U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080054
Grants.gov Tracking#: GRANT00473445

Closing Date: JUN 10, 2008

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

Application for Federal Assistance SF-424

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
06/10/2008	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
23-1726414	

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	School District of Lancaster

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
23-1726414	069783140

d. Address:

* Street1:	1020 Lehigh Ave.
Street2:	
* City:	Lancaster
County:	Lancaster
* State:	PA: Pennsylvania
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	17602

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Mrs.	* First Name:	Traci
Middle Name:			
* Last Name:	Scott		
Suffix:			

Title:	Early Childhood Coordinator
Organizational Affiliation:	
* Telephone Number:	717-291-6264
Fax Number:	717-396-6817
* Email:	tascott@lancaster.k12.pa.us

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

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

Lancaster City and Lancaster Township, Pa.

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

Lancaster Early Reading First

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: 16

* b. Program/Project: 16

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

17. Proposed Project:

* a. Start Date: 09/01/2008

* b. End Date: 08/30/2011

18. Estimated Funding ($):

* a. Federal	2,812,682.00
* b. Applicant	0.00
* c. State	0.00
* d. Locai	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,812,682.00

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

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

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

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

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

○ Yes ● No

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

☑ **** I AGREE**

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

Authorized Representative:

Prefix:	Dr.
* First Name:	Stephen
Middle Name:	A.
* Last Name:	Iovino
Suffix:	
* Title:	Acting Superintendent
* Telephone Number:	717-291-6121
Fax Number:	717-396-6844
* Email:	saiovino@lancaster.k12.pa.us
* Signature of Authorized Representative:	Paula Holzman
* Date Signed:	06/10/2008

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name **Mime Type**

AdditionalProjectTitle

File Name **Mime Type**

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
School District of Lancaster

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	$ 467,667	$ 481,697	$ 496,148	$ 0	$ 0	$ 1,445,512
2. Fringe Benefits	$ 195,431	$ 220,520	$ 249,242	$ 0	$ 0	$ 665,193
3. Travel	$ 10,200	$ 10,200	$ 10,200	$ 0	$ 0	$ 30,600
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 135,700	$ 69,250	$ 61,750	$ 0	$ 0	$ 266,700
6. Contractual	$ 108,800	$ 106,300	$ 105,800	$ 0	$ 0	$ 320,900
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 917,798	$ 887,967	$ 923,140	$ 0	$ 0	$ 2,728,905
10. Indirect Costs*	$ 28,176	$ 27,261	$ 28,340	$ 0	$ 0	$ 83,777
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 945,974	$ 915,228	$ 951,480	$ 0	$ 0	$ 2,812,682

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)

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

(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

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
School District of Lancaster

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 Paula Holzman	* TITLE Acting Superintendent
* APPLICANT ORGANIZATION School District of Lancaster	* DATE SUBMITTED 06-10-2008

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

Tracking Number: GRANT00473445

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 ●b. grant __c. cooperative agreement __d. loan __e. loan guarantee __f. loan insurance	●a. bid/offer/application __b. initial award __c. post-award	●a. initial filing __b. material change For Material Change Only: year quarter date of last report

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: School District of Lancaster * Address: 1020 Lehigh Ave. Lancaster PA: Pennsylvania 17602 Congressional District, if known:	
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: N/A N/A * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: N/A N/A
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Signature: Paula Holzman * Name: Dr. Stephen Iovino Title: Acting Superintendent Telephone No.: 717-291-6129

	Date: 06-10-2008
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require .

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Attachment Information

File Name	Mime Type
9018-ErfGEPA.doc	application/msword

Lancaster Early Reading First GEPA statement

Lancaster Early Reading First is a communitywide effort to transform 4 urban preschool centers in the School District of Lancaster into models of early childhood literacy and language excellence, using scientifically based reading research (SBRR) as the foundation for this work. Providing all children with quality preschool experiences is a critical piece of our community-wide effort to eliminate the achievement gap and increase academic success for all students.

The District will hire 3 bilingual support specialists and a preschool English as a Second Language teacher to assist classroom teachers in communicating with non-English speaking students and parents -- 68% of District preschool students are English language learners, with the predominant native language being Spanish. ERF classroom teachers will be required to enroll in a 16-hour conversational Spanish class during the first year of the program specifically tailored to their communication needs; all new ERF teachers will be required to take this course in subsequent years, which also will be offered as a refresher or more advanced course of study, depending on staff needs. In addition, the District will use ERF funds to hire a student-family advocate whose primary responsibility will be to help families overcome the cultural, linguistic and/or economic barriers that often prevent them from accessing needed health and social services. The SFA will visit homes, identify needs, connect families with health and social service agencies, schedule appointments and arrange for transportation and/or translation services for those appointments. In each ERF classroom, meaningful environment print, labels, and appropriate literacy/alphabet charts will be posted at eye level in Spanish and English. The book areas will be enhanced through the inclusion of books in Spanish

(approximately 50% of the books). A lending library with books in English and Spanish will be available to children and families. Collections will include culturally relevant books that complement the monthly theme as determined by the curriculum. Parents will be invited to provide culturally meaningful activities to the children that also complement the theme. To assure the cultural appropriateness of materials/ activities and to foster parent involvement, the bilingual assistants, who will involve parents of all cultures, will facilitate this process.

Approximately 5% of children in the District's preschool program have identified disabilities and receive special education services, primarily speech and language, occupational therapy and physical therapy. Students who evidence more severe disabilities between infancy and age 5 are served by our partnership with Lancaster-Lebanon Intermediate Unit 13 in IU classrooms – they are not enrolled in our preschool programs. IU 13 is the agency providing services to children with special needs in Lancaster County. Beginning in March 2008, the Lancaster-Lebanon IU 13 Early Intervention Coordinator will clarify procedures for referral and service access for those students with disabilities and/or developmental delays. The Lancaster-Lebanon IU 13 Inclusion Facilitator will also serve as a consultant for creating environments in the ERF program that allow all children to be successful learners. Additionally, the ERF Facilitator will assist classroom teachers with the implementation of the CSEFEL social-emotional pyramid model and, when necessary, coordinate referrals to outside agencies. Further consultation will continue to occur with the S. June Smith Center, the Schreiber Pediatric Rehab Center, the Infant-Toddler Mental Health Project of CAECTI, the South East Health Services, the Lancaster General Hospital and the American Red Cross as

needed. In addition, the Special Education Department of the SDOL will ensure that children with diagnosed disabilities and/or developmental delays will be successfully transitioned into 5-year-old kindergarten, avoiding breaks in service delivery. Because fostering children's language abilities at varying ability levels is at the core of our preschool program, the curriculum can be readily adapted for children with special needs.

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 School District of Lancaster
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Stephen Middle Name: A. * Last Name: Iovino Suffix: * Title: Acting Superintendent
* SIGNATURE: Paula Holzman * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
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Traci

Scott

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3rd Floor

Lancaster
County

Lancaster

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17602

USA: UNITED STATES

*** Phone Number:**
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2. Applicant Experience:

_Yes • No _ Not applicable to this program

3. Human Subjects Research

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

_Yes • No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName MimeType

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **9914-ERF_Abstract.rtf**

Lancaster Early Reading First is a communitywide effort to transform 4 urban preschool centers in the School District of Lancaster into models of early childhood literacy and language excellence, using scientifically based reading research (SBRR) as the foundation for this work. The 4 Lancaster centers serve a diverse population of 250 children:

- 85% of children receive free/reduced lunch;
- 67% are Latino, 20% African-American, 10% Caucasian, and 3% Asian;
- 68% of students are English language learners;
- 5 % of children have identified disabilities and receive special education services.

With support from Early Reading First, our centers will:

➢ Implement strategies, materials and professional development that are grounded in SBRR. We will continue to implement *Building Language for Literacy* as the primary curriculum to address the four major areas of ERF: oral language, phonological awareness, print awareness and alphabet knowledge. *BLL* builds from the *Report of the National Reading Panel, Learning to Read and Write* and *Preventing Reading Difficulties in Young Children.*

➢ Operate full-day, full-year, consecutive-year programs in each of our target centers (Priority 1), allowing us to increase the intensity and depth of instruction and resulting in greater gains in language and literacy development among our at-risk students.

➢ Offer a robust language acquisition program for our English language learners (Priority 2). Our language acquisition program will employ immersion to align it with the District's immersion-based ELL program. Students' knowledge of their native language, Spanish, will be built upon and supported as they acquire English language and literacy abilities. With these components in place, our centers will provide *all* children, with the language, cognitive and early reading skills necessary for future reading success.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **3562-Mandatory_ERFFULLAPP.rtf**

LANCASTER EARLY READING FIRST

The School District of Lancaster is located in an urban center in rural Pennsylvania. Although our surrounding region is best known for its Amish population and picturesque farmlands, Lancaster City belies this marketing stereotype. We are a diverse urban community. Unfortunately, many of our children and youth are at risk of educational failure:

- Only 45% of students met state standards in reading on the 2007 Pennsylvania System of School Assessment; 52% met PSSA math standards.
- The achievement gap between Caucasian students and African-American and Latino students persists and widens as students age. While 58% of Caucasian 11th-grade students met PSSA reading standards, only 37% of African American and 33% of Hispanic students did so.
- In 2006-07, only 67% of students graduated; that percentage drops to 56% for Latino students.

Providing all children with quality preschool experiences is a critical piece of our community-wide effort to eliminate the achievement gap and increase academic success for all students. The District was fortunate to secure an Early Reading First grant in 2003, through which we: established consistent daily structures at our preschool centers that included opportunities for children to talk and interact, interactive read-alouds and time for independent practice with skills; created print-rich environments in these centers; and established a process by which the District uses assessment data to know and understand levels of individual/groups of children in the preschools and to drive instruction. These changes in practice have increased students' readiness for kindergarten: Data from last year indicates students who attended the centers for two years scored higher on the Letter-Naming Fluency, Phoneme Segmentation Fluency and Nonsense

Word Fluency sections of the Kindergarten DIBELS than students who had either not attended a center or who had done so for only one year.

Building on the work from the 2003 ERF grant, we propose to transform 4 existing preschool centers into models of educational excellence, using scientifically based reading research (SBRR) as the foundation for this work. The primary goal of the proposed program is to improve the oral language, phonological awareness, print awareness and alphabet knowledge of monolingual and bilingual children who are from low-income homes. In particular, we aim to enhance services for children from Spanish-speaking homes. Funds from USDE will enable us to offer all of our preschool students full-day, full-year programs; to hire bilingual support specialists and an ELL teacher to better meet the needs of our non-English speaking students. Our centers target the community's most at-risk children; to be accepted into our preschools, families must demonstrate financial, educational and developmental need. Consequently, our centers serve very high-need populations:

- 68% of students are English language learners (ELLs). Lancaster City has experienced a dramatic influx of Puerto Rican, Mexican, Dominican and other Spanish-speaking immigrants in recent years. Among many families, Spanish is the only language spoken at home, and 3- and 4-year-olds have very limited exposure to English.
- 5% of children have identified disabilities and receive special education services, primarily speech and language, occupational therapy and physical therapy. Students who evidence more severe disabilities between infancy and age 5 are served by our partnership with Intermediate Unit 13 in IU classrooms – they are not enrolled in our preschool programs.
- 85% of students are eligible for free or reduced-price lunch. Some 67% of preschoolers are Latino, 20% African-American, 10% Caucasian, and 3% Asian.

Through ERF, these centers will: implement strategies, materials and professional development that are grounded in SBRR; operate full-day, full-year, consecutive-year programs (Priority 1); and offer a robust language acquisition program for our English language learners (Priority 2). Full-day, full-year, consecutive year programming will allow us to increase the intensity and depth of instruction, resulting in greater gains in language and literacy development. As detailed in our English Language Acquisition plan, our ERF program for ELL students will be based on immersion, the same strategy used in the Districtwide ELL program. Students' knowledge of their native language, Spanish, will be built upon and supported as they acquire English language and literacy abilities.

QUALITY OF THE PROJECT DESIGN

Selection Criterion 1, Factor 1: Our ERF Project is grounded in SBRR. The project builds on Whitehurst and Lonigan's emergent literacy framework.[1] This framework groups emergent literacy skills into two groups: code-related skills (print knowledge and phonological processing skills) and comprehension-related skills (syntax, narrative understanding, listening comprehension and ability to define words). Evidence that supports this framework appears in peer-reviewed journal articles, book chapters, monographs and reports written by leading researchers. The project also builds on the findings of research on bilingual children's language and literacy development and educational approaches used to promote English language learners' early language and emergent literacy.

Selection Criterion 1, Factor 2, Purpose 1: Our ERF project will target 4 well-established preschool programs (please see appendices). These centers were selected due to their capacity for success as exemplary programs and their commitment to this work. Each site has: a **well-established early childhood program**, in operation for 25+ years; strong **principal leadership**,

with a commitment to quality preschool; **highly qualified, experienced staff** (10+ yrs experience) who are willing to engage in the hard work needed to improve their practice; **a proven record of achievement,** as referenced above, and appropriate, **well-equipped classrooms**. We also have **state-level support** for our early literacy work—our preschool program is one of 17 across the state selected to participate in Pennsylvania's PreK Counts Initiative, which aims to improve the quality of early childhood education. Our centers have been using *Creative Curriculum* and *Blueprint for Early Literacy* as the basic core curriculum, and we have begun to implement *Building Language for Literacy (BLL)* this year because of an identified a need to deepen the developmental and cognitive components of the curriculum to better serve our large ELL population. Building from the broad themes of *Blueprint,* teachers embed the cognitively rich "place units" from *BLL* so students can acquire world knowledge, a critical basis for literacy learning. We will incorporate culturally meaningful learning activities into the *BLL* curriculum.[2 3 4]

	Burrowes	King	Lafayette	Price
Current Classes	1 full-day K3 3 full-day K4	2 full-day K4 3 full-day K3	2 full-day K4 1 full-day K3	1 full-day K3 1 full-day K4
Attendance	94%	96%	95%	94%
Qualified Staff	4 teachers; BS ECE/Elm cert	5 teachers; BS ECE/Elm cert	3 teachers; BS ECE/Elm cert	2 teachers; BS and ECE cert
Turn-Over	Staff turn-over across the 4 centers is 13% (excluding retirements).			
Developmt	All of the centers have built a foundation of developmentally appropriate practices to support social, emotional and physical development.			
Curriculum	*Creative Curriculum* and *Blueprint for Early Literacy*			
Accredited	PA Department of Education Accreditation			

Selection Criterion 1, Factor 2, Purpose 2: Children's emergent literacy abilities consist of the acquisition of inside-out and outside-in skills.[5] Inside-out skills are those that do not include knowledge of the context: phonological awareness and letter knowledge. Outside-in skills relate

to children's understanding of the context and involve background knowledge, language abilities, and print awareness. Investigations of children's literacy development support this framework. Research on monolingual populations has identified positive relationships among children's phonological awareness, letter knowledge, and later reading outcomes.[6 7 8 9 10]

Knowledge of print concepts is an important precursor to learning to read.[11 12] Additionally, children's early oral language development contributes to later reading outcomes. Scarborough's meta-analysis revealed significant relationships between children's early vocabulary, receptive language, grammar and narrative abilities and their later reading outcomes.[13] Other researchers have found relationships among vocabulary, receptive and expressive language, and decoding and reading comprehension in later grades. [14 15 16 17 18]

Learning to read, however, is more complex when children's primary language is different from the oral and written language they encounter in school.[19] Statistics have consistently shown that children from homes in which a language other than English is the primary language are at risk for poor reading outcomes. [20 21 22 23] Unfortunately, relatively little research has been conducted on bilingual preschoolers living in the US, and in particular, children from Spanish-speaking homes, who constitute the largest group of children served in early childhood classrooms in the School District of Lancaster. In general, research has demonstrated that bilingual children's abilities in their first language (L1) support their acquisition of their second language (L2). [24 25 26 27] With regard to inside-out skills, Spanish-speaking children's Spanish phonological awareness abilities transfer to their English phonological and early reading abilities. [28 29 30 31] Children's Spanish letter knowledge predicts children's English word identification and later reading comprehension.[32]

With regard to outside-in abilities, data from a longitudinal investigation of Spanish-English bilingual preschoolers' language and literacy development revealed that *growth in both Spanish and English language abilities* during two years in Head Start predicted children's Spanish and English letter and word identification abilities and emergent literacy abilities at the end of kindergarten. [33] [34] Others have also found that support of children's native language during preschool facilitates children's acquisition of a second language.[35] [36] [37] [38]

We have divided the goals for the project into four areas: oral language, phonological awareness, print awareness and alphabet knowledge. **Oral language goals** include increasing: receptive and expressive vocabularies; comprehension of oral language (e.g., directions, narratives and conversational speech); expressive ability with emphasis on increasing grammatic complexity; and production of narratives. **Phonological awareness goals** focus on increasing the ability to: identify and create rhymes; distinguish and create alliteration; understand syllable identification, blending and segmenting; begin to identify onset-rime blending and segmenting; and begin to identify and work with individual sounds in words. **Print awareness goals** involve increasing children's abilities to: understand the multiple purposes and functions of print; understand and identify the parts of a book; handle a book appropriately; understand that words carry meaning; and appreciate the value of literacy. **Alphabet knowledge goals** include increasing children's abilities to: understand that letters constitute a symbolic category and that each letter has features that distinguish it from other letters; understand that letters have upper and lower case forms; recognize and name letters; understand that phonemes are associated with letters; and begin to identify letter-sound correspondences. Approaches for supporting the language and literacy abilities of children who come from Spanish-speaking homes will be incorporated throughout the program (see English Language Acquisition Plan). Additionally,

because fostering children's language abilities at varying ability levels is at the core of the program, the curriculum can be readily adapted for children with special needs, the vast majority of whom have speech and language needs in preschool classrooms in the district. The SDOL continues to work closely with Lancaster-Lebanon IU 13, the agency providing services to children with special needs in Lancaster County. The Lancaster-Lebanon IU 13 Early Intervention Coordinator will meet regularly with the ERF Project Director and Facilitator to clarify procedures for referral and service access for those students with disabilities and/or developmental delays. The Lancaster-Lebanon IU 13 Inclusion Facilitator will also serve as a consultant for creating environments that allow all children to be successful learners. Additionally, the ERF Facilitator will assist classroom teachers with the implementation of the CSEFEL social-emotional pyramid model and, when necessary, coordinate referrals to outside agencies. Further consultation will continue to occur with the S. June Smith Center, the Schreiber Pediatric Rehab Center, the Infant-Toddler Mental Health Project of CAECTI, the South East Health Services, the Lancaster General Hospital and the American Red Cross as needed. In addition, the Special Education Department of the SDOL will ensure that children with diagnosed disabilities and/or developmental delays will be successfully transitioned into 5-year-old kindergarten, avoiding breaks in service delivery.

After a careful review of existing curricula, ***Building Language for Literacy*** has been selected as the primary curriculum to address the goals outlined above. The District began implementing *BLL* in 2007-08. *BLL*, which was developed by two leading researchers in language and literacy, Neuman and Snow, addresses the four major areas of ERF, is grounded in SBRR, addresses the needs of English language learners and provides numerous opportunities for students who receive speech and language support to develop language skills. It builds from

the *Report of the National Reading Panel*,[39] *Learning to Read and Write*[40] and *Preventing Reading Difficulties in Young Children*.[41] Two independent studies, conducted among diverse populations in Alabama and Los Angeles, found that children in *BLL* classrooms significantly outperformed students in comparison classrooms on vocabulary acquisition, language development and letter/word identification skills.[42] [43] The LA study revealed significant achievement gains in language acquisition and early literacy skills for English language learners.

Building Language for Literacy contains monthly thematic units that are based on children's home and community experiences. Language development is emphasized to support children's literacy development.[44] [45] [46] Each unit begins with **oral language** activities designed to introduce the theme, build background knowledge and encourage children to share their experiences/knowledge related to the theme. A "place book" grounds each theme and provides children with opportunities to learn new vocabulary and concepts and to build their expressive language skills by talking about the book. Dialogic reading strategies will be integrated into *BLL* using thematically-related trade books and books from *Read Together, Talk Together*.[47] [48] Teachers will employ systematic questioning and interactive strategies that support children's language development, emergent literacy, and later reading abilities.[49] [50] Opportunities will be provided for children to re-enact and retell stories in the dramatic play area (which reflect the monthly theme) and during book-reading/retelling times.[51] These activities will support children's comprehension, narrative and expressive language abilities. **Phonological awareness** will be facilitated throughout the program through traditional instructional methods that include circle time, large-group time and small group time with differentiated instructional grouping; poems and songs provided in *BLL;* and meaningful activities that build children's awareness of sound. Supplemental activities to assist with learning specific phonological constructs, such as

individual sounds, blends, or word shapes, will be incorporated from *A Sound Start* [52] and *Phonemic Awareness in Young Children*[53] For example, when focusing on a farm theme through the use of a number of farm-related books, children will become increasingly aware of the sounds of spoken words by talking about the sounds that animals make. This activity is easily expanded to include sound play. Learning songs or poems with hand motions that go with the sounds and words will call attention to the rhythmic aspects of phonology and also help children to internalize what they are learning. **Print awareness** goals are addressed by *BLL* through use of a variety of print (fiction, non-fiction books, poems, signs, recipes, etc.), participation in read-alouds and meaningful experiences with print.[54] [55] The farm theme, mentioned above, also incorporates print awareness. Teachers and students will read and explore many books about farms and farm animals, building awareness of important print concepts. Children will begin to recognize the covers of their favorite books. Attention to the illustrations in the farm books (as well as others) helps children understand that illustrations carry meaning. Calling attention to the print shows children that print runs from left to write and carries a message. Teachers will also specifically discuss the functions of print (e.g., informational (i.e, signs, written directions), fiction, non-fiction, etc) and will explicitly address print concepts (e.g., author, illustrator, title, direction of print, capitalization of first words, etc). **Alphabetic knowledge** is targeted through the place books, literature, games, and meaningful, developmentally appropriate activities embedded in literature.[56] Research has demonstrated that readings of story books that target print knowledge can enhance children's print recognition and alphabet knowledge.[57] *BLL* will be used to address alphabetic knowledge thematically. Once children are familiar with a story, the puppet Leo, the letter-loving lobster, can point out words that begin with specific letters. In *Dora's Eggs*, for example, Dora's friends, Debbie Duck and Daisy Dog, will help children identify the

initial letter D. As children re-read the stories, they will begin to make some letter-sound matches. Developmentally appropriate activities will support children in matching letters of varying sizes and fonts, identifying targeted letters within words, and later naming letters (when appropriate). *BLL* also suggests activities that target multiple aspects of early literacy. Art and writing center activities follow different themes. Using the farm theme, for example, children can choose an animal (vocabulary) to draw and write the name of the animal on a label (print awareness). Each child is assigned an animal, which is separated from its label. Children are encouraged to find their animal's label by calling attention to initial sounds (phonological awareness) and matching the sounds to the label (alphabet knowledge) and then the picture.

BLL includes teacher guides that address the four key areas of ERF and assist teachers in targeting language and literacy during specific times and settings throughout the day. Information gathered through progress monitoring instruments will be used to individualize children's learning. (Coordination with IEPs of children with special needs will occur through the services provided through our previously referenced partnership with Intermediate Unit 13.) New information/abilities are introduced during teacher-led large and small group activities, and read-alouds. Children are then allowed to practice targeted skills during center times, small groups, dramatic play centers and opportunities to re-enact/retell stories. Teacher direction is faded over time, so that children are able to engage in independent practice. Our teachers will work with the literacy coaches, bilingual support specialists and preschool ELL teacher to develop materials/activities that meet the needs of English language learners, supported by consultations with the District's ELL Department.

Time Devoted to Language, Cognition & Early Reading Skills: Daily Schedule	
Schedule Blocks	**Activities/Instruction**
Arrival/Sharing *(20 min)*	Daily arrival routine (greeting, sharing time, morning message) focuses children on meaningful print and purposeful communication.

Circle/Whole Group *(25 min)*	Teachers begin the day with a combination of shared reading and introduction of new theme vocabulary. Teachers model concepts of print, think aloud strategies and high frequency words/letters; encourage sound manipulation. Group discussion builds background knowledge and conceptual understanding; teachers integrate math/science concepts.
Small Group *(20 min)*	Teacher-led individualized and/or differentiated instruction based on ongoing progress monitoring of students addresses individual learning needs. Specific individual/small group strategies include: emergent storybook reading; letter/sound identification activities; phonological awareness activities; alphabet activities (matching upper/lowercase letters); language/cognitive development activities (interactive writing, science exploration, cooking).
Learning Centers *(60 min)*	Child-led, adult-supported independent and small group work. Theme-based centers (science, math, art) support domain knowledge, and cognitive/ language development. Literacy learning is embedded in all center activities.
Snack *(25 min)*	Snack time targets conversation, social and self-help skills. Teachers integrate math through cooking and sorting. Text: job charts, recipes, menus.
Outdoor Play *(30 min)*	Outdoor play encourages student-led exploration and social interaction and supports gross motor skill development. Text: outdoor signs.
Interactive Read Aloud *(20 min)*	Teachers use dialogic reading techniques to model comprehension strategies. Connecting conversation engages *all* learners in the central idea of the text; builds vocabulary and domain knowledge; and supports oral language. Teachers share metacognitive strategies with students.
Lunch *(30 min)*	See "Snack" above.
Quiet Time *(30 min)*	Children rest or use classroom library for book-browsing/self-selected reading.
Read Aloud *(20 min)*	Teachers select read aloud books related to the theme. Teachers use the read aloud to address specific skills: beginning sounds, attention to print, attention to story, listening comprehension. Children retell/reenact earlier read-alouds.
Dramatic Play Centers *(45 min)*	Dramatic play centers reflect children's monthly *BLL* theme, and include environmental print and props (including culturally-relevant props) to encourage self regulation, language development, cognition and emergent reading and writing. Opportunities to reenact stories/read alouds.
Read Aloud *(20)*	See "Read Aloud" above.
Closure/Lending Library *(15 min)*	Teachers review daily themes and skills with students and share at-home practice activities with parents; students select books from lending library.
Transitions *(30 min)*	Teachers maximize instructional time by integrating learning into daily transitions: following directions, letter identification, counting, sequencing.

Selection Criterion 1, Factor 2, Purpose 3: To ensure that high quality language- and literacy-rich environments are provided, the *Early Language and Literacy Classroom Observation Toolkit (ELLCO)* will be administered by the literacy coaches at the start, mid-point and end of the school year.[58] Using the results of the *ELLCO,* coaches and consultants will help teachers

redesign their classrooms to improve the environment's support of language and literacy. In addition, teachers will administer the Early Childhood Environmental Rating Scale (ECERS), a nationally recognized and accredited self-assessment, twice a year. The ECERS examines the adequacy of variety of factors in a given classroom, including space and furnishings, personal care routines, language-reasoning and interactions. It also includes the formulation of a quality improvement plan and will provide ERF staff feedback to shape professional development and inform coaching.

Classrooms include a book area/library; writing/listening centers; large and small spaces to accommodate whole and small groups and independent literacy learning; and dramatic play areas. Additionally, meaningful environment print, labels, and appropriate literacy/alphabet charts will be posted at eye level in Spanish and English. The book areas will be enhanced through the inclusion of books in Spanish (approximately 50% of the books). A lending library with books in English and Spanish will be available to children and families. Collections will include culturally relevant books that complement the monthly theme.

In addition to focusing on language and literacy instruction through *BLL*, dialogic reading activities will occur during the day and children will have opportunities to retell and reenact familiar stories/books. Parents will be invited to share culturally meaningful stories that have been transmitted orally or in print in the classroom and/or through workshops. Teachers will also increase the richness of their conversations with the children through guidance provided by *BLL* and professional development, provide language models that complement the children's current abilities, use children's knowledge of their primary language to facilitate acquisition of English, and build background knowledge through the inclusion of activities and artifacts/materials in the classroom that have cultural significance to the children and families. Parents will be invited to

provide culturally meaningful activities to the children. These activities and artifacts/materials will complement the monthly theme. To assure the cultural appropriateness of materials/ activities and to foster parent involvement, the bilingual assistants and the ELL teacher, who will involve parents of all cultures, will facilitate this process.

Selection Criterion 1, Factor 2, Purpose 4: Our ERF Project will provide systemic professional development for all preschool educators that is grounded in SBRR and results in changes in teacher practice and positive outcomes for children, as evidenced by evaluative observations, teacher action plans and student data. All ERF training will be focused, sustained and intensive. Adult learning will mirror effective teaching practices, be embedded in authentic contexts and allow teachers to analyze, practice and reflect on specific practices modeled at the trainings.[59] Coaches and teachers will participate in the following PD plan, with differentiated opportunities as needed. Teacher training will be an on-going process that is grounded in the theoretical framework of our project. [60] [61] [62] Therefore, professional development will begin with domain specific training through workshops provided by the Project Director, Project Facilitator and literacy coaches over the 3-year period (see the table below). We will use the domains as defined by the Pennsylvania Early Learning Standards, which are: approaches to learning, creative arts, language and literacy, logical/mathematical, personal/social, physical/health and science/social studies. Following the workshops, study teams, which consist of a literacy coach and 4-5 teachers, will meet on a monthly basis. During these meetings, teachers will discuss and develop individual action plans to integrate the knowledge acquired through the workshops into their classrooms. Workshops and study teams will be followed by in-class coaching, where the literacy coaches model targeted behaviors and teachers implement the modeled behaviors with the literacy coaches providing support and feedback. Each ERF teacher will receive one full day

(6.5 hours) of coaching support per week which includes modeling, preparation and assessment. To provide focus for each coaching experience, we will develop rubrics that highlight key aspects of the targeted behaviors/constructs. The rubrics will be shared with teachers and used by literacy coaches during observations. Teachers will use the rubrics to reflect on the practices and implement changes in their classrooms. To further support our professional framework, teachers will meet monthly in PreK Networks; these opportunities ensure that practitioners share and reflect on the work of colleagues engaged in similar work. Through this "whole teacher" approach, links will be made between theory and practice.[63] [64] Administrative support for this process, a key factor that maximizes professional development, will be provided at the District and school-level by the Director of Curriculum & Instruction, ERF Project Director and Facilitator, and school principals.[65]

The literacy coaches also will attend 8 days of training in cognitive coaching from the Center for Cognitive Coaching. Cognitive coaching is a supervisory/peer coaching model that capitalizes upon and enhances cognitive processes by teaching people how to modify their thinking and thereby translates into changes in practice. The cost for this professional development and its corresponding materials (which are provided to all new School District of Lancaster coaches) will be covered by our federal School Leadership Grant.

ERF PD Plan	**Year 1**	**Year 2**	**Year 3**
Workshops Facilitated by the ERF Project Director, ERF project facilitator, ERF coaches, ELL teacher, classroom teachers, and assistants	ERF Institute (3 days): Implementation of *BLL* and dialogic reading. Adaptation of *BLL* and dialogic reading for ELL students Follow-Up Workshops: Facilitating language/ literacy acquisition (2); facilitating language/ literacy acquisition for	Follow-Up Workshops: Assessment (1 day); integrating language throughout the day (2); using native language to support English acquisition (1); phonological awareness in monolinguals and ELLs (1); emergent writing (1); families'	Follow-Up Workshops: Booster sessions on the topics covered in Year 2, with special attention given to individual topics based on teacher and/or student needs. Booster Conversational Spanish (as needed) **8 days (52 hrs)**

	ELLs (2); family, culture developmt (1). Conversational Spanish (8 hours/month for 2 months) taught by professor from Harrisburg Community College. **24 days (68 hrs)**	learning (1); parent involvement (1); cultural awareness and achievement (1). Booster Conversational Spanish (as needed) **9 days (58 hrs)**	
Coaching Provided by ELL and literacy coaches.	To support the learning introduced in the ERF Institute and workshops, all ERF teachers will receive intensive in-class coaching support. Coaches have extensive experience in early childhood education, 25+ hrs coaching training, and ECE, Reading Specialist and/or ESL Certification. **234 hrs per teacher, per year (6.5 hours per week)**		
PreK Network Facilitated by ERF Leadership Team.	The PreK Network will meet monthly to support teachers in implementing early childhood curriculum and PA Early Learning Standards, integrating literacy across the curriculum, and mapping curriculum. **20 hrs per year (2 hrs/month)**		

***Selection Criterion 1, Factor 2, Purpose 5*:** The following instruments will be used to monitor children's progress and identify children at risk for reading failure. Assessment results will be compiled monthly using a checklist of student skills to track progress and identify areas of need. All assessments will be administered by ERF teachers in collaboration with the literacy coaches, all of whom we will already have training in administering these assessments or will receive training from the Project Director, Project Facilitator or other District literacy coaches. All current ERF teachers have received training in the administration of these assessments; new teachers will receive instruction in these areas from literacy coaches. Results will be communicated to teachers during weekly consultations with literacy coaches. While ELL students will be tested in English, the District will translate the directions for them.

Screening Tool	Skills Measured/Frequency	Reliability and Validity
PALS-PreK[66]	Phonological, nursery rhyme, print/word awareness, verbal memory, alphabet knowledge, name writing. Beginning of program, end of Years 1 & 2.	Inter-rater reliability .99, Predictive Validity (r =.91), Construct validity: PALS-PreK factor accounts for 34-76% of the total variance in scores. Concurrent validity: TERA-3 r = .67, p<.01

Peabody Picture Vocabulary Test-4 (PPVT-4)[67]	English receptive vocabulary. Twice a year.	Reliability: Internal consistency: Alpha .92-.98. Test-retest: .91-.94. Validity: OWLS Listening Comprehension scale r = .69,WISC-III VIQ: r = .91, K-BIT Vocabulary: r = .81. Criterion Studies: CASL, GRADE and EVT-2. TVIP: median internal consistency coefficient .93. Normative samples identified by dialectal characteristics.
Progress Monitoring	**Skills Measured & Frequency**	**Reliability & Validity**
Get it, Got it, Go!	Language, social, cognitive, motor and adaptive domains. Administered quarterly.	Interratereliability = .77; Also reported concurrent validity with the dynamic indicators of basic early literacy skills.
Work Sampling	Cognitive, early literacy, fine-gross motor, language dev., math understanding, social/emotional. Three times/year with monthly review.	Reliabilty Cronbach Alpha=.93; Language & Literacy =.94
Building Language for Literacy (BLL) Unit Assessments[68]	Writing, Oral Language, Phonological Awareness, Letter & Print Knowledge, (class and individual profiles) End of each unit, mid and end of year.	Addresses the 3 components critical to development of early language and pre-reading.[69] Validation is ongoing. Quasi-experimental study supports BLL.[70]

Selection Criterion 1, Factor 3: Using the strategies described throughout our proposal, ERF centers will provide students with a strong foundation in language and literacy skills to ensure a smooth transition into the District's full-day kindergarten program. Our ERF Project is directly aligned with the District's Reading First program and the scientifically-based *Harcourt Trophies* reading curriculum that has been adopted at the elementary level. Kindergarten teachers will participate in monthly PreK Network Meetings, working with preschool teachers and literacy coaches to "cross-walk" the preschool curriculum with *Harcourt Trophies*. For ELLs and students with special needs, intensive supports will continue to be provided through the District's special education and ELL programs. ELLs entering kindergarten will continue to receive language acquisition services and will have daily opportunities to learn and converse in Spanish

with bilingual teachers and assistants. The summer component of our ERF project will include an intensive focus on kindergarten transition to prepare students for the upcoming year.

To make the transition from preschool to kindergarten as seamless as possible, the School District of Lancaster has established a Transition Leadership Team that coordinates all transition activities, including: kindergarten enrollment; *Getting Ready for Kindergarten* workshops for students and families; parent/child kindergarten visits and school tours. All District preschool classes, and many community-based preschools, collect portfolios of student work to share with kindergarten teachers to help them understand the strengths/weaknesses of incoming students.

To prepare children *and families* for success in preschool, kindergarten and beyond, we will use ERF funds to employ a Student & Family Advocate (SFA). As mentioned above, our preschool centers serve very high-need pópulations. Cultural, linguistic and/or economic barriers often prevent our families from accessing needed health and social services; when these basic needs go unmet (food, housing, health care), children and families become disengaged from school. The SFA, which is modeled after similar positions at several District schools, will help at-risk families overcome these barriers and obtain needed services. The SFA will visit homes, identify needs, connect families with health and social service agencies, schedule appointments, arrange for transportation and/or translation services for those appointments, and much more. The SFA will play a large role in the transition process: helping families assemble necessary documents for kindergarten registration; ensuring that children have required inoculations; scheduling school visits and teacher meetings; and generally supporting families through the first few weeks of school.

The SFA, in collaboration with the ERF teachers and bilingual assistants, also will hold monthly family literacy workshops for parents. ERF staff will model effective reading strategies

for families to practice with take-home materials that include books, games and worksheets. The SFA will encourage parents to attend these meetings and assist in removing barriers to attendance.

QUALITY OF PROJECT PERSONNEL

Our ERF Project involves many stakeholders who have extensive experience in early childhood education and language/literacy development. The qualifications, training and experience of key members of our ERF Team are outlined below. As we recruit additional personnel, we will bring on candidates who are bilingual, bicultural and have extensive experience and success working with diverse populations.

Selection Criterion 2, Factor 1: Traci Scott, District Coordinator for Early Childhood Education, will serve as the ERF Project Director (resume attached). She coordinates all aspects of the District preschool program, including registration/enrollment, curriculum and assessment development, professional development and supervision of teachers and the administration of the Pennsylvania PreK Counts and the PreK Counts grants. Mrs. Scott also has created a Preschool Curriculum, scope and sequence, suggested materials, and narrative practice and has revised the District's preschool handbook. Prior to becoming Early Childhood Coordinator in July 2007, she spent 20 years as an early childhood teacher in School District of Lancaster. Mrs. Scott, who holds a Master's Degree in Elementary Education with Certification in Early Childhood Education and is currently pursuing her supervisory certificate, has presented at numerous regional and national conferences on various topics related to literacy and early childhood. She serves on the Leadership Council for Pennsylvania PreK Counts, the United Way's Success by Six Committee and is a new teacher mentor for the School District of Lancaster. As ERF Project Director, she will establish and convene the ERF Advisory Committee and Leadership Team;

maintain ERF staff; coordinate and facilitate professional development and curriculum development; and contribute to the evaluation design.

Selection Criterion 2, Factor 2: Mrs. Scott will lead a team of highly qualified personnel:

ERF Project Facilitator. With financial support from USDE, we will hire a full-time facilitator (position description attached) to manage the daily operations of our ERF Project, including the management of the 4 centers. We will conduct an extensive search for the facilitator whose qualifications will include: in-depth knowledge of research-based practices for preschool programs; extensive experience in teaching and leading teachers in an urban preschool setting; recognized results for student literacy development; and experience in leading large initiatives with multiple stakeholders.

Preschool Teachers. The 14 teachers in our ERF centers are the core of our ERF Project. These teachers will provide students with engaging, age-appropriate, research-based language and literacy experiences. Qualifications for District PreK teachers include: knowledge of research-based preschool literacy practices; extensive experience in teaching preschool, particularly in an urban environment; proven results in student literacy learning. All teachers have *at least* a BS in elementary/early childhood education and early childhood certification.

Preschool ELL Teacher: The role of ELL teachers is to provide in-class support for ELL students' language and literacy acquisition; support teachers in implementing instructional strategies to meet the needs of ELL students; assist in assessing the literacy and language development of ELL students and support the Project Facilitator in identifying methodologies, materials and assessments for ELL preschoolers. Because of the difficulty we have had in finding qualified ELL candidates, we will conduct an extensive search, looking particularly for candidates who have extensive experience in teaching ELL and working with pre-school children; have proven results in increasing students' language acquisition and literacy skills; and

have a track record or ability to work collaboratively with colleagues. ELL teachers must have advanced degrees in early childhood and/or ELL.

Bilingual Support Specialists. To implement our immersion model, we will hire 3 bilingual support specialists (position description attached). These individuals will assist teachers in the instructional process for children who speak Spanish as their primary language in the classroom as well as interacting with Spanish-speaking parents. We will require the specialists hold at least a high school diploma, be fluent in Spanish, and have at least 2 years of experience working with preschool children.

Literacy Coaches. Our ERF Project includes 3 literacy coaches, at least one of whom will be a dual language literacy coach. The role these coaches is to provide in-class modeling/coaching of literacy strategies; work with classroom teachers to assess children's literacy development and design plans to meet the needs of individual students; and provide individualized instruction for struggling students. Qualifications for ERF literacy coaches will include: in-depth knowledge of research-based literacy practices for preschool programs; extensive experience in teaching preschool, particularly in an urban environment; recognized results in student literacy achievement; and coaching/mentoring experience. Literacy coaches must have advanced degrees in early childhood education and/or reading. Our dual language literacy coach(es) will be bilingual (English/Spanish) and will have extensive experience in teaching ELL preschool students. A position description is available at District offices, but was not included because of space constraints.

Student Family Advocate. The role of the SFA (position description attached) is to remove barriers and obstacles that prevent children from learning at high levels. The SFA will be responsible for linking families to needed academic, social, emotional, cognitive, health, safety, nutrition and housing services. The SFA will also play a critical role in helping families prepare

for a smooth and successful transition to kindergarten. Qualifications include: experience in urban schools or organizations; experience in social work that serves preschoolers and their families; ability to identify needs and broker services; knowledge of and connections to local resources and supports for children and families; and a track record of success in working with children and families. A position description is available at District offices, but was not included because of space constraints.

Selection Criterion 2, Factor 3: Our partners are nationally recognized experts in the fields of early literacy, teacher development and evaluation. They will serve on the ERF Advisory Team to provide oversight to the project, identify gaps in services and broker additional resources.

Franklin & Marshall College's Floyd Institute Center for Opinion Research: COR has worked with the District to evaluate many of its grant-funded programs since April 2003, and currently has 10 active projects with the District. COR maintains a database of School District of Lancaster student information including academic achievement, attendance, behavior, demographics and program participation.

In addition to its work with the School District of Lancaster, COR has conducted other impact evaluations including 'The Use, Non-Use, and Efficacy of Pennsylvania's Victim Services Programs' conducted on behalf of the Pennsylvania Commission on Crime and Delinquency and 'Young Driver Education Evaluation' conducted on behalf of Pennsylvania's Department of Transportation. COR also completed a survey on behalf of the William Penn Foundation designed to measure Pennsylvanians' knowledge of and attitudes toward the No Child Left Behind Act, a statewide survey on public education in Pennsylvania on behalf of the Pennsylvania School Boards Association, and a survey on behalf of the Education Policy Leadership Center to measure Pennsylvanians' attitudes toward public school funding. Berwood

Yost (resume attached) and Kelly Frey will lead the evaluation of our project, working with district personnel to refine our evaluation plan and develop data collection tools, mechanisms and reporting methods. Mr. Yost and Ms. Frey have extensive experience in the education evaluation field.

Education Development Center (EDC). Consultants from the Education Development Center will provide on-site support in facilitating the ELLCO assessment. EDC will train preschool teachers to use the tool to evaluate the effectiveness of their classrooms.

Harrisburg Area Community College (HACC): will provide a 16-hour Conversational Spanish course each year, which will be required for all ERF teachers the first year and for any new teachers in the following two years. The course will be tailored to focus on the communication needs of these teachers. Funds also are included in the proposal to allow ERF paraprofessionals to pursue ECE certification at HACC.

ADEQUACY OF RESOURCES

Selection Criterion 3, Factor 1: The teachers, literacy coaches, paraprofessionals and other preschool staff are the foundation of our ERF Project. These individuals are highly qualified and highly committed to providing quality early childhood education to the children of our community. They are fully committed to our ERF Project, including all required professional development activities. They are eager to begin this important work as they continue to strengthen and improve their practice. Evidence of their commitment is documented in signed letters of support included in the appendices.

At the District level, we will commit significant time and resources to this work so that our ERF centers become models of preschool excellence and all Lancaster children enter kindergarten with a strong foundation in early literacy and language skills. The 14 preschool

teachers and 14 assistant teachers in our ERF centers are funded by District and Title I funds. The District will provide classroom facilities and maintenance for 14 preschool classrooms in our 4 ERF centers. Classroom materials are funded through Title I and Even Start. Special education services are funded through PA Early Intervention. Existing ELL services are supported through the District and Title III. Parent and community outreach efforts are funded by Title I, Even Start, United Way's Success By Six, Reach Out & Read, Intermediate Unit 13 and the PaPreK Counts grant.

Selection Criterion 3, Factor 2: As outlined in the budget narrative, we request $2,812,682 over the 3-year grant period. Our ERF Project will produce significant returns on this investment. We will provide high-quality early literacy education to 250 preschoolers each year; assuming that children remain in the program for 2 consecutive years, this equals 370 children over the 3 years of the project—giving us a per child cost of $7,602. All of these children are from high-risk environments: 85% of students receive free/ reduced lunch; 87% are African-American or Latino; and 68% are English language learners.

In addition to the students served, our ERF Project will also directly involve 40 early childhood educators and 2 national partners. Consequently, the work will not just improve the literacy skills of the preschoolers in identified ERF centers, but will also inform the efforts of the District and our partners and impact children in other preschool centers throughout our city, state and nation. Insights from our work will include how to best assess and instruct ELL preschoolers and how school districts and community-based preschool programs can work together to establish centers of excellence. Most importantly, these dollars will provide ongoing supports for children now and in the future by building capacity through quality professional development.

In terms of student achievement, ERF will produce meaningful gains among our most at-risk

students. As a result of the instructional strategies implemented through ERF, 90% of students will meet the developmental targets for oral language, phonological awareness, print awareness and alphabet knowledge established by PALS-PreK; 90% of students will receive a standard score of 85 or higher in at least one language on the PPVT-4/TVIP; 90% of the 3-yr olds will be able to demonstrate awareness of rhyme and 90% of the 4-yr olds will be able to segment initial sounds in words by the end of the year in at least 1 language. Currently, less than 20% of children enter kindergarten with these skills.

QUALITY OF MANAGEMENT PLAN

Selection Criterion 4, Factor 1: To ensure quality control, our management plan has 2 strands:

1) ERF Advisory Committee: The Advisory Committee will provide guidance and oversight for our ERF Project. Membership will include: ERF Project Director; ERF Project Facilitator; lead evaluator, Center for Opinion Research; United Way Success by Six Director; and Michael Young, the District's Coordinator for Assessment. The Advisory Committee will meet quarterly to set policy, analyze data, evaluate recent activities and accomplishments and suggest program improvements.

2) ERF Leadership Team: The Leadership Team will guide the design and implementation of all ERF project activities. Membership will include: ERF Project Director, ERF Project Facilitator, a preschool teacher, the preschool ELL teacher, a bilingual assistant and the literacy coaches. This team will meet monthly to: develop and refine our ERF plan; schedule and coordinate professional development sessions; interview and select candidates for early childhood positions; collect and analyze data and use data to refine strategies; and share program results with the Advisory Committee. Specific tasks are outlined in more detail in the chart below, which aligns project goals, tasks, timelines and responsibilities.

Goal 1: Improve children's oral language, phonological awareness, print awareness and alphabet knowledge through intentional, age-appropriate language/literacy experiences.

Each year:

- 90% of ERF students will meet the developmental targets for oral language, phonological awareness, print awareness and alphabet knowledge established by PALS-PreK (GPRA)
- 90% of students will receive a standard score of 85 or higher in at least one language on the PPVT-4/TVIP and language & literacy subtests. (GPRA)
- 90% of the 3-yr olds will be able to demonstrate awareness of rhyme & 90% of the 4-yr olds will be able to segment initial sounds in words by the end of the year
- 90% of ERF students will increase their scores at least 40% from the beginning to the end of the year. We also will track the cost for each of these children. (GPRA)
- All ERF preschoolers will be able to identify at least 10 letters as measures by the PALS Pre-K. (GPRA)

Benchmarks: Baseline data will be collected for all students at the start of the school year using PALS-PreK, Get it Got it Go (GGG), PPVT-4/TVIP; targets for student performance will be developed based on that baseline assessment data. Children will be assessed again each Spring.

Project Activities	**Timeline**	**Responsibility**
Convene ERF Advisory Committee to create program policy, analyze data and make program decisions; convene ERF Leadership Team to guide and support implementation.	First meetings Fall 2008; Advisory Committee meets quarterly for duration of the project; Leadership Team meets monthly for duration of the project.	ERF Project Director. (Membership of the 2 groups outlined above.)
Hire ERF staff, including: Project Facilitator, bilingual support specialists (3), literacy coaches (3), Preschool ELL teacher, and student family advocate.	Fill open positions Fall 2008; all ERF staff hired, trained and full-functioning by Jan 2009.	ERF Project Director, with input from ERF Advisory Committee.
Administer screening assessments (PALS-PreK, GGG, PPVT/TVIP) to all students to collect baseline data and set targets.	Baseline data collected in August/September each year; targets and benchmarks established for each quarterly marking period.	Teachers administer assessments, with support from literacy coaches; Leadership Team sets targets/benchmarks.
Provide intensive, ongoing professional development for ERF staff (See Goal 3 for detail on the PD management plan.)	Ongoing throughout the 3 years of the project, with the most intensive training in Year 1, follow-up in Years 2 and 3.	ERF Project Director and Facilitator lead PD for teachers, assts, coaches.
Implement intentional, scientific reading and language instruction in all ERF classrooms, using *BLL* as core.	*BLL* begins second year of implementation in all classes in Fall 2008; continuous improvement of instructional strategies ongoing.	Teachers, with support from literacy coaches and ERF Project Facilitator
Coordinate summer preschool session to extend District	Planning will begin in March each year; 5-week summer	ERF Project Director, Facilitator and Leadership

preschools to full-year, 46-week programs.	session will take place in June/July each year.	Team.
Goal 2: Establish language and literature-rich classroom environments to support cognitive development and early literacy learning.		
By Year 3, all classrooms will be "exemplary" or "proficient" in providing high-quality oral language and literature rich environments (GPRA), as measured by the Early Language and Literacy Classroom Observation (ELLCO),and by a score of at least 5.25 on the ECERS.		
Benchmarks: We will administer the ECERS and the ELLCO to all ERF classrooms at the start of our ERF project and establish specific targets for each year based on September Year 1 baseline data. Follow-up data will be collected in the spring.		
Project Activities	**Timeline**	**Responsibility/Participants**
Begin third year of implementing BLL curriculum.	Replacement purchases of materials in August Year 1.	ERF Project Director & Facilitator, with input from ERF Leadership Team.
Participate in professional development around classroom environment, focus on ELLs.	Ongoing throughout the 3 years of the grant, with the most intensive training in Year 1.	ERF Project Facilitator, project Director will lead PD for teachers, assistants and coaches.
Reorganize classroom space based on training.	Most reorganization will take place in the Fall of Year 1, with additional refinements/changes.	Teachers, with input from coaches and ERF Project Facilitator.
Use ECERS and ELLCO to monitor and document changes in classroom environment.	Ongoing throughout the 3 years of the grant, with teachers making monthly/quarterly reports to Facilitator/coaches.	ERF Project Facilitator, coaches, and teachers.
Goal 3: Provide teachers with intensive, sustained professional development based on scientific reading research.		
By Year 3, preschool teachers and assistants will have participated in systemic and ongoing professional development and will be implementing new instructional strategies in their classes.		
Benchmarks: Each year, all staff in ERF centers (including: preschool teachers, assistant teachers, bilingual assistants and literacy coaches) will participate in 95% of ERF professional development sessions. (Estimated at 120 hrs/year for professional staff.)		
Project Activities	**Timeline**	**Responsibility/Participants**
Plan, schedule and coordinate all professional development sessions for upcoming year.	Fall of Year 1; Spring/ Summer in Years 2 and 3.	ERF Project Director & Facilitator, with input from Advisory & Leadership Team.
Attend Cognitive Coaching training.	Year 1: 8 days (Year 1 only)	ERF Project Facilitator and literacy coaches.
Participate in ongoing PD workshops with coaches.	Year 1: 8 days Year 2: 9 days Year 3: 8 days	Project Director and Project Facilitator lead PD for teachers and assistants.
Participate in intensive, one-on-one, in-class coaching (1/3 of the 6.5 hours per week of coaching support provided to each teacher) .	Year 1: 78 hrs/teacher Year 2: 78 hrs/teacher Year 3: 78 hrs/teacher	Literacy coaches work one-on-one with teachers.

Participate in annual training with Education Development Center.	Intensive training (3 days) at the start of Year 1; follow-up training (1-2 days) in Yrs 2/3.	Project Facilitator, teachers, and coaches.
Attend monthly ERF Network Meetings for ongoing follow-up and collaboration.	First meeting in October 2008; 3rd Wednesday of each month throughout course of grant.	Project Director, Project Facilitator, teachers, coaches.
Attend early childhood education courses at Harrisburg Area Community College (HACC); work toward Associates Degree in ECE.	2 courses per year (1 fall semester, 1 spring semester) for each year of the project.	Preschool assistants and paraprofessionals.
Conversational Spanish course provided by HACC	8 hours/month for 2 months each fall	Preschool teachers

Selection Criterion 4, Factor 2: Our ERF Project will include a thorough assessment and evaluation system to monitor progress in meeting these goals and completing the tasks listed above. In collaboration with our external evaluator, we will establish explicit data collection and reporting procedures for all ERF centers. As outlined in the chart below, teachers will collect progress monitoring data on a daily basis and review results with the Project Facilitator and literacy coaches during weekly/monthly meetings and coaching sessions in order to: 1) identify individual student learning needs and differentiate instruction to address those needs, and 2) pinpoint weaknesses in teacher practice and provide teachers with differentiated professional development and in-class coaching to strengthen those areas. Teachers will also use the ECERS and ELLCO to document changes in their classroom environment and instructional practice. Student progress monitoring assessment data and teacher ELLCO and ECERS data will be reported twice a year for all centers and shared with the Advisory Committee and Leadership Team; both groups will use this data to identify gaps/weaknesses in the program and refine project strategies to address those areas of need.

Goal 4: Implement a thorough assessment and evaluation plan to screen and monitor the progress of students, teachers and classes, and measure the success of our initiative.		
Project Activities	**Timeline**	**Responsibility/Participants**

Refine project evaluation design.	Fall 2008	ERF Advisory Committee, Leadership Team, and COR.
Collect baseline data on all project goals; establish targets and benchmarks.	Fall 2008	ERF Project Director & Facilitator, teachers, literacy coaches and COR.
Provide training in ESI-R PPVT/ TVIP, PALS-PreK, GGG	Intensive training in Fall 2008; follow-up throughout project.	ERF Project Director and Facilitator will train teachers and coaches.
Administer screening assmts: ESI-R PPVT/ TVIP, PALS-PreK	ESI-R: Fall each year. PPVT/ TVIP and PALS-PreK. Fall/Spring each year.	Teachers, with support from Facilitator, coaches, assistants.
Administer progress monitoring assessments: Work Sampling System, GGG and *BLL* Unit Assessments.	Administered on a daily/weekly basis; records compiled and scored weekly/monthly.	Teachers, with support from ERF Project Facilitator, coaches and assistants.
Meet with Project Facilitator and coaches to analyze assessment data and identify student learning needs.	Ongoing weekly/monthly coaching and support sessions throughout course of project.	Teachers.
Collect year-end data on all goals and benchmarks.	Spring of each year.	ERF Project Facilitator, teachers and COR.
Develop annual evaluation report; submit report to USDE and share results with public.	Summer of each year.	COR
Use assessment data and evaluation report to identify student/staff needs and refine project strategies.	Ongoing, with formal year-end evaluation in July/August of each year.	ERF Advisory Committee and ERF Leadership Team.

Selection Criterion 4, Factor 3: Teachers and educational leaders from the School District of Lancaster and our partner organizations will make significant time commitments to ERF.

Personnel	**Time**	**Funding Source**
ERF Project Director	80%	District
ERF Project Facilitator	100%	ERF
Preschool Teachers (15)	100%	District/Title I
Preschool ELL Teacher	100%	ERF
Bilingual Support Specialists (3)	100%	ERF
Literacy Coaches (3)	100%	ERF
Student Family Advocate	100%	ERF
Harrisburg Area Community College	16 hours/year for Spanish, 16 hrs/year for certification	ERF
Center for Opinion Research	Estimated 50	ERF

	days/year	
Education Development Center	1-3 days/year	ERF

QUALITY OF THE PROJECT EVALUATION

Selection Criterion 5, Factor 1: The School District of Lancaster will contract with Franklin & Marshall College's Floyd Institute Center for Opinion Research (COR), which provides research services, technical assistance and training to government agencies, private corporations, professional associations, the media and other organizations, to conduct a complete and thorough evaluation of our ERF Project. COR will evaluate both the process of implementing the proposed ERF Project and the impact of those services on the learning and achievement of the children in the program. The primary focus of these evaluation activities will be to analyze, interpret, and report student outcome data provided by the District. The secondary focus will be to document the implementation of the key components of the ERF Project by analyzing, interpreting, and reporting data, both quantitative and qualitative, from classroom and program event observations conducted by program staff and assisted, where necessary, by COR staff members. COR will lead in aggregating, disaggregating and analyzing the data and will work closely with the ERF Project Facilitator and preschool teachers to develop a system in which the District can efficiently and cleanly collect the necessary data. Details regarding data collection tools, mechanisms, and reporting will be developed with input from the ERF Advisory Committee and Leadership Team.

- **Outcome Evaluation:** The purpose of the outcome evaluation is to answer questions about the outcomes of the delivery of program services to students participating in the program. As stated earlier, the goal of the ERF program is to improve children's oral language and emergent literacy through scientific language/literacy instruction. Questions that guide the outcome evaluation include: 1) To what extent are students making progress toward achieving

the GPRA performance measures and academic outcomes that are the goals for the project: oral language, phonological awareness, print awareness, and alphabet knowledge. Our expectation is that each year, 90% of ERF students will meet the developmental targets for oral language, phonological awareness, print awareness and alphabet knowledge established by PALS-PreK; all students will be able to identify at least 10 new letters each year; 90% of students will evidence at least a 40% improvement each year from the beginning to the end as measured by the PPVT-III, Receptive; By Year 3, all classrooms will be "exemplary" or "proficient" in providing high-quality oral language and literature rich environments, as measured by the Early Language and Literacy Classroom Observation (ELLCO) and a score of at least 5.25 on the ECERS; 90% of students will receive a standard score of 85 or higher in at least one language on the PPVT-4/TVIP; 90% of the 3-yr olds will demonstrate awareness of rhyme and 90% of the 4-yr olds will segment initial sounds in words by the end of the year in at least one language; 2) How does progress in achieving the academic outcomes vary by various student groups; for example, student groups defined by ELL status, by demographic groups (e.g., gender, race, disability), and by student attendance. 3) How well do students from the ERF program achieve on selected standards of the District's kindergarten program?

Outcome / Goal: To improve children's oral language and emergent literacy through scientific language/literacy instruction.	
Evaluation Methods	Timeline
Pre/Post-Testing: *PALS-PreK* (GPRA measure), *PPVT-4* (GPRA) and *TVIP*, picture vocabulary, story recall	Fall and Spring each year.
Progress Monitoring: Work Sampling System; *BLL* Unit Assessments; GGG. Because the pre/post tests are administered only twice/year, teachers will use progress monitoring assessments to probe student learning throughout the year. COR will review student data to ensure alignment between the 2 types of measures.	Work Sampling: monthly. *BLL*: end of units, mid-year and end-of-year; GGG: quarterly

Based on the information from the pre- and post-testing, analyses will be performed to evaluate

children's development in ERF classrooms. Because children's abilities need to be evaluated through the year to make certain that developmental changes are occurring, progress monitoring instruments such as the *BLL* unit assessments will be used to monitor children's development. Teachers and coaches will meet frequently to review data from progress monitoring instruments. If a concern arises about a child, they will develop instructional strategies to support the child's language and emergent literacy development.

Implementation Evaluation: The purpose of the implementation evaluation is to provide timely, objective feedback to the School District of Lancaster about the start-up and running of the ERF program to facilitate informed decisions related to revisions and/or changes in particular program components. Examples of key questions that guide the formative evaluation include the following: 1) To what extent are all of the components of the ERF Project in place in preschool centers and classrooms? 2) To what extent are the professional development and coaching components implemented as planned, and to what extent do the participants demonstrate the understanding and use of practices that are the intended results of those components? 3) To what extent do the teachers' implementations of the *BLL* curriculum meet the implementation standards established by the project? 4) To what extent does the project succeed in involving parents in a collaborative activity to create culturally meaningful materials and activities and involving them in family literacy workshops? And, how are the culturally meaningful materials actually used and to what effects? 5) What is the perceived level of satisfaction of parents of children enrolled in the program? 6) To what extent is the full-day, full-year, consecutive year programming implemented, and to what extent do students participate in it? 7) To what extent do teachers and their classrooms demonstrate improvement on the ELLCO and ECERS? COR proposes to obtain answers to these questions from data collected from structured and semi-

structured interviews, focus groups and surveys with program administration, teachers and parents; the review and analysis of program-related documents; and classroom and program event observations, including those made through the administration of the ELLCO and ECERS. Evaluation tools and data collection tools related to observations and to parent participation and satisfaction will be designed upon clarification of specific objectives set by the program coordinators. These tools, created with approval from the coordinating agency, will draw upon previously existing surveys designed at COR. Special attention will be taken to ensure the cultural and linguistic appropriateness of all tools. Collection tools will be designed to be used and interpreted by program staff both during program implementation and in the future. The table below summarizes the framework for evaluating the implementation of the program standards.

Implementation Fidelity	Evaluation Methods
Professional development and coaching related to developing teachers' knowledge and skills for the implementation of: ▪ *Building Language for Literacy (BLL)* program ▪ practices consistent with research on dialogic reading	▪ Teacher Participation: participation in PD sessions. ▪ Teacher Evaluations: at the end of each PD session, teachers will complete a brief survey assessing the effectiveness of the session and the knowledge gained. ▪ Teacher Pre/Post-Tests: Before/after the workshops, teachers will complete pre/post-tests to determine whether they acquired the knowledge taught. ▪ Teacher Self-Assessments: teacher reflections on changes/improvements in instructional practice. ▪ Teacher Observations: ERF Project Director and Facilitator will conduct formal teacher observations to measure teacher implementation of new strategies. ▪ ECERS, ELLCO ▪ PALS, PPVT/TVIP: assessments will measure impact of PD on student learning. **Timeline**: Ongoing, Fall and Spring of each year
Implementation of *BLL*.	Surveys and interviews with teachers and literacy coaches. **Timeline:** Fall & Spring of each year
Provision of language/literacy rich environment.	Administration/analysis of the ECERS, ELLCO **Timeline:** Fall & spring of each year
Parent involvement in student learning; parent satisfaction.	Parent surveys, interviews, and/or focus groups **Timeline:** Spring of each year

Implementation Fidelity	Evaluation Methods
Student attendance (focus on increasing participation in full-day, full-year, 2-year program).	Review of enrollment data for ERF Centers. **Timeline:** Spring of each year.

As noted in the table above, we will evaluate professional development based on student outcome data from the PALS-PreK and PPVT/TVIP; changes in teacher practice, as measured by ECERS and ELLCO; and teacher participation data. By tying our evaluation of professional development to student outcomes, we ensure that training activities are actually producing the desired result — increased language and literacy achievement for students. If the desired child outcomes are not occurring, we will reevaluate the professional development plan, revisit the research literature for new findings and target needed areas through modifications in the upcoming workshops, coaching, and study team plans.

Analysis: Because both qualitative and quantitative data will be collected as part of this evaluation, methods addressing both types of data will be used to elicit pertinent information for program decision-making. Qualitative data will be coded thematically and summarized in narrative format. Descriptive statistical methods will be used in the analysis of quantitative data collected as a part of the program evaluation. Absolute values, percentages, and percent change scores will be reported for all quantitative variables of interest. Pre/post comparisons will be analyzed using paired samples t-test for significant differences between pre/post measurement. Longitudinal analyses will be used to examine the development of Spanish-speaking children in the two instructional models. As this evaluation is mixed-method in nature, triangulation will be used to confirm, explain, or disqualify qualitative and quantitative responses.

Reporting: A central focus of this evaluation will be the translation of collected data into a usable format to facilitate action to positively impact program success. In order to accomplish

this task, COR will do the following: 1) Work intensively during the first year with project staff to ensure that there are systematic processes for collecting the data needed to address the proposed implementation questions. 2) Conduct a collaborative planning meeting at the beginning and in the middle of the school year to refine the evaluation plan and to determine additional supports needed from COR to ensure that high quality data is collected and stored appropriately for COR analysis. 3) Submit one interim report consisting of implementation and outcome evaluation results and data-based recommendations during the summers of 2008 and 2009. 4) Conduct one workshop with SDL staff each contract year to communicate the findings of data analysis and involve project staff in determining the implications of those findings for improving program implementation and student achievement. 5) Have evaluation staff accessible for phone consultation with any project staff wishing for deeper explanations or interpretations of collected data. 6) Provide necessary data summaries for the project's annual report to the U.S. ED. 7) Submit a summative evaluation report at the end of the final year.

Selection Criteria 5, Factor 2: As outlined above, our evaluation plan includes qualitative and quantitative measures for each of our project goals. Qualitative measures include: parent/teacher surveys and semi-structured interviews and focus groups to assess parent/teacher perception of the effectiveness of language/literacy instruction and changes in their child's language/literacy abilities; teacher self-assessments of perceived changes in their own classroom environment/ instructional practices; and teacher reflections/evaluations of the effectiveness, relevance and quality of professional development sessions; documentation through digital portfolios; classroom walkthroughs and teacher observations performed by ERF Project Director and ERF Project Facilitator. Quantitative measures include: PALS-PreK, PPVT/TVIP and progress monitoring assessments; student attendance and participation data; teacher pre- and post-testing;

ECERS; and ELLCO.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **9844-Mandatory_ERFCentersFinals.doc**

Attachment 2:
Title: Pages: Uploaded File: **2673-ELA_Plan08-09.doc**

Attachment 3:
Title: Pages: Uploaded File: **5871-Traci_Scott_Resume.doc**

Attachment 4:
Title: Pages: Uploaded File: **4637-ERFFacilitator.doc**

Attachment 5:
Title: Pages: Uploaded File: **9342-YOSTVITA_abbrev.pdf**

Attachment 6:
Title: Pages: Uploaded File: **1078-Bilsupportspec.doc**

Attachment 7:
Title: Pages: Uploaded File: **9104-Lancaster_ERF_-_Endnote_Citations.doc**

Attachment 8:
Title: Pages: Uploaded File: **6047-supportletters.pdf**

Attachment 9:
Title: Pages: Uploaded File: **2805-SFLdescript.doc**

Attachment 10:
Title: Pages: Uploaded File: **7509-YostLetter.pdf**

Attachment 11:
Title: Pages: Uploaded File: **5730-Indirect0809.pdf**

Lancaster Early Reading First Preschool Centers				
	Burrowes 1001 E. Orange St. Lancaster PA 17602	**King** 466 Rockland St. Lancaster PA 17602	**Lafayette** 1000 St. Joseph St. Lancaster PA 17603	**Price** 615 Fairview Ave. Lancaster PA 17603
Age & Number of Preschool Students	15 3-yr-olds 60 4-yr-olds total: 75	45 3-yr-olds 40 4-yr-olds total: 85	15 3-yr-olds 40 4-yr-olds total: 55	15 3-yr-olds 20 4-yr-olds total: 35
Ethnic Breakdown	57.54% Latino 22.08% African-Amer 16.35% Caucasian 4.03% Asian	75.99% Latino 18.17% African-Amer 5.53% Caucasian .32%asian/other	53.51%% Latino 23.91%% African-Amer 21.06% Caucasian 1.52% Asian	63.64% Latino 21.56% African-Amer 13.95% Caucasian .85% Asian
Socioeconomic Status	77.92% receive free/reduced lunch	94% receive free/reduced lunch	80.83% receive free/reduced lunch	84.78% receive free/reduced lunch
Students with Special Needs	2 speech, 5 speech/itinerant	3 speech, 1 speech/itinerant	None	2 speech, 2 speech/intinerant
ELL	70% ELL	74% ELL	60% ELL	66% ELL
Current Classes	1 full-day K3 3 full-day K4	3 full-day K3 2 full day K-4	1 full day K-3 2 full day K-4	1 full-day K3 1 full-day K4
Proposed Classes with ERF Funds	**With support from ERF, we will pilot full-day, full-year, consecutive-year programs for 3- and 4-year-olds in each of our 4 target centers.**			
Funding Source	Currently Title I but might change to District funds depending on Pennsylvania's 2009 state budget			
Basic Instructional Program	*Creative Curriculum Blueprint for Early Learning*	*Creative Curriculum Blueprint for Early Learning*	*Creative Curriculum Blueprint for Early Learning*	*Creative Curriculum Blueprint for Early Learning*
Staff & Qualifications	4 teachers; all BS and	5 teachers; all BS and	3 teachers; all BS and	2 teachers; both BS and

	ECE/ELEM cert.	ECE/ELEM cert.	ECE/ELEM cert.	ECE certified

English Language Acquisition Plan

Research has demonstrated that children's knowledge of their first language supports the acquisition of a second.[69 70 71 72 73 74] Researchers also have argued that teaching a child to read in a second language that they have not yet fully acquired places children at added risk for academic failure.[75] Our careful review of the research in the field of English language learning, however, indicated a lack of consensus on the best way to support bilingual *preschoolers'* language and literacy development. We have therefore decided to institute an immersion model for educating bilingual children in our ERF centers that aligns with our District's ELL program, which is based on immersion. Our goal for the ERF centers is to have either a bilingual classroom teacher or a bilingual assistant teacher in each classroom so we can maximize language development and help support young learners as they transition to the preschool experience and the English language. In the event we do not have a teacher or teacher's assistant in the classroom who is fluent in Spanish, we plan to train all ERF teachers in conversational Spanish. We also plan to hire itinerant ELL teachers to help support the ERF program. Since many children enter our programs without strong proficiency in any language, using functional Spanish combined with English will allow students the opportunity to communicate the words they know while also building a solid language base in English throughout the 2 years in our program.

In addition to utilizing conversational Spanish with limited English students, through the use of ERF funds, we plan to hire a bilingual parent liaison to facilitate the development of cultural diversity within the classroom instruction and ensure the inclusion of the rich, diverse background each child brings to the classroom. Classroom read-aloud books related to theme from the BLL curriculum will be purchased in Spanish and the BLL "place books" will be

translated into Spanish. Our itinerant ELL ERF teachers, ERF literacy coaches and the parent liaison will train and work with the teachers to develop language/literacy activities/materials in Spanish. The program's literacy coaches and ELL teachers will model dialogic reading strategies in both languages. The ELL teachers and literacy coaches also will conduct phonological awareness activities that complement the characteristics of Spanish.

The children's home language, Spanish, will be supported throughout the day, and parents will be encouraged to talk and read to their children in their first language at home and in the classroom.[76] [77] [78] This will enable children to build on their knowledge of Spanish while acquiring English. The program's ELL teachers and literacy coaches, along with the parent liaison, will offer bilingual workshops for parents on dialogic reading, phonological awareness and vocabulary development. The ELL teachers and coaches will train and consult with the ERF classroom teachers to assist them with implementing strategies and developing activities and materials in Spanish.

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Professional Experience

School District of Lancaster, Lancaster, PA
July 2007-present
Coordinator of Early Childhood Education

- Coordinate all aspects of the Preschool program including registration/enrollment, curriculum and assessment development, professional development and supervision of teachers.
- Coordinate federal programs and grants related to Early Childhood including Early Reading First.
- Coordinate state grants: Pa Pre K Counts and Pre K Counts. Hire teachers and assistants, oversee the practice, rent space, set up the schedule, provide support for the assessments, and communicate with the state.
- Coordinate and develop multiple partnerships with agencies/child care facilities to advance opportunities for expanded quality early care and education.
- Ensure continuity of service delivery for preschoolers entering Kindergarten.
- Revised a Preschool handbook which outlines policies, procedures and early childhood philosophy.
- Created a Preschool Curriculum, scope and sequence, suggested materials, and narrative practice.

School District of Lancaster, Lancaster, PA
September 1996-2007
Kindergarten Teacher

- Support the implementation of best practices in literacy and early childhood education aligned to the district goals.
- Work collaboratively with other teachers to plan and deliver successful lessons that integrate early childhood goals and standardized testing goals.
- Facilitate assessment schedules, data collection, and analysis for my classroom and school.
- Facilitate the documentation and record-keeping of all activities.
- Completed online classes through Sciences International to create a deeper understanding of current reading research.
- Provided a consistent standard of 95% success in the year end completion of testing using the DIBELS.
- Participated in grade level meetings examining data and strategically planning lessons based on that data.
- Hosted visiting teachers and supplied support for practice.
- Hosted student teachers from Millersville University.
- Served on the school wide improvement team.

School District of Lancaster, Lancaster, PA
August 1988- 1996
K-3 Teacher

- Participate in professional development grade level meetings.
- Engage students in reading and discussing literacy.
- Support students with developmentally appropriate practice and assist parents in understanding how to instruct their children at home.
- Set up and visit homes with educational material and assist the parents in using said materials.
- Develop support plans for students.
- Plan and conduct literacy workshops and book talks for teachers and parents.
- Developed the program of classroom and home visit models. I was the first of the K-3 teachers hired into the district.
- Provide support for families to access resources such as heat and rent assistance, food, clothing. etc.
- This program was for three year old children and their families.

Education

Millersville University
Leadership Program with Supervisory Certification
September 2008 - present
Millersville University
Master's Degree in Elementary Education with Certification in Early Childhood Education
May 1995
Millersville University
Bachelor's Degree in Elementary and Early Childhood-BSE
May 1979

Professional Activities

Presented at numerous regional and national conferences on various topics related to literacy and early childhood.

Serve on the Leadership Council for Pennsylvania PreK Counts.

Serve as a new teacher mentor for the School District of Lancaster.

Serve on the Success by Six Committee implemented by the United Way

Title: ERF Facilitator
Qualifications:

1. Bachelor's Degree in ECE or related field.
2. Instructional II Certificate
3. Master's Degree and /or 5 years experience in early childhood settings; child care experience preferred.
4. Demonstrated ability to learn acquire and apply new skills and knowledge in early childhood with a focus on early literacy.
5. Ability to effectively communicate with, instruct work and play with young children, early childhood professionals, staff, community partners and partners.
6. Strong knowledge of teaching and learning at the early childhood level.
7. Ability to use software applications such as Excel and ACCESS
8. Strong background working with diverse families.
9. Experience working with adult learners.
10. Ability to organize and analyze data for ensuring quality programming development.
11. Such alternatives that the Board may find acceptable.

Reports to: Coordinator for early childhood Curriculum

Job Goal:

To ensure the successful implementation of the ERF grant through working with the district teachers and coaches to raise the level of instruction given to the students in our program. A second goal is to communicate more in native language.

Essential Functions:

1. Provide training to the teachers in the new model.
2. Organize and carry out PD on the new model.
3. Work collaboratively with the other early childhood programs to determine priorities for the program.
4. Facilitate the sites in the appropriate assessment pieces for the grant.
5. Support the Literacy Coaches and other ERF staff in the implementation of the program.
6. Coordinate the student data and organize the outcome information.

Terms of Employment: LEA plus 20 days

Physical/Mental and Environmental Demands:

Physical Demands:

Travel to schools, preschools in the district
Standing for limited periods of time
Frequent bending and stooping
Light to moderate lifting
Repetitive movement of fingers for keyboarding
Valid PA Driver's license and reliable transportation

Sensory Abilities:

Visual acuity to read and correspond with computer screen.
Auditory acuity to be able to greet visitors
Ability to speak clearly and distinctly.

Temperament:

Ability to work as a member of a team.
Must be courteous and able to deal effectively with people.
Must be cooperative, congenial, and service oriented.
Ability to work with limited supervision.
Ability to interact effectively with a variety of early childhood professionals and environments.
Ability to be flexible

Mental Demands

Interpret, analyze and problem solve.
High degree of perseverance

Environment:

Office, school, and various learning environments
Public meeting and presentation settings.

BERWOOD A. YOST

VITA

EDUCATION

1988	Bachelor of Social Science Public Policy The Pennsylvania State University
1999	Master of Arts Department of Political Science Temple University Areas of Study: Political Theory, American Government

PROFESSIONAL POSITIONS & EXPERIENCE

August 2003 – Present	Director Floyd Institute's Center for Opinion Research Franklin & Marshall College Instructor, Franklin and Marshall College Courses Taught: Business Research Methods Political Science Research Methods Public Health Research
September 1999 – May 2003	Instructor of Political Science Millersville University Courses taught: Research Methods Public Policy
September 1994 – July 2003	Director Center for Opinion Research Millersville University
November 1991 - August 1994	Assistant Director Center for Survey Research Institute of State & Regional Affairs Penn State Harrisburg
December 1989 - October 1991	Survey Research Coordinator Center for Survey Research Institute of State & Regional Affairs Penn State Harrisburg
January 1989 - June 1989	Project and Data Specialist Pennsylvania State Data Center Penn State Harrisburg

RECENT SCHOLARLY RESEARCH REPORTS AND PRESENTATIONS

Miller, K., Yost, B. et al (2007). Health Status, Health Conditions, and Health Behaviors among Amish Women: Results from the Central Pennsylvania Women's Health Study. *Women's Health Issues* (17): 162 - 171.

Yost, B. A., Miller, K. (2007) Health Status and Health Behaviors of Amish Women. Paper presented at the Amish in America International Conference, June 2007, Elizabethtown, PA.

Harding, J., Yost, B., Knittle, A. (2007) Should I Stay of Should I Go? Predictors of Telephone Interviewer Tenure. Paper presented at the American Association for Public Opinion Research Annual Conference, May 2007, Anaheim, CA.

Knittle, A., Yost, B., Harding, J. (2007) Measuring Interviewer Performance: Are We Over-Quantifying? Paper

presented at the American Association for Public Opinion Research Annual Conference, May 2007, Anaheim, CA.

Sims, B., Yost, B.A., Abbott, C.L. (2006) The efficacy of victim services programs: alleviating the psychological suffering of crime victims? Criminal Justice Policy Review 17 (4): 387 - 406.

Weisman CS, Hillemeier MM, Chase GA, Dyer AM, Baker SA, Feinberg M, Downs DS, Parrott RL, Cecil HK, Botti JJ, MacNeill C, Chuang CH, Yost B. (2006) "Preconceptional Health: Risks of Adverse Pregnancy Outcomes by Reproductive Life Stage in the Central Pennsylvania Women's Health Study (CePAWHS). *Women's Health Issues* 16(4):216-226.

Yost, B.A., Sims, B., Abbott, C.L. (2005). Use and Nonuse of Victim Services Programs: Implications from a Statewide Survey of Crime Victims. Criminology and Public Policy, Volume 4 (2): 361 – 384.

Yost, B. A., Harding, J. L., Abbott, C. L. & Knittle, A. (2005). The do not call registry: Friend or foe? The effect of the do not call list on survey response. Paper presented at the American Association for Public Opinion Research Annual Conference, May 2005, Miami, FL.

Harding, J. L., Knittle, A., Yost, B. A., & Abbott, C. L, & Knittle, A. (2005). Amish women's health survey: Methodological considerations with unique populations on sensitive topics. Paper presented at the American Association for Public Opinion Research Annual Conference, May 2005, Miami, FL.

Abbott, C.L., Yost, B.A., Harding, J.L. (2004). Measures of Personality Type and Interviewer Performance: Tools for Interviewing Training. Paper presented at the American Association for Public Opinion Research Annual Conference, May 2004, Phoenix, AZ.

Abbott, C.L., Yost, B.A., Harding, J.L., Markel, J. (2004). Effects of Optical Mark Read (OMR) Technology on Response Rates of Self-Administered Surveys. Poster presented at the American Association for Public Opinion Research Annual Conference, May 2004, Phoenix, AZ.

Yost, B.A. (2004). 2003 Recreation Participation Survey Summary of Findings, in Pennsylvania's Recreation Plan 2004 – 2008. Pennsylvania Department of Conservation and Natural Resources.

RECENT ARTICLES

Yost, Berwood, and Kirk Miller. Predictive accuracy of the 2008 Pennsylvania primary pollsters. Pollster.com http://www.pollster.com/blogs/predictive_accuracy_of_the_200.php posted 1 May 2008

Yost, B., Abbott, C. Harding, J. & Markel, J. (2007, February). Effects of Optical Mark Read Technology on Response Rates of Self-Administered Surveys. *Public Opinion Pros.*

Yost, B., Abbott, C. Harding, J. & Knittle, A (2005, June). Among the Amish: Interviewing Unique Populations on Sensitive Topics. Public Opinion Pros.

G. Terry Madonna and Berwood Yost (2004). "Keys to the Keystone State." The Polling Report, Volume 20, No. 19.

SELECTED MAJOR PROJECTS & GRANTS

Central Pennsylvania Center of Excellence for Research on Pregnancy Outcomes – Collaborating with Penn State University on a Pennsylvania Department of Health grant to establish a Center of Excellence for Research on Pregnancy Outcomes. Responsible for collecting data from Lancaster County's Amish population and for participating as a member of the project's research core.

University of Rhode Island - Assisting the University of Rhode Island in evaluating adult exposure to local and statewide tobacco control programs and tobacco related knowledge, attitudes, and behavior.

Pennsylvania Department of Conservation and Natural Resources - Served as principal investigator. The project is designed to measure the outdoor recreation behaviors of Pennsylvania residents ages 5 and above. The data will be used to develop the state's five year recreation plan.

Pennsylvania Commission on Crime & Delinquency - Served as principal investigator to study the use, non-use, and efficacy of the state's victim services programs.

Center for Rural Pennsylvania - Served as principal investigator in a survey of Pennsylvania's superintendents.

Roswell Park Cancer Institute - Managing the design and administration of a national telephone survey to measure knowledge and beliefs about nicotine replacement products.

Pennsylvania Commission on Crime & Delinquency – Served as project director to design and administer a crime victimization survey among Pennsylvania residents. This statewide survey of Pennsylvanians 12 and older detailed crime victimization experiences to enable the PCCD to make comparisons to the state's Uniform Crime Report.

Association of Teachers of Preventive Medicine and the Centers for Disease Control - A cooperative project between the Center for Opinion Research and the Office of Biobehavioral Health at Penn State University. Assisted in the study design, and responsible for directing the data collection efforts for this ongoing national survey regarding cigarette smoking and light cigarette smokers. The first wave of research included samples of light, ultra light, and regular cigarette smokers to ascertain levels of awareness of cigarette vent holes. The follow up to this research measured the impact of advertising on light cigarette smokers.

The Keystone Poll - The Keystone Poll is an ongoing survey that measures Pennsylvanians' attitudes toward public policy issues and elected officials. The survey is conducted on behalf of the Philadelphia Daily News, KYW-TV3, and the Harrisburg Patriot News. Acts as head methodologist for the survey.

Alcoholic Beverage Manufacturers Research Foundation - A cooperative project between the Center and the Office of Biobehavioral Health at Penn State University. Responsible for directing the data collection process. The study was used to describe the use of alcohol-interactive prescription drugs by an elderly population. The study assessed alcohol-related behaviors, knowledge of risks related to alcohol-drug use, compliance behaviors, measures of functional status, signs and symptoms of adverse effects and outcomes associated with alcohol-drug interactions.

State System of Higher Education - The State System Assessment of Student Satisfaction was a telephone survey of 5,600 State System students. The survey is being used by the State System of Higher Education in Pennsylvania to measure student satisfaction as part of a continuous quality improvement effort. Acted as principal investigator.

Hospital Association of Pennsylvania - This project used a telephone survey of 700 adult Pennsylvanians to assess citizens' attitudes toward health care in the state. The results of the research are being used by the Association to guide their planning and lobbying efforts. Acted as principal investigator.

Improve Management Performance and Cost Control Task Force - This commission was created by the State Legislature and Governor Tom Ridge in 1995 to study the management of current government operations and propose changes which will reduce costs, increase accountability and improve service. The Center was asked to conduct a study of Pennsylvanians on behalf of the commission to measure Pennsylvanians' policy priorities and satisfaction with state government. Acted as principal investigator.

Pennsylvania Partners - The dislocated workers satisfaction survey was funded by Pennsylvania Partners. This survey was used to measure participants' satisfaction with the Job Training Partnership Act Title III programs operated in Pennsylvania. Acted as principal investigator for the project.

Pennsylvania Association of Colleges and Universities - Acted as principal investigator. This survey of 800 Pennsylvania residents was a comprehensive study of the attitudes of state residents toward the function, role, and performance of the state's institutions of higher education.

ACADEMIC HONORS AND MEMBERSHIPS

Co-designed Public Health Research: Pregnancy Outcomes in American Women, which has been named a Science Education for New Civic Engagements and Responsibilities (SENCER) model course. SENCER was initiated in 2001 under the National Science Foundation's CCLI national dissemination track. Since then, SENCER has established and supported an ever-growing community of faculty, students, academic leaders, and others to improve undergraduate STEM (science, technology, engineering and mathematics) education by connecting learning to critical civic questions.

Scholar-in-Residence, Montgomery County Community College, Fall 2000
Delta Tau Kappa - National Social Science Honor Fraternity
Golden Key National Honor Society
American Association for Public Opinion Research

Title: Bilingual Support Specialist

Qualifications:
1. High school Diploma or GED
2. Fluent in Spanish
3. Two Years experience working with preschool children.
4. Knowledge of the development of young children.
5. Ability to work with young children.
6. Ability to get along and work with others.
7. Ability to translate directions verbally into Spanish to enhance children's comprehension.
8 Other qualifications as deemed necessary.

Reports to:
ERF Coordinator

Job Goal:
To assist teachers in the instructional process for children who speak Spanish as their primary language in the classroom.

Essential Functions:
1. Work with small groups and/or/ individual children and parents
2. Direct student activities
3. Keep learning materials organized and available
4. Keep appropriate records.
5. Prepare instructional materials as requested.
6. Honor confidentiality.
7. Participate in all child centered activities.
8. Assist with the screening process.
9. 90% of time is spent working with children 10% preparation
10. Other related duties assigned by supervisor.

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SCHOOL DISTRICT OF LANCASTER

Office of Teaching and Learning
Carter and MacRae, 3rd. Floor
251 S. Prince Street
Lancaster, Pennsylvania 17603

Dear USDE Grant Review Team,

We are writing to express our enthusiastic support for School District of Lancaster's 2008 Early Reading First application. Thank you for the opportunity to apply for this funding, which are confident will continue to bolster the District's high-quality preschool program.

As a preschool teacher and an assistant, we have seen first-hand the vital improvements Lancaster's 2003 ERF grant has made possible: More of our students are entering kindergarten equipped with the necessary literacy skills, and our staff are better versed in strategies to promote student success.

Additional Early Reading First funding will enable the District to continue transforming 4 of our preschool centers into models of early childhood excellence by enabling us to offer full-day, full year programs that specifically address the needs of our large population of English Language Learners.

We are committed to attending all necessary professional development for a new Early Reading First program, to participating in coaching, and to using our increased knowledge in the classroom to improve our students' literacy skills.

Sincerely,

(b)(6)

Diane Leonard
Julia Garcia Rosado

SCHOOL DISTRICT OF LANCASTER

Office of Teaching and Learning
Carter and MacRae, 3rd. Floor
251 S. Prince Street
Lancaster, Pennsylvania 17603

Dear USDE Grant Review Team,

I am writing to you to express my firm support and commitment to the success of School District of Lancaster's 2008 Early Reading First proposal. Thanks for an ERF award in 2003, School District of Lancaster staff members have deepened our knowledge of effective instructional strategies related to the learning environment and the oral language and literacy development of our young children.

Additional Early Reading First funding will enable the District to continue transforming 4 of our preschool centers into models of early childhood excellence by enabling us to offer full-day full year programs that specifically address the needs of our large population of English Language Learners.

As the Project Director for the application, and as the District's Coordinator for Early Childhood Education, I am personally committed to establishing and convening the ERF Advisory Committee and Leadership Team; maintaining ERF staff; coordinating and facilitating all professional development associated with the grant. I am looking forward to the opportunity to help ensure all of our students enter kindergarten with the foundation they need to succeed in elementary school and beyond.

Sincerely,

(b)(6)

Traci A. Scott

SCHOOL DISTRICT OF LANCASTER

Office of Teaching and Learning
Carter and MacRae, 3rd. Floor
251 S. Prince Street
Lancaster, Pennsylvania 17603

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I am writing to you to express my firm support and commitment to the success of School District of Lancaster's 2008 Early Reading First proposal. Thanks to an ERF award in 2003, School District of Lancaster staff members have deepened our knowledge of effective instructional strategies related to the learning environment and the oral language and literacy development of our young children.

Additional Early Reading First funding will enable the District to continue transforming 4 of our preschool centers into models of early childhood excellence by enabling us to offer full-day full year programs that specifically address the needs of our large population of English Language Learners.

In my position of Coordinator of Testing, Research and Evaluation, I am personally committed to serving on the Early Reading First Advisory Committee, helping this body set policy, analyze assessment data, evaluate recent activities and suggest program improvements. I look forward to the opportunity to use my expertise in data analysis to help ensure *all* students enter kindergarten with the literacy skills they need to succeed in elementary school and beyond.

Sincerely,

(b)(6)

Michael W. Young

ADVANCING LEARNING IN LANCASTER

TOGETHER WE CAN

Equal Education Opportunities

Title: Student Family Liaison

Qualifications:

1. Bachelor's degree in social work or related field.
2. Bilingual
3. 2-3 years working in human services in Lancaster, Pa.
4. Excellent verbal and written skills.
5. Ability to keep confidential records on clients.
6. Available to work flexible schedule including some evenings.

Job Goal:

The student and family liaison will work with students and families to increase early literacy and language outcomes while providing connections to local social service agencies as needed.

Essential Functions:

1. Increase social and emotional functioning and awareness/connections to local social services
2. Ensure connections with social service agencies through intensive case management.
3. Attend school based meetings
4. Facilitate parent workshops and meetings at school.
5. Work with parents to develop or improve parenting skills.
6. Create literacy network within the community.
7. Coordinate and facilitate parent child take home literacy activities.

Reports to: ERF Coordinator

Marginal Functions:

1. Work with students in learning settings.

FRANKLIN & MARSHALL

June 6, 2008

Franklin and Marshall College's Center for Opinion Research (COR), as the contracted local evaluator of the School District of Lancaster's Early Reading First program, will design and implement a thorough evaluation of the project in collaboration with project stakeholders. COR is committed to collecting and analyzing data related to this project, and will report findings to project partners to inform decision making and drive the work. COR recognizes the necessity for continual collaboration among local partners for continuous program improvement and to best serve the students and families of the School District of Lancaster.

Berwood Yost, Director
Center for Opinion Research
Franklin and Marshall College
P.O. Box 3003
Lancaster, PA 17604

RESTRICTED INDIRECT COST RATE CERTIFICATION

APPLICABLE TO FISCAL YEAR JULY 1, 2008 THROUGH JUNE 30, 2009
BASED ON ANNUAL FINANCIAL REPORT FOR YEAR ENDING JUNE 30, 2007

Commonwealth of Pennsylvania
Labor, Education, and Community Services
Comptroller's Office
P.O. Box 60310
Harrisburg, PA 17106

1-13-36-400-2
Lancaster SD

ALLOCATIONS

Func-Obj	Description	Amount
1000 - 000	Instruction	88,333,713.37
2100 - 000	Support Services - Pupil Personnel	6,952,057.85
2200 - 000	- Instructional Staff	5,056,742.49
2300 - 000	- Administration	7,417,576.59
2400 - 000	- Pupil Health	1,458,137.13
2500 - 000	- Business	1,473,050.57
2600 - 000	- Operation & Maint	9,747,347.85
2700 - 000	- Student Transp Svcs	1,968,424.20
2800 - 000	- Central	3,645,836.59
2900 - 000	- Other Support Service	152,357.86
3000 - 000	Oper of Non-Instruct Svcs	1,963,719.61
4000 - 000	Facilities Acquisition, Constr & Improv	0.00
5100 - 000	Other Financing Uses - Debt Service	10,330,292.24
5200 - 000	- Fund Transfers	0.00
	Total Oper Expenses - Food Svc Fund	4,365,504.00
	- Oth Enterprise Fund	0.00
	Total Allocations ---------->	A 142,864,760.35

ELIMINATIONS

Func-Obj	Description General Fund Expenditures	Amount
1000 - 322	Instruction - Prof Edu Svc IU	643,141.90
- 323	Instruction - Prof Edu Svc - Oth Edu Agy	0.00
- 560	Instruction - Tuition	3,603,104.55
- 700	- Property	1,452,346.08
1200 - 594	- Spec Prog - IU Svc	56,951.96
1300 - 322	Spc EIS - IUS Svc - Prof Ed	0.00
- 323	Spc EIS - Other - Prof Ed	0.00
2100 - 700	Support Svc - Pup Per - Property	2,804.91
2200 - 700	- Ins Stf - Property	196,404.65
2300 - 700	- Admin - Property	63,624.33
- 820	- Judgements	0.00
2400 - 700	- Pup Hlth - Property	4,388.15
2500 - 700	- Business - Property	19,994.00
2600 - 700	- Op & Mnt - Property	181,535.90
2700 - 700	- Stu Trn Svcs - Property	0.00
2800 - 700	- Central - Property	43,562.86
2900 - 595	- Oth Sup Svcs - IU Withhold	54,916.62
- 596	- IU Dir Pay	0.00
- 700	- Property	0.00
2990 - 899	- Pass Thru	40,093.17
3000 - 700	Oper of Non-Instruct Serv - Property	38,640.26
3100 - 571	Food Serv Mgmt - Food	0.00
- 630	- Food	2,147,623.16
4000 - 000	Facilities Acquisition, Constr & Improv	0.00
5100 - 000	Oth Fin Uses - Debt Serv	10,330,292.24
5220 - 000	- Fund Tran - Spec Rev	0.00
5230 - 000	- Cap Proj	0.00
5240 - 000	- Debt Serv	0.00
5250 - 000	- Enterprise	0.00
5260 - 000	- Intrnl Serv	0.00
5270 - 000	- Trust & Agncy	0.00
5280 - 000	- Activity Fund	0.00
	Depreciation - Food Svc Fund	53,031.00
	- Other Enterprise	0.00
	Claims + Judgements - Food Svc Fund	0.00
	- Other Enterprise	0.00
	Total Eliminations ---------->	B 18,932,455.74

RESTRICTED INDIRECT COST RATE CERTIFICATION

APPLICABLE TO FISCAL YEAR JULY 1, 2008 THROUGH JUNE 30, 2009
BASED ON ANNUAL FINANCIAL REPORT FOR YEAR ENDING JUNE 30, 2007

Commonwealth of Pennsylvania
Labor, Education, and Community Services
Comptroller's Office
P.O. Box 60310
Harrisburg, PA 17106

1-13-36-400-2
Lancaster SD

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2700 - 000		- Student Transp Svcs	1,968,424.20	
2800 - 000		- Central	3,645,836.59	
2900 - 000		- Other Support Service	152,357.86	
3000 - 000	Oper of Non-Instruct Svcs		1,963,719.61	
4000 - 000	Facilities Acquisition, Constr & Improv		0.00	
5100 - 000	Other Financing Uses	- Debt Service	10,330,292.24	
5200 - 000		- Fund Transfers	0.00	
	Total Oper Expenses	- Food Svc Fund	4,365,504.00	
		- Oth Enterprise Fund	0.00	
		Total Allocations ---------->		A 142,864,760.35

ELIMINATIONS

Func-Obj	Description General Fund Expenditures			Amount	
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- 323	Instruction	- Prof Edu Svc	- Oth Edu Agy	0.00	
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- 700		- Property		1,452,346.08	
1200 - 594		- Spec Prog	- IU Svc	56,951.96	
1300 - 322	Spc EIS	- IUS Svc	- Prof Ed	0.00	
- 323	Spc EIS	- Other	- Prof Ed	0.00	
2100 - 700	Support Svc	- Pup Per	- Property	2,804.91	
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2300 - 700		- Admin	- Property	63,624.33	
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5260 - 000			- Intrnl Serv	0.00	
5270 - 000			- Trust & Agncy	0.00	
5280 - 000			- Activity Fund	0.00	
	Depreciation	- Food Svc Fund		53,031.00	
		- Other Enterprise		0.00	
	Claims + Judgements	- Food Svc Fund		0.00	
		- Other Enterprise		0.00	
			Total Eliminations ---------->		B 18,932,455.74

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **8597-Mandatory_Budget_Narrative0809.doc**

PR/Award # S359B060054

LANCASTER EARLY READING FIRST BUDGET NARRATIVE	YEAR 1	YEAR 2	YEAR 3
PERSONNEL: All salaries based on District pay scale and teacher contract; 3% cost of living increase each year.			
ERF Project Facilitator: Full-time position, 100% ERF-funded; 100% of time devoted to ERF, facilitating training sessions, collecting and analyzing data, etc.	$55,399	$57,061	$58,773
Bilingual Support Specialists: 3 full-time positions to assist classroom teachers in communicating with Spanish-speaking students and parents, 100% devoted to ERF	$60,000	$61,800	$63,654
Preschool ELL teacher: Full-time position to provide in-class support for ELL students' language and literacy acquisition.	$50,000	$51,500	$53,045
Literacy Coaches: 3 full-time literacy coaches, including at least 1 dual language literacy coach; 100% of time devoted to supporting ERF preschool classes; estimated at $55,000/coach.	$165,000	$169,950	$175,049
Student Family Advocate: 1 full-time position; 100% of time connecting families with needed health/social services and supporting kindergarten transition.	$30,000	$30,900	$31,827
Summer Session Stipends: Teacher pay for 5-week summer session based on hourly rate per teacher contract; 15 teachers (inc. ELL) x 5 wks x 30 hrs/wk x $30/hr, *plus* 17 preschool assistants (inc. bilingual) x 5 wks x 30 hrs/wk x $14/hour.	$103,200	$106,296	$109,485

PR/Award # S359B080054

Extra pay for family literacy workshops: 2 hours/month for student-family advocate ($14/hr), 15 teachers inc. ELL ($30/hr), 3 bilingual assistants ($14/hr) for 9 months at 3% annual increase.	$9,108	$9,381	$9,663
PERSONNEL SUBTOTAL	*$467,667*	*$481,697*	*$496,148*
FRINGE BENEFITS: District average of $13,500 medical increased by 15%/year. Retirement, FICA and workers comp.=12.72% of salaries increased 15%/year. District rates for dental, life, vision and disability, increased 15%/year			
ERF Project Facilitator	$22,148	$25,471	$29,291
Bilingual Support Specialists (3)	$52,849	$60,776	$69,892
Preschool ELL teacher	$21,461	$22,105	$22,768
Literacy Coaches (3)	$66,290	$76,234	$87,669
Student & Family Advocate	$18,918	$21,756	$25,019
Summer Session Benefits:	$13,122	$13,516	$13,921
Extra Pay for family literacy workshops benefits:	$643	$662	$439
FRINGE BENEFITS SUBTOTAL	*$195,431*	*$220,520*	*$249,242*
TRAVEL			
Early Reading First Conference: Project Director, Project Facilitator and one	$2,700	$2,700	$2,700

literacy coach to attend; estimated at $300/day x 3 days x 3 people			
NAEYC Conferences: Project Director, Project Facilitator and 3 literacy coaches to attend; estimated at $500/day x 3 days x 5 people	$7,500	$7,500	$7,500
TRAVEL SUBTOTAL	*$10,200*	*$10,200*	*$10,200*
SUPPLIES			
Research-Based Literacy Materials: alphabet manipulatives, functional print, and other resources (English/Spanish); $2,000 x 14 classrooms; reduced in Yrs 2/3.	$28,000	$11,250	$7,500
Classroom Libraries: collections to include English *and Spanish* books, and other texts to support ELLs; $1500 x 14 classrooms; reduced in Years 2/3.	$21,000	$11,250	$7,500
Interactive Read Aloud Books: $500 x 14 classrooms; reduced in Years 2/3.	$7,000	$3,750	$3,750
ELLCO Manuals and ELL Supplement: $50 x 14 classrooms. Year 1 only.	$700	0	0
Assessment Materials: PALS-PreK, PPVT-4, TVIP, Early Screening Inventory Revised, Work Sampling System; estimated at $1000 x 14 classrooms.	$14,000	$14,000	$14,000
Parent Lending Libraries & Take-Home Materials: books and videos for parents, and books, games and other literacy activities for parents and children to use together, in English *and Spanish*; $2500 x 14 classrooms; reduced in Yrs 2/3.	$37,500	$15,000	$15,000

Parent Outreach parent/community meetings and events; $1000 x 14 classrooms.	$14,000	$14,000	$14,000
Computers/Printers for New Staff: $1500 x 9 new staff; Year 1 only.	$13,500	0	0
SUPPLIES SUBTOTAL	*$135,700*	*$69,250*	*$61,750*
CONTRACTUAL			
Center for Opinion Research: to conduct thorough, external evaluation of our ERF Project; estimated at 50 days at $1,300/day.	$65,000	$65,000	$65,000
Education Development Center (EDC): training and administration of ELLCO and ELL supplement; $2500/day, 3 days in Year 1, 2 days Year 2, 1 day Year 3.	$7,500	$5,000	$2,500
Substitute Teacher Services: to provide release time for preschool teachers to attend ERF professional development; $150/day (this rate is set by the firm the District contracts with for all substitutes) x 8 days x 14 classrooms.	$16,800	$16,800	$16,800
Harrisburg Area Community College: college courses for preschool assistants to work toward Associates Degree; 17 staff x 2 classes/year x $500/class *plus* for Conversational Spanish I for 14 teachers each year (25 hours inc. prep time and 4 hours extra conversational time at $100/hr).	$19,500	$19,500	$19,500
CONTRACTUAL SUBTOTAL	*$108,800*	*$106,300*	*$105,800*

TOTAL DIRECT COSTS	**$917,798**	**$884,967**	**$923,140**
Indirect Costs: state-approved rate of 3.07%	$28,176	$27,261	$28,340
TOTAL AMOUNT REQUESTED	**$945,974**	**$915,228**	**$951,480**