planning and conducting training, excellent communication skills, ability to organize meetings and working with a diverse population. |

| | | |
|---|---|---|
| **Speech/ Language Therapist** (TBA) | Bachelor's Degree in Speech and Language Therapy (Master's Preferred) | Experience as a Speech Language Therapist preferred. Must be able to work with a diverse population, with young children and their families. |

All pre-k teachers are certified teachers (Pre-K thru 4). Over 90% of the remaining staff have Associate of Arts degrees or have some college. As noted in the Appendix all of our sites have low staff turnover and the staff have from 2 to 20 years of early childhood experience. Site administrators have from 15-30 years of experience working with young children. The grant will provide funds for staff to become certified teachers and to earn degrees in Early Childhood Education or Curriculum and Instruction. Coaches will spend additional time with any staff to ensure that they have the needed support to implement SBRR strategies in the classroom and will provide one on one training on early literacy and scientifically based reading research strategies and implementation of the curriculum, and training on the assessments and interpretation of data. Personnel will be able to observe other instructional staff and shadow them as needed.

**Selection Criterion 2, Factor 3**: This chart contains a partial list of entities with whom we have contracted services:

| **Other Personnel** | **Qualifications Training** | **Experience** |
|---|---|---|
| **External Evaluator** Anna Grehan | Ph. D, in Educational Psychology and Research | **(See Vita in Appendix for detailed information)** Has evaluated several literacy grant such as ERFG, Reading First, and Reading Excellence Act Grants. Research projects have included multi-state and district literacy initiatives, program evaluation, and comprehensive school reform. |
| **Professional Development** Jonathan Fribley | Bachelor of Science Degree. Pursuing Master of Science degree in Child and Family Studies | Has worked on ERFG in NC., Conn., TN, Illinois, Mass., Minn., SD., Created OWL Implementation Fidelity Checklist Created professional development tools for working with all staff. Will coordinate and provide professional development activities and collaborate on OWL curriculum implementation and early literacy. Will train coaches and family literacy coordinator. Will observe in classrooms and give feedback |

| | | |
|---|---|---|
| **Professional Development** Dianne Hill Patterson | Bachelor's of Science Master of Education | Experience as classroom teacher and training consultant. Will conduct training on *DLM* and early literacy. Will visit classrooms and give feedback to mentors and pre-k staff. |
| **Professional Development** Dr. David Dickinson | Author of OWL researcher on early literacy projects. | Co-Author of ELLCO. Will visit 3 days during each year to do training on best practices in early literacy and OWL implementation. Will be available for consultation as needed. Will provide tools to monitor instruction |
| **Professional Development** Dr. Judy Schickedanz | Professor Dept. of Lit. and Language Boston U. Author of OWL. | Researcher on early literacy projects. Will provide feedback & training on *OWL* curriculum. Will conduct training on the developmental stages of writing. Will observe teachers & review student work |
| **University of Tennessee of Chattanooga (UTC) Staff** | Department of Education | UTC will provide course work for degrees and certification for staff. |
| **Chattanooga State Technical Community College (CSTCC)** | Professors for coursework in Early Childhood Education. | The college provides coursework toward Early Childhood Education Associate of Arts degrees and training for CDA—Child Development Associate Certification |

### *Adequacy of Resources*

**Selection Criterion 3, Factor 1: Relevance and commitment of each partner**

**Appendix contains documents of support.** Stakeholder (teachers and instructional assistants) are aware of the commitment to the success of their students. The project proposal has been approved by our Board of Education, the Superintendent of Schools, Associate Superintendent of Elementary Education, and Director of Schools. As stated in the documentation the commitment includes but is not limited to continued intensive professional development, which requires time and dedication from all stakeholders. Stakeholders are members of Early Literacy Team and will be kept abreast of the progress of the ERFG project and scientifically based reading research.

**Selection Criterion 3 Factor 2: Adequacy of costs**

Costs are fully adequate to support the staff in the implementation of the curriculum, SBRR teaching strategies, parental involvement, professional development, and assessments in

order to create "centers of excellence". Twenty-five teachers, twenty-five assistants, plus administrators and support staff, 425 children, and 425 families will be impacted by the project each year. Students enrolled in our programs are considered to be at risk and are economically disadvantaged. The proposed costs for the program would positively impact the lives of the children and families that we serve and give us the foundation (in training and materials) to continue the work after funding.

### *Quality of Management Plan*

**Selection Criteria 4, Factor 1:** The management plan for achieving proposed project goals are based on *Selection Criterion 1, Factor 1, Purposes 2, 3, 4 and 5.* The management plan is represented in the following chart:

**Management Plan—Year 1**

| |
|---|
| ***GOALS – Selection Criterion 1, Factor 1, Purpose 2:*** **Goal**: Using the PALS Pre-K, PPVT III, EVT, IGDI, E-LOT, and ELLCO as measures, 95% of participating children will complete Pre-Kindergarten with age-appropriate reading, language and cognitive skills; 80% will demonstrate significant gains in oral language skills and alphabet recognition; and 85% will increase phonological awareness and understanding of print concepts.<br>***Selection Criterion 1, Factor 1, Purpose 3:*** **Goal:** to provide preschool children with cognitive learning opportunities in high-quality language, literature and print-rich environments as measured by the ELLCO and E-LOT.<br>***Selection Criterion 1, Factor 1, Purpose 4:*** To provide the strategies and embedded classroom support that results in highly qualified teachers who understand how children acquire language and learn to read and how implement the curriculum to result in high achievement (measured by PALS Pre-K and PPVT). |
| ***OBJECTIVES*** |
| **Objective for Purpose 2:** 100% of the students will demonstrate mastery of early reading skills in oral language development and concepts, literacy skills, and text knowledge as evidenced by assessments.<br>**Objective for Purpose 3:** 100% of the students will attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.<br>**Objective for Purpose 4:** All of the staff (teachers, assistants), parents, administrators, Early Reading First staff, members of the Early Literacy Team will be trained in scientifically based reading research about how children develop their cognitive language, literacy, and other essential skills for school readiness. Once trained implementation of SBRR practices and strategies will be evident in the classroom and in student achievement. |

| Activities | Person Responsible | Timeline | Objective Indicators |
|---|---|---|---|
| Purchase materials and equipment | Project Director (PD) | Sept. 2008 | Requisitions and Purchase Orders |
| Purchase curriculum and assessments | Project Director (PD) | Sept. 2008 | Requisitions and Purchase Orders |
| Hire and train Early Reading First staff—Project coordinator (PC), Literacy Coaches (LC), and Family Literacy Coordinator (FLC), Speech Therapist (ST) | Hiring by Project Director<br>Training by Jonathan Fribley | September/October 2008 | Staff will be hired and prepared to implement the project. |
| Organize professional learning labs for staff | LC, FLC, PC, ST | October/November 2008 | Staff will use materials in the center. |
| Organization of family literacy centers | LC, FLC, PC, ST | October/November 2008 | Family involvement meetings. |
| Meet with parents, staff, and administrators to review the ERFG guidelines | PD, LC, FLC, PC, ST | September/October 2008 | Stakeholders will receive information packets containing information about the ERFG |
| Form Early Literacy Team | Project Director And Great Beginnings Staff | October 2008 Monthly Meetings 2008-2009 | Meeting dates will be determined and Team will be formed. |
| Initial Professional Development training on Curriculum, Diversity, and Assessments | External Evaluators, Consultants and PD, LC, FLC, PC, ST | October/November 2008 | Implementation of *Opening the World of Learning* and *DLM, Read Together, Talk Together* curricula. All staff will be trained. |
| Apply SBRR instructional strategies in the classroom | Teachers (T) and Assistants (A)<br>PD, LC, FLC, PC, ST | School Year 2008-2009 Ongoing | Teacher Lesson plans and unit plans. Differences in classroom setup and teaching strategies. |
| Administer *Assessments*—FirstSTEP (in Aug.) PALS, PPVT-III, IGDI, EVT | T, LC, PC, ST, and External Evaluator | October/November 2008 | Data analysis and interpretations and benchmark assessments |
| Conduct ELLCO and E-LOT | LC, PC, and External Evaluator, FLC | December 2008 | Interviews with teachers and assistants, changes as needed |

| | | | |
|---|---|---|---|
| Conduct Implementation Checklists | LC, PC | January 2009 | Meeting with teachers and assistants—review comments |
| Monthly Parent Meeting | FLC, PD, PC, LC, ST, T, TA, families | 2008-2009 School Year Monthly | Increased parent involvement, increased knowledge by parents about SBRR |
| Coaches visit classrooms, mentor Pre-K staff, conduct classroom observation | Literacy Coaches | 2008-2009 School Year (As needed) | Monthly reports Journal entries |
| Weekly curriculum planning sessions | T, TA, LC, FLC, PD, ST | 2008-2009 School Year Weekly | Lesson plans Journal entries |
| Monthly Professional Development Sessions | All staff | 2008-2009 Monthly | Increase in use of SBRR strategies |
| Use of *Creative Curriculum Dev. Continuum* and *Work Sampling System* | Consultant, T, LC, PC, FLC, PD, ST | 2008-2009 School Year Ongoing | Documentation of Student Achievement, Portfolios and disaggregated data |
| Review, organize, interpret, and analyze data . | T, LC, PD, FLC, ST, Project Coordinator And External Evaluator | 2008-2009 School Year Ongoing | Data will be presented to staff to monitor student achievement and plan instruction. |
| Administer *Post Assessments* | T, LC, PC External Evaluator | May 2009 | Data analysis and interpretations and benchmark assessments |
| Exit Conferences | Teachers | May 2009 and June 2009 | Information packets for parents. |
| Evaluation reports | Project Director and Project Coordinator External Evaluator | 2009-2010 Monthly | Review of all project assessments—Reports to be shared with Early Literacy Team |
| Evaluation Reports | External evaluator | 2008-2009 School Year 3 times per year | Formative and summative evaluation reports |
| Summer Transition Classes | Pre-K and Early Reading First Staff | June 2009 | Increased student achievement |
| Summer Professional Development | Consultants Early Reading First Staff | July 2009 One week | Continued professional development on SBRR, curriculum, and assessment |

**Management Plan for Year 2 and 3**

The management plan and timeline for **year 2 and 3** will be contingent upon evaluation of project progress data for **Year 1**. The goals and objectives may remain the same but activities and objective indicators may vary.

| Activities | Person Responsible | Timeline | Objective Indicators |
|---|---|---|---|
| Purchase materials and equipment, if necessary | Project Coordinator | August 2009 and 2010 | Requisitions and Purchase Orders |
| Meet with staff and administrators to review the Early Reading First Grant guidelines for new families | PD, LC, FLC, PC, ST | September/October 2010 and 2011 | Stakeholders will information packets containing information about the Early Reading First Grant |
| Review administration of assessments | Great Beginnings Staff External Evaluator | August and September 2010 and 2011 | |
| Administer *Assessments*—PALS, PPVT-III, IGDI, FirstSTEP, EVT | T, LC, PC and External Evaluator | August 2010 August 2011 | Data analysis and interpretations and benchmark assessments |
| Monthly Parent Meeting | Family Literacy Facilitators/Project Director and Project Coordinator | 2009-2010 2010-2011 School Year Monthly | Increased parent involvement, increased knowledge by parents about SBRR |
| Conduct *ELLCO and E-LOT* | LC, PC, FLC | September 2009 September 2010 | Interviews with teachers and assistants, changes as needed. |
| Weekly curriculum planning sessions | Pre-K staff and Great Beginnings Staff | Will meet Weekly Years 2 and 3 | Lesson plans Journal entries |
| Monthly Professional Development Sessions | All Staff | 2009-2010 2010-2011 Monthly | Increase in use of SBRR strategies |
| Use of *Creative Curriculum Dev. Continuum* and *Work Sampling System* | Consultant, T, LC, PC, FLC, PD, ST | 2009-2010 2010-2011 School Year Ongoing | Documentation of Student Achievement, Portfolios and disaggregated data |
| Review, organize, interpret, and analyze | T, LC, PD, FLC, ST, Project Coordinator | 2009-2010 | Data will be presented to staff and ERF Staff |

| | | | |
|---|---|---|---|
| data | and External Evaluator | 2010-2011 School Year Ongoing | to help to monitor student achievement and plan instruction. |
| Administer *Post Assessmentes* | T, LC, PC External Evaluator | May 2010 May 2011 | Data analysis and interpretations and benchmark assessments |
| Exit Conferences | Teachers | May and June 2010 May and June 2011 | Information packets for parents |
| Evaluation reports | Project Director and Project Coordinator | 2009-2010 2010-2011 Monthly | Review of all project assessments—Reports to be shared with Early Literacy Team |
| Evaluation Reports | External evaluator | 2009-2010 2010-2011 3 times per year | Formative and summative evaluation reports |
| Summer Transition Class | Teachers and Early Reading First Staff | June 2010 June 2011 | Increased student achievement |
| Summer Professional Development | Consultants And All Great Beginnings Staff | July 2010 July 2011 One week | Professional development on SBRR, curriculum, and assessment |

**Factor 2 – Criterion 4 Factor 2 (adequacy of procedures for continuous improvement).**

The project will have the benefit of an Advisory Committee made up of the coaches, speech therapist, teachers, assistants, administrators of each site, the project director, family literacy coordinator and project coordinator. This group will meet 5 times a year to review grant activities and to confirm that implementation is moving as scheduled. Collecting adequate progress data and interpreting it in a timely manner is crucial to effective implementation. The evaluator will work closely with the director, coordinator, and literacy coaches. **(Refer to Project Evaluation, Criterion 5).**

| Data to be collected | Purpose | Frequency |
|---|---|---|
| PALS pre-K, PPVT, ELLCO, EVT, Get It, Got It, GO, E-LOT, FirstSTEp | See Criterion 1, Factor 2, Purpose 5 | See Criterion 1, Factor 2, Purpose 5 |
| Demo lesson observation checklist | To help T. focus on how strategy will be implemented | During each demo lesson by outside consultant or LC |

| | | |
|---|---|---|
| Classroom walk-thru list and implementation checklists | To record improvements, needs in environment, instruction | Monthly - director and LC |
| Reflection Notebooks Portfolio and logs | To help teachers internalize what they are learning/Reflection | Teacher records after implementing the strategies presented in PD |
| Workshop evaluations | To give director and presenters feedback on their presentations | After PD, meetings, and summer PD |

On a weekly basis, teachers will turn in their observation notes generated by PD model lessons. The office manager will maintain data on the purchase and inventory of materials. The manager will keep track of attendance of all Early Reading First Staff at professional development activities. To ensure that data is used for project improvement, the director and evaluator will meet monthly to review data findings, assess progress and address shortcomings. The Project Coordinator will visit sites weekly.

**Criterion 4, Factor 3 – Hours each person will devote to project**

Project Director, Dr. Benford, will devote 20% of her time to the project. The project coordinator, literacy coaches, speech therapist, family literacy coordinator, and office manager will devote 100% of his/her time to the project and will be paid 100% from the grant. The **project coordinator** will manage efforts between ERFG staff and sites and coordinate project implementation. **Coaches** will assist all teachers +/-4 hours weekly in the classroom. They will coordinate, conduct, and plan professional development, assist staff with the implementation of the curriculum and with assessments, collect and report student data to project staff, mentor teachers as needed, and model lessons. The **family literacy coordinator** will facilitate family literacy trainings and meetings, conduct home visits (as needed), create monthly newsletters, provide community and instructional resources for families and staff, and manage the family literacy centers. A **speech/language therapist** will conduct speech and language assessments, conduct classes for students who may have speech and language problems, create IEPs,

coordinate efforts with ERFG staff, teachers, parents, and administrators. The **office manager** will be available to manage orders, inventories, copies of materials and the maintenance of reports, maintain financial records, and keep project leadership apprised of timely expenditures and account balances. This person will file all financial reports required by the school district and the government. All consultants will be paid inclusive daily fees that include their costs for preparation, developing presentations for 6 hour days, follow up with teachers, and travel expenses.

### *Project Evaluation: Evaluation Design and Instrumentation*

**Selection Criteria 5, Factors 1 and 2.**—The evaluation will determine the extent to which the Hamilton County's *Great Beginnings* Early Reading First program has prepared children to enter kindergarten with the necessary cognitive, early language, and literacy skills for success in school. This independent, third party evaluation will be conducted by The Center for Research in Educational Policy (CREP) at The University of Memphis. The evaluation plan is designed to yield both formative and summative evidence reflecting on processes and contributions associated with the Early Reading First grant. The mixed-method design will involve quantitative and qualitative data collection instruments for triangulation purposes (see Selection Criterion 1, Factor 2, Purpose 5, for a summary of evaluation and citations for reliability and validity).

A school level design is planned for evaluating program outcomes on process and achievement. For assessing 3-year olds, pre- and post-assessment results from the Peabody Picture Vocabulary Test-Third Edition (PPVT-III), Expressive Vocabulary Test (EVT), FirstSTEp Screening Test for Evaluation Preschoolers (FirstSTEp), and Individual Growth and Development Indicators - Get It, Got It, Go! will be used. For 4-year olds, pre- and post-

assessment results from the PPVT-III, EVT, FirstSTEp, and the Phonological Awareness Literacy Screening for Preschool (PALS-PreK) will be used. Student-relevant variables, including age, race, gender, socioeconomic and ESL status, and special needs, will be collected for measurement of differences between subgroups. CREP will conduct quarterly classroom observations using the Early Literacy Observation Tool (E-LOT) and the Early Language and Literacy Classroom Observation (ELLCO). CREP will also train Coaches to conduct classroom observations, administer parent surveys, and submit assessment data. Additional professional development provided by CREP will focus on the use of screening and progress monitoring assessments through interpretation and practical application. See PD plan, Criterion 1, Factor 2, Purpose 4. During year-end site visit, CREP will administer a teacher, paraprofessional, and Coach survey, and document progress toward program goals.

Analyses of the quantitative observational and survey data will be done descriptively to show frequencies, means, and categories of responses. To identify any significant differences in pre- and post-assessment scores a repeated measures MANCOVA will be used. For 3-year olds, the dependent variables will be the PPVT-III, EVT, FirstSTEp, and Get It! Got It! Go! The independent variables will be pre-assessment and post-assessment status, and the covariates will comprise demographic information. The same analysis will be conducted for 4-year olds, with PPVT-III, EVT, FirstSTEp, and PALS-PreK as the dependent variables. Comparisons between student sub-groups, partitioned using independent variables such as gender, race, ESL status, poverty levels, and special needs, will be made via a series of MANOVAs. The dependent variables will be PPVT-III, EVT, FirstSTEp, and Get It! Got It! Go! for the 3-year olds and PPVT-III, EVT, FirstSTEp, and PALS-PreK for the 4-year olds. Comparisons with national norms (as available) will also be conducted, using a one sample *t* test to determine if there are

significant differences in the pre-assessment and national norms. The same analysis will be conducted using the post-assessment scores for each age group.

During Year 2 and Year 3 of the study (when students enter kindergarten: Fall 2009 and kindergarten and first grade: Fall 2010), to identify significant differences between those who attend the "Great Beginnings" ERF sites and those who do not an ANCOVA will be used. Because students will not be randomly assigned, the groups will be equated in terms of pre-assessment differences by use of covariates, such as demographic information. The dependent variable for this analysis will be the DIBELS, and the independent variable will be participation in the "Great Beginnings" ERF program. Qualitative data (e.g., observation descriptions and open-ended responses) will be examined using content analysis procedures (Glaser & Strauss, 1967; Strauss & Corbin, 1998).

**Deliverables:** The Literacy Coaches along with the CREP evaluation team will meet with each center/site after each screening and outcome assessment administration to review student results. Professional development sessions with teachers will break assessment results down by gender, ethnicity, language, teacher and skill area. Each teacher will receive an individual report for their class. Key products of the evaluation include quarterly data summaries and progress monitoring results following site visits as well as annual formative reports sent to the schools containing data summaries, interpretive findings, and recommendations for continued improvement. An aggregate research report will be submitted annually to the Hamilton County's "Great Beginnings" program and the U. S. Department of Education. CREP will also assist in the annual reporting of the five GPRA performance measures. Assessment, Survey, and Observation Measures for the "Great Beginnings" ERF Project.

We believe that a "great beginning" lasts a lifetime.

Early Reading First Grant
(CFDA 84.359B)

Full Application

Hamilton County Department of Education

Chattanooga, Tennessee

Hamilton County's "Great Beginnings" Early Literacy Initiative

June 9, 2008

Dr. Jim Scales
Superintendent

Project Director
Dr. Brenda L Benford

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# Project Narrative

## Other Narrative

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## Appendix: Existing Preschool Programs

**Avondale Head Start/Early Head Start Center (Est. 1966)**

***Licensed by Tennessee Department of Human Services—3 Star Rating out of 3 Stars***

***National Head Start Program of Excellence***

**9 classes (Six—3 year old classes and three--4 year old classes)—*162 Children***

| Name of Existing Site | Address | Primary Funding Source | Average Daily Rate of Attendance | Gender Boys and Girls | Race B-Black W-White H-Hispanic | Poverty Level of Free and Reduced Lunch |
|---|---|---|---|---|---|---|
| **Avondale Head/ Early Head Start** | 2302 Ocoee Street 37406 | **US Department of Human Services Admin. of Families and Children** *(3/4 year old classes)* **State Dept.** *(Pre-K class)* . | 85% | **82** boys **80** girls | B-149 W-6 H-1 Bi-2 Other 4 | **100% (all students are at or below the poverty level)** |

| Ages and Number of Children Served | Special Needs | Average Hours of Attendance | Basic Instructional Program |
|---|---|---|---|
| ***162 Students*** **58** 3 year olds and **104** 4 year old students | **15** Speech and language **8** Behavior Concerns | Children attend **6.5** hours, **five** days a week, for **10** months. | Curriculum— Pre-K class—*Opening the World of Learning* (OWL); 3/4 year old class—*Creative Curriculum.* All classes have learning centers, individual, small and large group instruction. Assessment *Creative Curriculum Developmental Continuum.* |

**Number of Staff and Qualifications (Maximum Ratio is 1 adult to 10 children)**
***CDA—Child Development Associate Certification**

| Position | Education/Training | Experience in ECE |
|---|---|---|
| **Three (4 yr. olds) Teachers (Pre-K)** | All 3 have Bachelor of Arts Degree | 2-5 years of experience |
| **Three (4 yr. olds) Assistants (Pre-K)** | 1 has AA degree, 1 CDA, and 1 High School | 3-8 years of experience |
| **Six (3 yr. olds) Teachers** | Associate of Arts (All Teachers) | 9 to 15 years |
| **Six (3 yr. olds) Assistants** | 3 have AA degrees 6 have CDA | 5 to 13 years |

**Cedar Hill Head Start/Early Head Start Center (Est. 1966)**

***Licensed by Tennessee Department of Human Services—3 Star Rating out of 3 Stars***

***National Head Start Program of Excellence***

**9 classes (Three—3 year old classes and one--4 year old class)—*67 Children***

| Name of Existing Site | Address | Primary Funding Source | Average Daily Rate of Attendance | Gender Boys and Girls | Race B-Black W-White H-Hispanic | Poverty Level of Free and Reduced Lunch |
|---|---|---|---|---|---|---|
| **Cedar Hill Head/ Early Head Start** | 401 Divine Avenue 37407 | **US Department of Human Services Admin. of Families and Children** *(3/4 year old classes)* **State Dept.** *(Pre-K class)* | 85% | **82** boys **80** girls | B-42 W-8 H-11 Other 6 | **100% (all students are at or below the poverty level)** |

| Ages and Number of Children Served | Special Needs | Average Hours of Attendance | Basic Instructional Program |
|---|---|---|---|
| ***67 Students*** **38** 3 year olds and **29** 4 year old students | **4** Speech and language | hildren attend **6.5** hours, **five** days a week, for **10** months. | Curriculum— Pre-K class—*Opening the World of Learning* (OWL); 3/4 year old class—*Creative Curriculum.* All classes have learning centers, individual, small and large group instruction. Assessment *Creative Curriculum Developmental Continuum.* |

**Number of Staff and Qualifications (Maximum Ratio is 1 adult to 10 children)**
***CDA—Child Development Associate Certification**

| Position | Education/Training | Experience in ECE |
|---|---|---|
| **One (4 yr. olds) Teacher (Pre-K)** | Bachelor of Science Degree | 3 years of experience |
| **One (4 yr. olds) Assistant (Pre-K)** | 1 CDA | 5 years of experience |
| **Three (3 yr. olds) Teachers** | Associate of Arts (All Teachers) | 4 to 15 years |
| **Three (3 yr. olds) Assistants** | 3 have CDA | 3 to 5years |

## Appendix: Existing Preschool Programs

### Chattanooga Human Services (Est. 1973)

*NAEYC Accreditation*

*Licensed by Tennessee Department of Human Services—3 Star Rating out of 3 Stars*

**Four classes (Three 3 year old classes and Two 4 year old classes)—*74 Children***

| Name of Existing Site | Address | Primary Funding Source | Daily Rate of Attendance | Gender Boys and Girls | Race B-Black W-White H-Hispanic (Pre-K) | Poverty Level of Free and Reduced Lunch |
|---|---|---|---|---|---|---|
| **Chattanooga Human Services** | 501 W. 12th Street Chattanooga, TN 37402 | City of Chattanooga | 90% | 40 boys 34 girls | B-70 W-4 | **100%** |

| Ages and Number of Children Served | Special Needs | Average Hours of Attendance | Basic Instructional Program |
|---|---|---|---|
| *74 Students* 44 3 year olds and 30 4 year old students | 9 Speech and language<br><br>3 Behavior Concerns | **This center is open from 6:30-5:30 Mon. thru Fri.** The Pre-K (4 year old) class operates on the school calendar and that part of the day is 6.5 hours, five days a week, for 10 months. The 3 year old class operates year round. Some of the pre-k students attend the additional wraparound hours. | Curriculum— Pre-K class—*Opening the World of Learning* (OWL); All classes have learning centers, individual, small and large group instruction. Assessments used are-- *FirstStep Screening Assessment, Bracken Basic Concepts Scale-Revised,* and the *Work Sampling System* for the 4 years old students. 3 year old classes—*DLM* |

**Number of Staff and Qualifications (Maximum Ratio is 1 adult to 10 children)**

| Position | Education/Training | Experience in Education |
|---|---|---|
| **Two 4 year old Teachers (Pre-K)** | 2 Bachelor of Arts | 5-8 years |
| **Two 4 yr. old Assistants (Pre-K)** | 1 Associate of Arts<br>1 some college | 9-12 years |
| **Three 3 yr. old Teachers** | 1 Bachelor of Science<br>2 Associate of Arts | 10-20 years |
| **Three 3 yr. old Assistants** | 3 CDA-- *Child Development Associate Certification* | 8-12 years |

## Appendix: Existing Preschool Programs

**Children's Home/Chambliss Shelter (Childcare program Est. 1969)**

**Licensed by *Tennessee Department of Human Services*—3 Star Rating out of 3 Stars**

**Four classes (Four 4 year old classes and One 3 year old Head Start class)—82 Children**

| Name of Existing Site | Address | Primary Funding Sources | Daily Rate of Attendance | Gender Boys and Girls | Race B-Black W-White H-Hispanic | Poverty Level of Free and Reduced Lunch |
|---|---|---|---|---|---|---|
| **Chambliss Shelter/ Children's Home/ Signal Center Annex** | 315 Gillespie Road 37411 | United Way, TN Child Care Service Certificates, Hamilton Co. Government (3 year old class) State Funds/United Way (Pre-K class) | 90% | 48 boys 34 girls | B-67 W-13 H-2 | **100%** |

| Ages and Number of Children Served | Special Needs | Average Hours of Attendance | Basic Instructional Program |
|---|---|---|---|
| **62 Students**<br><br>**69** 4 year old and **13** 3 year old students | 7 Speech and language<br><br>**4** Behavior Concerns | **This center is open 24 hours a day, seven days a week.** The Pre-K (4 year old) class operates on the school calendar and that part of the day is 6.5 hours, five days a week, for 10 months. The 3 year old class operates year round. Some of the pre-k students attend the additional wraparound hours. | Curriculum— Pre-K class—Pre-K *Opening the World of Learning* (OWL); All classes have learning centers, individual, small and large group instruction. Assessments used are–*FirstStep Screening Assessment, Bracken Basic Concepts Scale-Revised*, and the *Work Sampling System.* The 3 year old class uses the *Creative Curriculum.* |

**Number of Staff and Qualifications (Maximum Ratio is 1 adult to 10 children)**

| Position | Education/Training | Experience in ECE |
|---|---|---|
| **4 Pre-K (4 year olds) Teachers** | Bachelor of Science | Two teachers 3-5 years<br>1 teacher 17 years |
| **4 Pre-K (4 year olds) Assistants** | Associate of Arts | 5-10 years |
| **One 3 year old Teacher** | Associate of Arts | 10 years |
| **One 3 year old Assistants** | 1 yr. of college | 15 years |

**Appendix: Existing Preschool Programs**

**Orchard Knob Elementary Pre-K- 5 School (Est. Pre-K 1996)**

**(A Reading First School for three years)**

**Classrooms are licensed by the *Tennessee Department of Education***

**Two 4 year old classes—40 children**

| Name of Existing Site | Address | Primary Funding Source | Daily Rate of Attendance | Gender Boys and Girls | Race B-Black W-White H-Hispanic | Poverty Level of Free and Reduced Lunch |
|---|---|---|---|---|---|---|
| **Orchard Knob Elementary** | 400 North Orchard Knob Avenue Chattanooga, TN 37404 | Title I and State | 88% | 24 boys 16 girls | B-38 W-2 | **100%** |

| Ages and Number of Children Served | Special Needs | Average Hours of Attendance | Basic Instructional Program |
|---|---|---|---|
| 40 Pre-K students (4 year olds) | 5 Speech and language 3 Behavior Concerns | Children attend 6.5 hours, five days a week, for 10 months (180 days) | Curriculum— Pre-K class—*Opening the World of Learning* (OWL); All classes have learning centers, individual, small and large group instruction. Assessments used are--*FirstStep Screening Assessment, Bracken Basic Concepts Scale-Revised*, and the *Work Sampling System.* |

**Number of Staff and Qualifications (Maximum Ratio is 1 adult to 10 children)**

| Position | Education/Training | Years of Experience in Early Childhood Education |
|---|---|---|
| **Teacher (Pre-K)** | Bachelor of Science | 7 years |
| **Instructional Assistant (Pre-K)** | Two years of college | 12 years |
| **Teacher (Pre-K)** | Master's Degree | 8 years |
| **Instructional Assistant (Pre-K)** | Bachelor of Science | 20 years |

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**Appendix: English Language Acquisition Plan**

At present we have a very small (less than 3% ELL population) but this plan is in place to address the needs of the families that we serve so that no child is left behind. **Approach:** Helping children maintain and build their home language while promoting English fluency is especially important so that children retain their primary cultural identity, continue to stay closely attached to their customs and cultural identity, and progress toward becoming fully bilingual. The curricula used in this project *DLM Early Childhood Express and Opening the World of Learning* have strategies that support adaptations and the building of English language proficiency. Each curriculum has guides that list strategies for working with ELL students and families.

The Hamilton County Plan recognizes a four stage developmental sequence for second-language acquisition in young children who are learning English after age three (Tabors, 2003, 1997).

| **Stages for Learning a Second Language** |
|---|
| The first stage is **Home Language Use**—children use their home language with teachers and other children but realize that others around them are speaking a different language. |
| The second stage is the **Nonverbal Period**—children stop using their home language as they realize that they are not being understood and use nonverbal ways to communicate with others—gestures, facial expressions, etc. (Students may be processing information and sound formation so don't push too hard and allow students to absorb the language). |
| The third stage is **Telegraphic and Formulaic speech** (early speech), children begin using one and two word phrases in English and name objects to express whole sentences—these phrases may not always be used appropriately. |
| The fourth phase is **Productive Language Use**—children begin to use simple sentences and phrases. Errors are common but they will gradually improve and increase their length of sentences. |
| Collier (2003) adds another stage, which includes the use of **Academic Language**, in this stage children begin to acquire English with specific content knowledge as they continue to |

develop their skills.

As with language in general, spoken language must occur before written language. Most ELL students have already learned a great deal in their first language they now need to transfer their knowledge and skills to their second language. When educators value a child's language and culture, second language learners succeed in school more often.

Much of the plan that we are proposing is from the Position Paper from MSHS QIC and MHS DSQIC on Second Language Acquisition (Jones & Yandian, 2002).

| **Instructional and Transitional Practices that Support First and Second Language Acquisition** |
|---|
| 1. Create nurturing environments that support second-language learning. |
| 2. Create language rich environments that foster language acquisition |
| 3. Use techniques to help children understand and use language |
| 4. Provide opportunities for using language and interacting |
| 5. Provide routines in which to hear and use associated language |
| 6. Provide opportunities for and encourage child-to-child interaction |
| 7. Create administrative practice that support second language acquisition |
| 8. Collect information from various sources for assessments and evaluations |

| **Strategies from the Curricula** |
|---|
| 1. Cultural support—incorporate children's home language in daily classroom activities, display words in other languages, offer literacy materials that correspond to children's cultural and linguistic background. |
| 2. Social/Emotional supports—regular routines, comfortable places. |
| 3. Language supports—nonverbal supports, predictable books, repeat familiar songs and |

rhymes, open ended questions and closed questions used wisely, the teacher should learn and use a few words in their children's home language.

4. Literacy supports—environmental print in their language, color coding, computer software in other languages, books, magazines, and other printed materials in other languages. All featured story books will be provided in Spanish.
5. Family Partnership supports—assure families that their home language and cultures are valued, provide books, vocabulary lists, and family activity suggestions, send books home in advance for family members to share and discuss words or pictures, invite families to the classroom to share ideas.

**Professional Development and Staffing**

Each site will have a bilingual teacher or paraprofessional who is dual language proficient who will work in the classroom each day, who will work with students and families. An **interpreter** will be present at all parent meetings. **TransAct Translation Library**, an online service, will provide language communication support to parents who speak a language other than English and will be used to produce newsletters and other family and community supports. **Professional development** will be conducted that will provide training on working with ELL families. Classes in learning other languages, mostly Spanish will be offered to all staff. Training on cultural and linguistic diversity will be presented. Sessions on understanding the assessments and stages for learning a second language will be offered to all staff. Training will be conducted by our ELL department, University of Tennessee at Chattanooga, and National consultants.

**Parent Involvement Strategies**

- Communicate with parents in the native language as much as possible
- Send home copies of the stories in Spanish to foster home reading
- Plan workshops and parent conferences at which non-English speakers will feel welcome by virtue of translators, and materials in Spanish
- Invite ELL parents to be volunteers or presenters along with English speaking parents (they can read with other ELL children, work with materials or attend study trips as another adult.)

| Timeline | |
|---|---|
| October 2008 | Language assessment on all children |
| October 2008 | Teachers begin integrating learners with different levels of English |
| November 2008 | Whole group workshop on language acquisition and strategies |
| Nov. 2008 | Professional development begins to model effective ELL strategies |
| January 2009 | Mid-year assessment |
| May 2009 | End of year assessment, report to teachers, plan summer instruction |
| Summer 2009 | Summer instruction for ELL children |

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## Job Description

## "Great Beginnings" Early Reading First Grant
## Project Coordinator/Manager

### Qualifications

Master's of Education in Reading/Curriculum and Instruction or Administration and Supervision preferred. Bachelor's degree accepted.

Minimum 3 years teaching experience preferably grades Pre-K -3, experience planning and conducting professional development, excellent communication skills, must have knowledge of scientifically-based reading research for early literacy, experience doing research and compiling and interpreting data. Experience as an administrator or in a leadership role/position preferred.

Applicant should be knowledgeable of developmental appropriate practices for young children, possess effective skills for working with teachers, administrators, young children and their families. Applicant must be able to work effectively as a team member.

Reports to Director of Pre-Kindergarten Programs (Principal Investigator/Project Director of Early Reading First Grant)

### Skills and Knowledge

- Knowledge of organizational policies and procedures
- Skill in effective communication
- Skill in instructional strategies especially related to early literacy
- Knowledge/skill with computer applications
- Skill in generating communication and collaboration among administration, staff and parents to improve the program and parent satisfaction and student learning.
- Skill in organizing and maintaining program data and records
- Skills in reporting outcome data for evaluation purposes
- Knowledge of Early Reading First and Reading First Grant components

### Duties and Responsibilities

- Work with external evaluator to monitor program progress and implementation.
- Recruit, hire, train and supervise literacy coaches, family literacy coordinator, and speech and language therapist.
- Collaborate with site administrators and meet with them bi-weekly or more often if needed.
- Work and communicate (regularly) with consultants to plan and coordinate professional development.
- Work with literacy coaches to maintain professional development labs at each site.
- Work with family literacy coordinator to maintain family literacy centers.

- Maintain copies and electronic files for each site that includes but is not limited to: inventory of materials, training attended by site staff, records of ALL assessment scores, and copies of walk-through observations and implementation checklists.
- Conduct semi-annual inventory of all materials and submit report to Project Director.
- Develop and maintain a project calendar that includes all levels of professional development, family meetings, site visits, testing dates, and staff meetings. Share calendar with all staff and update weekly.
- Attend all professional development and attend site visits by literacy coaches.
- Meet bi-weekly with site directors and staff (teachers and assistants) to share successes, hear concerns and solve problems.
- Keep minutes and documentation of all meetings.
- Ensure that all teachers and Early Reading First staff have the training, support and materials they need to do their jobs.
- Conduct annual self-evaluation and goal-setting with Project Director.
- Maintain logs of all professional development completed by you and all of the staff (teachers, assistants, literacy coaches, family literacy coordinator, and speech therapist).
- Work with administrative assistant to maintain all records, requisition materials, maintain budgets, organize office.
- Identify appropriate research articles and resources to share and discuss with staff
- Other duties as assigned.

## Job Description

## "Great Beginnings" Early Reading First Grant
## Literacy Coaches

### Qualifications

Must be "highly qualified", certified in Early Childhood Education (minimum Bachelor's degree), Master's Degree preferred.

At least 3 years successful early childhood teaching experience, experience planning and conducting professional development, excellent communication skills, knowledge of early literacy scientifically based reading research.

Reports to Project Coordinator/Manager of Early Reading First Grant

### Skills and Knowledge

- Knowledge of organizational policies and procedures
- Skill in effective communication
- Skill in instructional strategies especially early literacy
- Knowledge/skill with computer applications
- Skill in generating communication and collaboration among administration, staff and parents to improve the program and parent satisfaction and student learning.
- Skill in organizing and maintaining program data and records
- Skills in reporting outcome data for evaluation purposes
- Knowledge of Early Reading First and Reading First Grant components

### Duties and Responsibilities

- Provide support, assistance, and resources to teachers and assistants to support the full implementation of the Early Reading First program components encompassing curriculum, assessment, and professional development focused on early literacy.
- Plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions to enhance student learning and achievement.
- Design, develop, implement and conduct training and staff development activities for faculty, staff and administrators concerning early literacy strategies, curricula, and assessments.
- Review all data collected for the children and be prepared to help in instructional planning
- Ensure that teachers are administering all assessments on schedule
- Ensure that teachers are sending home progress reports
- Collaborate and meet with site administrators, teachers, and assistants, as needed.
- Work with the family literacy coordinator to coordinate activities for families.

- Organize professional development labs for Great Beginnings staff
- Work with family literacy coordinator to organize family literacy centers
- Assist teachers in preparation for instruction and the pacing of that instruction
- Assist teachers in building literature rich classroom environment built around ELLCO criteria and focused on delivery of the curricula.
- Demonstrate research-based instructional strategies to ensure that teachers are using the curricula as designed.
- Participate in planning meetings to analyze data and use assessment to improve instruction and achievement.
- Provide support for teachers who require additional assistance.
- Observe instruction and provide constructive feedback and "next step" support
- Co-teach and model lessons in classrooms to build instructional skills in the delivery of instruction.
- Serve as a resource in identifying appropriate instructional strategies to improve achievement for all students including ELL, special education and student with special learning needs.
- Complete a classroom observation checklist after each visit to a teacher.
- Attend weekly meetings with the project coordinator to increase his/her own knowledge of ERF.
- Work with consultants to plan, organize, and conduct professional development.
- Maintain logs and professional portfolio of all professional development attended and conducted.
- Stay abreast of the latest scientifically based reading research.
- Provide professional development before, after school, and during the summer.

**JONATHAN E. FRIBLEY**
(b)(6)

## PROFESSIONAL EXPERIENCE

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

***Early Literacy Consultant***

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

**Clients Include**

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

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

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

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

**August 2003 – June 2006** **Shannon County School District, Pine Ridge Indian Reservation, Batesland, SD**

***Early Reading First Professional Development Coordinator***

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

***Early Literacy Project Coordinator and Trainer***

- Design and implement intensive early literacy professional development for early childhood educators.
- Serve as literacy coach for Inclusion Preschool program, observing and modeling in classrooms.

**November 2004 – present** **Early Childhood Programs**

***Opening the World of Learning (OWL) Consultant and Trainer***

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

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

***Assessment Consultant and Trainer***

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

**Clients Include**

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

**October 1990 – June 2007 Independent School District 742, St. Cloud, Minnesota**

***Professional Development School Site Coordinator***

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

***Early Childhood Educator***

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

***Parent Educator***

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

**August 2004 – May 2005 Fond du Lac Head Start, Cloquet, MN**

***Social-Emotional Guidance Consultant and Trainer***

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

**September 2004-December 2004 St. Cloud State University, St. Cloud, MN**

***Course Instructor***

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

## EDUCATION BACKGROUND

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

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

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

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

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

## ADDITIONAL ACCOMPLISHMENTS

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

## BRIEF VITA

### PERSONAL DATA

**Anna Grehan, Ph.D.**
The University of Memphis
Center for Research in Educational Policy
204 Browning Hall
Memphis, TN 38152
Office 901.678.4222
Cell (b)(6) [redacted]
E-Mail: awgrehan@memphis.edu

### EDUCATION

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

### PROFESSIONAL ASSOCIATIONS

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

### EXPERIENCE

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

### SELECTED RECENT RESEARCH

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

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

Grehan, A., Smith, L., & Greer, C. (2004). *Reading First Grant: Formative Evaluation 2004 Aggregate Report (Prepared for Tennessee Department of Education).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A., Smith, L., Wang, W., Luttrell, A., & Drake, M. (2004). *Reading Excellence Act Grant: Formative Evaluation 2004 Aggregate Report (Prepared for Tennessee Department of Education).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Sterbinsky, A., & Grehan, A. (2004). *Memphis City Schools: Correlational Study of 26 Schools.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. (2005). *Evidence of Research Base for Keep on Reading (Prepared for Peoples Publishing).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. (2005). *Evidence of Research Base for Word Explorer (Prepared for Peoples Publishing).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A., Harrison, L., & Smith, L. (2005). Reading *First Grant: 2005 Evaluation Report (Prepared for Assumption Parish Louisiana School District).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A., Harrison, L., & Smith, L. (2005). Reading *First Grant: 2005 Evaluation Report (Prepared for West Baton Rouge Louisiana School District).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A., Harrison, L. & Smith, L. (2005). Reading *First Grant: 2005 Evaluation Report (Prepared for Hearne Texas School District).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A., Ross, S. M., & Harrison, L. (2005). Evaluation *of Reading Recovery in Little Rock Elementary Schools (Prepared for the Little Rock School District).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A., Ross, S., Harrison, L., & Smith L. (2005). Evaluation *of The Literacy Collaborative in Pitt County Schools Report (Prepared for The Literacy Collaborative).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A., & Smith, L. (2005). Reading *First Grant: Formative Evaluation 2005 Aggregate Report (Prepared for Tennessee Department of Education).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A., & Smith, L. (2005). Early *Reading First Grant: Evaluation 2005 Aggregate Report (Prepared for The ALPHA School, Claiborne County Tennessee School District).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Oliver, S., & Ross, S. M. (2005). *2004-2005 Reading First DIBELS Outcome Indicators state Aggregate Report.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Sterbinsky, A., Huang, Y., Grehan, A., & McDonald, A. (2005) *Validation Study: Peabody Picture Vocabulary Test, Dynamic Indicators of Basic Early Literacy Skills, and Gray Oral Reading Test.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Dyson, E., & Grehan, A. (2006). *Memphis Literacy Academy Preliminary Evaluation Report 2005-2006. (Prepared for Memphis City Schools).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Grehan, L., Huang, Y., Slawson, D. (2006). *The Alpha School Early Reading First Evaluation 2006 Aggregate Report.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Harrison, L., & Boyraz, G. (2006). *Hearne Independent School District Reading First Grant 2005-2006 Report.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A., Harrison, L., Slawson, D., Pribesh, S., & Nunnery, J. (2006). Evaluation *of the Prekindergarten Literacy Program 2005-2006. (Prepared for the Little Rock School District).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Grehan, A. W., Motschman, K., Smith, L. J., & Huang, Y. (2006). *Oklahoma Early Reading First Evaluation 2006 Aggregate Report.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

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

Grehan, A. W., Sterbinsky, A., Mikow-Porto, V., & Basom, Jr., R.E. (2006). *Reading First in Tennessee 2004-2005 Research Study Report.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Harrison, L., Grehan, A. W., Nunnery, J., & Huang, Y. (2006). *The effects of the Superkids program on beginning reading achievement in kindergarten.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

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

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

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

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

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

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

## REFEREED CONFERENCE PRESENTATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## SUMMARY OF INTERESTS

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

**Brenda L. Benford, Ed.D**
**Project Director/Principal Investigator**

**Office—3074 Bonny Oaks Drive**
**Chattanooga, TN 37421**
**423-209-8575**
**Email: benford_b@hcde.org**

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**Job Experience**

**2005-Present Hamilton Co. Dept. of Education Chattanooga, TN**
**Director of Pre-K Programs—Central Office District Administrator**

- Coordinate the Pre-Kindergarten program for the district—curriculum and budgeting—44 programs located in schools and community based centers
- Plan and conduct professional development for the Pre-Kindergarten program
- Coordinate and plan Great Beginnings—a summer school program for at risk pre-kindergarten students
- Liaison for Head Start collaboration and expansion sites and other community based programs
- Chairperson of the Pre-K Advisory Council
- Write state and federal grant for pre-k funding for the district
- Hire and recruit pre-k staff
- Presenter at conferences (Pre-K Summit, TAEYC, CAEYC, East Tennessee, Title I Conferences)
- Evaluate pre-k teachers and teaching assistants
- Supervise pre-k support staff—pre-k facilitator, pre-k social worker, pre-k nurse, and office staff

**1998- 2005 Hamilton Co. Dept. of Education Chattanooga, TN**
**Title I Coordinator—Central Office District Administrator**

- Assist Title I Schools with budgeting and planning
- Work with principals and teachers to ensure that Title I guidelines are being following
- Plan and coordinate summer professional development for grades Pre-K-5
- Review and recommend instructional strategies and materials to teachers and administrators
- Assist school staffs in the implementation of standards based teaching and learning
- Assist in the planning, organization and implementation of professional development for the school system
- Evaluate teachers and monitor instruction

**2004 Chattanooga State Technical Community College Chattanooga, Tennessee**
**Adjunct Professor**

**Courses Taught:**

- ECED 2010 Safe, Healthy, Learning Environment for Young Children—Spring 2004
- ECED 2070 Developmental Assessment of Young Children Spring 2004

**2003 to present University of Tennessee at Chattanooga Chattanooga, TN**
**Adjunct Professor**

**Courses Taught**

- HECO 446--Assessment and Evaluation of Young Children
- HECO 345-- Management of Early Childhood Environments

**Brenda L. Benford, Ed.D**
**Project Director/Principal Investigator**

**1997-1998** **Hamilton County Dept. of Education Chattanooga, TN**
**Assistant Principal—East Side Elementary School**

- Worked at the school site as an administrator
- Did classroom observations of staff
- Handled discipline problems
- Worked with parents, students, and staff to increase student achievement

**1982-1997** **Chattanooga City Schools Chattanooga, TN**
**Teacher**

- Woodmore Elementary—Title I Interventionist (math and reading) and Kindergarten Teacher
- Hixson Elementary—Kindergarten
- Hillcrest Elementary—Kindergarten
- Alton Park Junior High School—Title I reading teacher

**1980-1982** **Nashville Child Care Center Nashville, TN**
**Program Coordinator**

- Developed curriculum for the day care center
- Worked with staff to develop a developmentally appropriate program for students
- Acted as liaison between the Director and teachers
- Worked with parents
- Planned professional development

**1973-1980** **Chattanooga Public Schools Chattanooga, TN**
**Teacher**

- Hixson Elementary—First Grade
- Ridgedale Elementary—First Grade
- Orchard Knob Elementary—First Grade
- Joseph E. Smith—Fourth Grade

**Education**

**1969-1972** **Murray State University Murray, KY**

- Bachelors of Science in Elementary Education
- Graduated Cum Laude

**1972-1994** **University of Tennessee at Chattanooga, TN**
Masters of. Education in Elementary Education (Curriculum and Instruction)

**1994-2000** **Trevecca Nazarene University Nashville, TN**
Masters of Education in Educational Leadership and Administration

**2000-2003** **Trevecca Nazarene University Nashville, TN**
Doctorate Degree in Professional Practices
Dissertation Title " A Study of Title I Funded Developmentally Appropriate Pre-Kindergarten Programs"

**Organizations**
Phi Delta Kappa International, Inc.
Alpha Kappa Alpha Sorority
Association for Supervision of Curriculum Development (ASCD)
National Association for the Education of Young Children (NAEYC)
Tennessee Association for Supervision of Curriculum Development
Tennessee Association for the Education of Young Children
International Reading Association (IRA)
Hamilton County Education Association
Tennessee Education Association

**Brenda L. Benford, Ed.D**
**Project Director/Principal Investigator**

National Education Association
Tennessee Geography Alliance
National Council for Teachers of Mathematics
National Science Teachers Association
National Council of Teachers of English
Association for Childhood Education International
Chattanooga Area Association for the Education of Young Children
National Staff Development Council

**Committees and Boards**

Tennessee Early Childhood Training Alliance Educational Planning Committee Member
Week of the Young Child Planning Committee
Invest in Children Committee
Books for Babes Committee
Chattanooga Area Association for the Education of Young Children (Board Member)
Early Childhood Technology Committee
Served as school board Chairperson for New Covenant Christian Academy
Tennessee Association for the Education of Young Children
Conference Committee
Planning Committee for America Goes Back to School Rally
Served on UTC Reading Summit Committee
Urban Impact Grant Committee
Child Care Resource Center Board Member
Early Success Advisory Board
Project Ready to Read Board Member
Chattanooga State Early Childhood AAS Degree Program Advisory Board
Hamilton County Pre-K Advisory Council Chairperson
Member of State Pre-K Advisory Council

**Other Activities**

Conducted workshops in reading, math, classroom management, parental involvement, multicultural education, early childhood education and writing
GEMS trainer
Taught classroom management classes for Alternative Certification students
Trained as a trainer for the Work Sampling System
Trained as a trainer to present "A Framework for Understanding Poverty" seminars
Trained in NC in ECERS assessment
Trained as a trainer for "Talking About Touching Curriculum"
Trained as a Trainer for Positive Behavioral Interventions Supports (PBIS), Working with Challenging Behaviors (Devereux), and Loving Guidance
Conscious Discipline (Becky Bailey)
Developed Hamilton County Department of Education Pre-K Teacher and Parent Handbooks
Developed Hamilton County Department of Education Pre-K Literacy Plan

**Awards**

Hilda Avant Award—May 2002—Given annually to an educator who has done exemplary work in the education of young childhood. Awarded by the Chattanooga Area Association for the Education of Young Children.

MAR 1 7 2008

## CERTIFICATION

I certify as the responsible official of Hamilton County School System that the information contained herein has been prepared in accordance with instructions issued by the Tennessee Department of Education and is correct to the best of my knowledge and belief. No costs other than those incurred have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form are actual costs and supporting documents have been maintained for audit availability. Full responsibility is hereby assumed by the Hamilton County School System for settlement of any audit questions arising as a result of the information herein submitted.

The Non-Restricted rate is to be used for all Food Service purposes. An Indirect Cost Rate of:

11.52 % Non-Restricted Programs
2.50 % Restricted Programs

is proposed for use during fiscal year ending June 30, 2009.

Superintendent, LEA

1/30/08
Date

## DECLARATION OF NEGATIVE INTENT TO DEVELOP AN INDIRECT COST PROPOSAL

I hereby declare as the responsible official of _____ School System that we do not intend to develop an indirect cost proposal for the fiscal year ending June 30, 2009.

_____
Superintendent, LEA

_____
Date

## ACCEPTED AND APPROVED BY TENNESSEE DEPARTMENT OF EDUCATION

Wesley Robertson
Director, Local Finance

3/10/08
Date

Site Avondale Head Start

**Letter of Support for Hamilton County's Great Beginning Early Reading First Grant**

**May 19, 2008**

We, the undersigned understand that Hamilton County is a finalist for the Early Reading First grant and is submitting a full application. If awarded, this grant will offer several big improvements to our current early childhood program. Teachers and administrators will have the resources and training to design optimum literacy environments in their classrooms and funds to purchase many books and other materials to promote literacy. The project would allow the district to extend the number of weeks children are served to 46 and to hire support staff that would focus on assessment, curricula, instruction, and professional development for administrators, pre-k staff, and parents. The project will provide literacy coaches and family support personnel. Assessments will be on-going and will help provide more targeted instruction for those children who need it.

We will receive a stipend (extra pay) for professional development that falls outside the school day or year. The grant is a three year commitment and will begin in September 2008.

**Name (signature and print) position (list grade or age group):**

(b)(6)

Site Cedar Hill Head Start

**Letter of Support for Hamilton County's Great Beginning Early Reading First Grant**

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**Name (signature and print) position (list grade or age group):**

(b)(6)

Site Chattanooga Human Services Child Care Program

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**Name (signature and print) position (list grade or age group):**

(b)(6)

Site Children's Home - Chambliss Shelter

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**Name (signature and print) position (list grade or age group):**

(b)(6)

Site OKES (Orchard Knob Elementary)

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**Name (signature and print) position (list grade or age group):**

(b)(6)

# Budget Narrative

## Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **7554-Mandatory_Budget_Narrative_2008_final.doc**

**Budget Narrative**

The Great Beginnings project will support our Early Reading First project's goals. The project will serve **425** students and families a year for a total of nearly **1300** students over three years, the project includes **25** classrooms, **50** teachers and teaching assistants. Our plan offers a cost-effective and comprehensive plan for providing resources to implement scientifically based reading research findings in order to improve instruction for our students. The charts below detail our expenditures--salaries are averages—the system's pay scale is based on education, certification, and experience. **Indirect Costs** are 2.5% of the total budget.

**Year 1**

**Salaries--$681,000**

| Personnel | Salary | Time | Responsibilities |
|---|---|---|---|
| **Project Manager/Coordinator** | **$80,000** | 100% | Coordinate efforts between ERFG staff and sites, coordinate project implementation and purchase grant materials and equipment, file all programmatic and financial reports and manage financial activities of the grant program, conduct professional development, hire ERFG staff. **(Job description in Appendix.)** |
| **Five Literacy Coaches** | $60,000 per person **$300,000** | 100% | Mentor teachers, coordinate & conduct professional development, assist staff with implementation of the curricula and assessments, collect, review, and report student data, model lessons, work with staff and administrators to implement the ERFG project, work with students and families. **(Job description in Appendix.)** |
| **Family Literacy Coordinator** | **$32,000** | 100% | Coordinate classroom & home connections, facilitate family literacy meetings, conduct home visits, create newsletters, provide community & instructional resources for families & staff, manage family literacy centers at each site. |
| **Speech/ Language Therapist** | **$59,000** | 100% | Conduct speech & language assessments, create IEPs, conduct classes for students who have speech and language problems, coordinate efforts with teachers, families, and administrators |
| **Office Manager (with** | **$30,000** | 100% | Keep account of all monies spent and received, reconcile accounts, coordinate staff activities, |

| | | | |
|---|---|---|---|
| **Bookkeeping experience)** | | | maintain records and reports, communicate with parents, staff, and administrators, perform clerical duties as needed. |
| **Teachers (20)** | Extended contracts $5500 each **$110,000** | 100% | To pay teachers for working the extended year. 5 teachers already work year round. |
| **Teaching Assistants (20)** | Extended contracts $3500 each **$70,000** | 100% | To pay teaching assistants for working the extended year. 5 assistants already work year round. |

**Fringe Benefits--$154,000**

| | |
|---|---|
| **Certified Employees** | Project Manager, 5 Literacy Coaches, Speech/Language Pathologist 14.43% will cover FICA, Retirement. Medicare and Long Term Disability |
| **Classified Employees** | Office Manager and Family Literacy Coordinator 23.02% will cover FICA, Retirement. Medicare and Long Term Disability |
| **All employees** | $65 Life Insurance, $7800 Health Insurance, $345 Dental Insurance, and $180 Unemployment Insurance **$8390 per person** |

**Travel--Estimated Costs--$10,000**

| Activity | Persons | Purpose |
|---|---|---|
| **Early Reading First Conference** | Selected Great Beginnings Staff | To Review Early Reading First Grant Guidelines |

**Supplies--$165,000**

| Supplies | Purpose |
|---|---|
| **Instructional Materials**<br><br>**$90,000** | For classrooms—curricula and kits (*DLM* and *OWL*) assessment materials and kits, (*PALS, PPVT-III, Ages and Stages, ELLCO, IGDI, FirstSTEp, Creative Curriculum Developmental Continuum, Work Sampling System*), book sets, tapes, classroom libraries, digital cameras, computers, printers, computer tables, writing center materials, cassette players, TVs, VCRs, DVDs, print materials, incentives (books), video tapes, photocopying, listening centers, camcorders, dramatic props, scanners, other items to create a print rich |

| | |
|---|---|
| | environment and enhance the curricula,. |
| **Office Supplies**<br>**$15,000** | For use at the family literacy centers, professional development centers, and ERFG office—photocopying, computers, printers, laptops, scanners |
| **Parent Materials**<br>**$40,000** | Parent meeting materials and supplies—books, videos, kits, training materials, camcorders, books for student take home backpacks, backpacks, *Read Together, Talk Together* Kits, TVs, VCRs, DVDs, training materials for families, photocopying, computers, printers, tables, chairs |
| **Professional Development Materials**<br>**$20,000** | Professional development materials for staff and families—training videos and materials, TVs, VCRs, DVDs, computers, printers, camcorders, overhead projectors, boxlights. |

**Contractual--$178,000**

| Name | Cost | Purpose | Time |
|---|---|---|---|
| **Dr. Anna Grehan University of Memphis** | **$95,000** | **External Evaluator:** Will perform a full review of the program's implementation strategies and progress toward the goals of the project. Includes phone and email consultation. **See vita.** | 3 years |
| **Jonathan Fribley** | **$78,000 Year 1 $1300 per day for 5 days per month for 12 months (60 visits)** | **Professional Development**--collaboration on the implementation of the OWL curriculum and SBRR early literacy, classroom observations, work with literacy coaches and ERFG staff. And training on *Get Ready to Read, Work Sampling System, and Read Together, Talk Together.* Includes phone and email consultation. **See vita.** | 3 years |
| **McGraw-Hill Dianne Hill Patterson** | **$1,800** | **Professional Development**—Will conduct training on *DLM* and implementation. Will visit classrooms and give feedback to mentors and pre-k staff. | 3 years |
| **Dr. David Dickinson** | $1500 per day for 3 days **$4500** | **Professional Development**—Will visit minimum of 3 days per year to do training on best practices in early literacy and OWL implementation. Will be available for consultation as needed. Will provide tools to monitor instruction. Includes phone and email consultation. | 3 years |
| **Dr. Judy Schickedanz** | $1500 per day for 3 days **$4500** | **Professional Development**—Will provide feedback and training on OWL curriculum. Will conduct training on the developmental stages of writing. Will observe teachers and review student work. Includes phone and email consultation. | 3 years |

| | | | |
|---|---|---|---|
| **University of Tennessee of Chattanooga (UTC) Staff** | Cost for 3 hr. course $712 Estimated cost **$30,000** | UTC will provide coursework for degrees for staff . | 3 years |
| **Chattanooga State Technical Community College (CSTCC)** | Cost per 3 hour course $303 Estimated cost **$20,000** | The college provides coursework toward Early Childhood Education Associate of Arts degrees and training for CDA—Child Development Associate Certification | 3 years |

**Other Direct Costs--$88,000**

| Type | Cost | Purpose |
|---|---|---|
| **Copy Machine Rental (5)** | **$25,000** | Make copies of materials for classrooms, family literacy centers, professional development centers, and ERFG office: flyers, newsletters, booklets, handbooks, etc. |
| **Postage $.42 per stamp** | **$3000** | To mail materials to parents and pre-k staff **Cost per stamps could increase.** |
| **Substitutes $61.80 per day for 25 staff for 5 days** | **$8000** | To provide substitutes for pre-k staff to plan, conduct parent conferences, observe other staff, and attend professional development activities |
| **Meeting Expenses** | **$15,000** | To provide food, incentives, other materials for parent meetings and professional development |
| **Stipends Certified $10 per hour Classified (Hourly rate of pay)** | **$27,000** | Before and after school and summer professional development for implementation of curriculum, review of assessments, and SBRR |
| **Mileage** | $.505 per mile Fed. rate **$10,000** | Travel between sites for project coordinator, literacy coaches, speech therapist, family literacy coordinator. |

**Year 1 Total Direct Costs--$1,331,800**

**Year One Indirect Costs** are 2.5% of the total budget--**$33,295**

**Year One Total Budget for --$1,365,095**

**Year 2**

| | |
|---|---|
| **Year Two** | Costs for year two would decrease in the supplies categories by (consumable supplies will be replaced, as needed—such as assessments, writing materials, other supplies etc.) **other categories and amounts will remain the same.**<br>Supplies are **($45,000)**<br>**Instructional Materials--$15,000**<br>**Office Supplies--$5,000**<br>**Parent Materials--$10,000**<br>**Professional Development Materials--$15,000**<br>Includes 4% increase **($34,000)** in salaries and benefits<br>Jonathan Fribley will increase to $1375 per day for 60 days. |

**Year 2 Total Direct Costs--$1,276,940**

**Indirect Costs** are 2.5% of the total budget--**$31,922.50**

**Total Budget for Year Two--$1,308,862.50**

**Year Three**

| | |
|---|---|
| **Year Three** | Costs for year two would decrease in the supplies categories by **-$25.,000** (consumable supplies will be replaced, as needed—such as assessments, writing materials, other supplies etc.) **other categories and amounts will remain the same.**<br>Supplies are **($20,000)**<br>**Instructional Materials--$7,500**<br>**Office Supplies--$1,000**<br>**Parent Materials--$4,000**<br>**Professional Development Materials--$7,500**<br>Includes 4% increase **($34,000)** in salaries and benefits.<br>Jonathan Fribley will change to $1450 per day for 45 days. |

**Total Direct Costs--$1,270,515.60**

**Indirect Costs** are 2.5% of the total budget--**$31,762**

**Total Budget for Year Three--$1,302,277.60**

***Total for ALL Three Years--$3,976,235***