

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

**EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080081
Grants.gov Tracking#: GRANT00473682**

Closing Date: JUN 10, 2008

****Table of Contents****

Forms

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

Narratives

1. <i>Project Narrative - (Abstract Narrative...)</i>	e17
<i>Attachment - 1</i>	e18
2. <i>Project Narrative - (Project Narrative...)</i>	e19
<i>Attachment - 1</i>	e20
3. <i>Project Narrative - (Other Narrative...)</i>	e72
<i>Attachment - 1</i>	e73
<i>Attachment - 2</i>	e78
<i>Attachment - 3</i>	e79
<i>Attachment - 4</i>	e92
<i>Attachment - 5</i>	e95
<i>Attachment - 6</i>	e96
<i>Attachment - 7</i>	e97
<i>Attachment - 8</i>	e99
<i>Attachment - 9</i>	e116
4. <i>Budget Narrative - (Budget Narrative...)</i>	e117
<i>Attachment - 1</i>	e118

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	<input type="text"/> * Other (Specify) <input type="text"/>
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* 3. Date Received: 06/10/2008	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): 042397449	* c. Organizational DUNS: 084647817
--	--

d. Address:

* Street1:	<input type="text" value="305 Essex Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Lawrence"/>
County:	<input type="text"/>
* State:	<input type="text" value="MA: Massachusetts"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="01840"/>

e. Organizational Unit:

Department Name: <input type="text" value="GLCPC"/>	Division Name: <input type="text" value="Early Learning Services"/>
--	--

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Gayle"/>
Middle Name: <input type="text" value="E."/>	
* Last Name: <input type="text" value="Williams"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="978-681-4996"/>	Fax Number: <input type="text" value="978-681-4948"/>
---	---

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

*** Title:**

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

Cities of Lawrence and Methuen

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

ESTRELLA - Early Steps Towards Reading, Education, Language & Literacy Acquisition

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="4,131,258.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,131,258.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes
- No

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

I AGREE

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

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

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: Greater Lawrence Community Actio...

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	\$ 20,800	\$ 21,424	\$ 22,067	\$ 0	\$ 0	\$ 64,291
2. Fringe Benefits	\$ 7,184	\$ 7,400	\$ 7,622	\$ 0	\$ 0	\$ 22,206
3. Travel	\$ 6,578	\$ 6,578	\$ 6,578	\$ 0	\$ 0	\$ 19,734
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 168,308	\$ 78,630	\$ 78,630	\$ 0	\$ 0	\$ 325,568
6. Contractual	\$ 1,106,019	\$ 1,067,756	\$ 1,042,772	\$ 0	\$ 0	\$ 3,216,547
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 38,120	\$ 36,820	\$ 35,820	\$ 0	\$ 0	\$ 110,760
9. Total Direct Costs (lines 1-8)	\$ 1,347,009	\$ 1,218,608	\$ 1,193,489	\$ 0	\$ 0	\$ 3,759,106
10. Indirect Costs*	\$ 133,354	\$ 120,642	\$ 118,155	\$ 0	\$ 0	\$ 372,151
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,480,363	\$ 1,339,250	\$ 1,311,644	\$ 0	\$ 0	\$ 4,131,257

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/1/2007 To: 9/30/2009 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): US Dept of Health & Human Services

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Greater Lawrence Community Actio...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

Tracking Number: GRANT00473682

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Maureen Mulcahy</p>	<p>* TITLE GLCAC, Inc. Executive Director / CEO</p>
<p>* APPLICANT ORGANIZATION Greater Lawrence Community Action Council, Inc.</p>	<p>* DATE SUBMITTED 06-10-2008</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Greater Lawrence Community Action Council, Inc.</p> <p>* Address: 305 Essex Street Lawrence MA: Massachusetts 01840</p> <p>Congressional District, if known: MA-005</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: Mr. Philip F. Laverriere Sr.</p> <p>* Address: 305 Essex Street Lawrence MA: Massachusetts 01840</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Mr. Philip F. Laverriere Sr.</p> <p>* Address: Same address - Please note that as a Community Action Agency, GLCAC, Inc. is prohibited from lobbying</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. sec-</p>		<p>* Signature: Maureen Mulcahy</p>

tion 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.

* Name:
Mr.
Philip
F.
Laveriere
Sr.
Title: GLCAC, Inc. Executive Director / CEO
Telephone No.: 978-681-4900
Date: 06-10-2008

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Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Attachment Information

File Name

Mime Type

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

Greater Lawrence Community Action Council, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Mr. * First Name: Philip Middle Name: F.
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* Last Name: Laverriere Suffix: Sr. * Title: GLCAC, Inc. Executive Director / CEO

* SIGNATURE: Maureen Mulcahy

* DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Mrs.

Gayle

E.

Williams

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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:

Tracking Number: GRANT00473682

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00473682

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1715-GLCAC-ESTRELLA_ERF-2008_Abstract.doc

Greater Lawrence Community Action Council, Inc.
Early Reading First Pre-Application FY 2008: Project Abstract for EStRELLA

The GLCAC, Inc. as fiscal and administrative lead for the local Community Partnerships for Children Program seeks FY 2008 Early Reading First funding for a 36 month period for *EStRELLA – Early Steps towards Reading, Education, Language & Literacy Acquisition*. *EStRELLA* is a partnership within a partnership. The centers that will participate in *EStRELLA* are already members of the CPC partnership, a group of 53 organizations that provide services related to early care and education in Greater Lawrence. Participating *EStRELLA* centers will be three sites of educational excellence, all in urban early childhood settings serving low income children, with 52% being English Language Learner (ELL) children.

The Goals of *EStRELLA* are to:

- ◆ Build Centers of Excellence through improvement in early childhood instruction, enriched classroom environments, and language supportive interactions that infuse literacy into every part of the child's preschool experience.
- ◆ Improve children's phonological awareness, print awareness, alphabet knowledge and oral language via a five prong approach using: 1. explicit instruction, ELL & special needs strategies involving language extension, vocab. Dev.,etc; 2. best practices in print rich environments with teachers/families using the environment as a teaching/learning tool; 3. Teacher understanding and application of SBRR practices after 600 hr. of PD; 4 valid and reliable screenings, diagnostic, progress monitoring and outcome literacy measures to ID children at risk 5. Collaboration and coordination of ERF with similar efforts and with other resources.

Evaluation by Dr. Bob Popp will determine project effectiveness and contribute to current and future research. Dr. Popp is a field researcher for the National Center for Family Literacy and is a well known evaluator of Reading First and Early Reading First Grants.

Project Narrative

Project Narrative

Attachment 1:

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Criterion 1, Factor 1: Research has provided us w/extensive evidence that we can strongly influence a child's predisposition to become a successful reader by what we do in the early childhood years to guide the development of early literacy skills. Early Steps toward Reading, Education, Language & Literacy Acquisition (EStRELLA)'s project design reflects the SBRR as defined under section 1208 of ESEA & summarized in *Learning to Read and Write*,ⁱ *Preventing Reading Difficulties in Young Children*,ⁱⁱ *Starting Out Right*,ⁱⁱⁱ and *Eager to Learn: Educating Our Preschoolers*.^{iv} Neuman & Roskos^v stated that for children to become skilled readers they must develop a rich language and conceptual knowledge base, deep vocabulary & verbal reasoning abilities, code related skills such as phonological awareness & the idea that letters represent sounds (alphabetic principle), with *meaning* driving children's earliest experiences w/print. EStRELLA's goal is to combine emergent literacy and the SBRR perspective to create a blended, effective early literacy program, one with meaningful experiences & w/direct, developmentally appropriate instruction in the key early literacy areas. The key early literacy areas include: development of **alphabet knowledge**,^{vi} including recognition of letters, sounds, and blending letter sounds; **phonological awareness**,^{vii}^{viii} rhyming, alliteration, syllable segmentation; **vocabulary & oral comprehension**;^{ix} and, understanding the **conventions of print**.^x See Appendix A – Endnotes. **Criterion 1, Factor 2, Purpose 1: Existing Programs**- EStRELLA (10 hrs/5 days/12 months) is projected to serve 235 high poverty, at-risk children from 3 sites (2-YMCA, YWCA) in multi-age classrooms. Of the 206 students currently enrolled, 19 have identified special needs, 93% live in poverty & over 52% are non/limited English speaking. Classrooms are staffed with bi-lingual teachers or paraprofessionals. See Appendix C- ELL Plan. All sites are NAEYC accredited, appropriately equipped, with Average Daily Attendance (ADA) ranging from 85-89%. Staff ED levels range from BA (6), AA (7), and CDA (2), HS (16) with

most enrolled in Staff Career Development Tracks. Staff attrition rates are low ranging from 3.6% to 5% over the past five years (See Appendix B-Chart). EStRELLA has the commitment to be

Centers of Excellence based on:

Uses Creative Curriculum framework, theme-based instruction, and some components of BtL;	Meets all safety, fire, space, health and sanitary codes;
Implements the MA EC standards & guidelines;	Participates w/RF feeder schools on transition activities;
Refers families (ESL, GED) thru Parent-Child Home[PCH]/Pathway to Family Success program or Adult Learning Center;	Participates in Community Partnerships for Children trainings on accreditation; on literacy; assessment, playground safety...
NAEYC accredited, well equipped;	Strong evaluations on ELLCO
ELLCO strengths: Dual language labeled centers; print rich; dialogic reading evident; daily shared writing, instruction (whole, small, individual); theme based centers, & manipulative areas.	

Current program components include:

Program Component	A Snapshot of Learning at GLCAC:
Oral Language	Story reading, songs, uses explanations, show & tell
Phonological Awareness	Rhyming, alliteration, segmenting
Print & Book Awareness	Teacher models concept of word/letter, title/author, punctuation...
Alphabet Knowledge	Name/Letter Identification, days/week, month/year
Social Skills	Taking turns, waiting for turn; sharing & cooperation
Cognitive Skills	Question & Answering, classifying, dramatic play
Background Knowledge	Using familiar and new themes
Physical Development	Running, skipping, blocks, coloring, work on fine & gross motor

All children will enter Reading First schools following two consecutive years of EStRELLA.

EStRELLA is a well established & state recognized high-quality preschool program that is prepared to add the necessary elements which will designate it as a Center of Excellence. See

Appendix B. *Purpose 2: EStRELLA'S SBRR Literacy Strategies and Activities^{xi}* include:

Alphabet Knowledge	Exposure to letters occur in a natural, playful way ^{xii} Create context in which children can understand what the alphabet is & how it relates to reading & writing. Connect alphabet learning to themes; encourage play w/alphabet puzzles, magnetic upper-and lower case letters, alphabet lotto games; post alphabet chart at eye level; sing alphabet song; read aloud alphabet books & point out letters in storybooks; help children recognize letter-sound associations, and cultivate a general letter-learning environment. ^{xiii, xiv}
Print Awareness	As they gain alphabet knowledge, children learn that letters make up words and words have meaning. Recognition of environmental print (signs, books, labels). Alphabet awareness leads directly to print awareness. Print communicates information. ^{xv} Expose children to different types of printed materials;

	demonstrate use & purpose of print; label objects in classroom; read big books to draw attention to concept of word & track print from left to right, & pointing to words & following print with a finger during read aloud. ^{xvi, xvii}
Phonological Awareness	Phonological awareness following a developmental continuum involves working with: sentences, words, word parts, syllables, rhymes, & onset & rimes. Listening: environmental sounds, sequencing sounds, following verbal directions, reversing or substituting words; Rhyming: Chants, songs, & finger plays; reciting nursery rhymes & poetry; reading stories w/rhyming text; & cloze method; Alliteration: grouping objects by beginning sounds, reading & reciting alliterative poems, chants, and books, playing beginning sound games, & calling attention to words w/similar sound beginnings; Sentence Segmenting: Clap/Count each word in a sentence; shuffling and reordering words in familiar sentences; & making silly phrases by deleting words from sentences; Syllable Segmenting: Clap/tap out the syllables of their names & other words; Onsets and Rime^{xviii}: Familiar nursery rhymes & sorting words into families by rhyme; Phoneme Segmentation, Blending, & Manipulation: singing songs & reading books that involve phoneme replacement. ^{xix}
Oral Language	Extending & enriching children's oral language & comprehension^{xx} through frequent, daily opportunities to talk & communicate w/responsive, interested adults in unhurried conversations; modeling rich & varied vocabulary^{xxi} via planned interactions and conversations ^{xxii} ; daily book reading; sharing a book using dialogic reading strategies and prompts; using questioning techniques that encourage children's language (open-ended "wh" questions, extension, recall, distancing, reflection, narrative and explanatory talk); children dictating stories or ideas; reading predictable and pre-decodable books with rebus pictures; using puppets & props for dramatic play & acting out stories; encouraging children to speak about their thoughts and ideas and to play with language. ^{xxiii}

Goal 1: Using explicit instruction, ELL & special needs strategies involving language extension, vocabulary enhancement, teacher-child, child-child interactions and active listening, children develop phonological awareness; print awareness, and alphabet knowledge with 95% of children showing a 20% increase on the PALS & 95% of children meeting the federal benchmark for significant progress by showing a pre/post gain on the PPVT of 4 pts. or higher (based on children in prgm 9 months).

Obj. 1a-The curriculum will follow a defined **scope & sequence** that is systematic & aligned to support development of children's oral language, phonological awareness, print awareness, & alphabet knowledge.

Obj. 1b-The curriculum, combined with **project procedures & other supports** will ensure teachers know what they are supposed to do to support the development of oral language, phonological awareness, print awareness, & alphabet knowledge, & have the materials necessary for implementation.

Obj. 1c-Explicit & intentional instruction will start as teacher directed & move to a more independent activity in whole group then small group w/practice as well as independent practice.

Obj. 1d-Content will provide **context** to improve oral language & background knowledge.

Obj. 1e-Schedule for each day will allot 265 minutes for developing each child's language, cognition, and early reading.

Language & Literacy—EStRELLA lacks the necessary literacy instruction for a Center of Excellence based on the following assessment data: PPVT-III scores indicate 42% scored extremely low or moderately low, 54% scored within the average range, while only 4% scored moderately high; and, district baseline kindergarten DIBELS: ISF-51% Deficit, 22% Emerging; LNF-43%-Deficit, 22%-Emerging. GLCAC feels that by improving the quality of first tier reading instruction within the Response-to-Intervention model, early delays in reading development that occur due not only to environmental disadvantages (e.g., limited experiences with books in the home in English or Spanish), but also to developmental disabilities can be mitigated and will make the biggest difference in the reading potential of our students.^{xxiv}

EStRELLA focuses on ensuring the quality of the first-tier learning environment in which our children are learning to read. Currently, YMCA is using the Creative Curriculum framework and parts of an old (4.0) of *Breakthrough to Literacy (BtL)*. YWCA is using teacher made balanced-literacy, themed activities. All staff received PD in MA standards; Woven Word (dialogic reading program), Question with Care, Creative Curriculum framework with emphasis on the developmental domains—physical, social/emotional, and cognitive; and parts of *BtL* (4.0). Currently, Reading First feeder schools are implementing *Success For All* thus preparing children for a smooth transition to kindergarten. EStRELLA selected the following SBRR curricula for the following reasons.

<p>Core: <i>SFA's Curiosity Corner (CC)</i>^{xxv} Tier 1 Spanish/English [SE]</p>	<p>SBRR base, skills are taught explicitly and systematically, literacy objectives are clearly labeled, explicit instructions provided, embedded program assessments to monitor progress, and aligned to MA standards. Correlated to NRP, NRC, HS Outcomes Framework, Spanish/English</p>
<p>Supplement: <i>Language for Learning (LAL)</i>^{xxvi} [SE]</p>	<p>SBRR-base, evaluated Florida Center for Reading Research, evidence of effectiveness w/non-English speakers, scripted lesson, themes, S/E</p>
<p>Intervention: Tier 2-(1:5) <i>Breakthrough to Literacy (BTL)</i>^{xxvii}, Tier 3 (1:1)</p>	<p>SBRR-base, 1 hr. daily, scaffolds ELL, differentiated instruction, comprehensive, explicit, data driven, all staff trained on methodology. Older version will be donated to local non-profit preschool sites.</p>

<p>Technology: <i>Photo Library (PL)^{xxviii}, Literacy Launcher (LL)^{xxix}</i></p>	<p>SBRR-base, PL-computerized vocabulary, phonological awareness-10 languages^{xxx} center activities; LL-web based, pass code entry, game-like format, alphabet knowledge, phonological awareness, & vocabulary, accessible to home & school.</p>
<p>PD for core and supplemental programs will be provided prior to ERF implementation. <i>BiL</i> intervention training will begin in January of Year 1, allowing children time to benefit from Tier 1 instruction. Technology components support ELL within the classroom and home. The Creative Curriculum framework will be replaced by Curiosity Corner's (CC) comprehensive program in order to eliminate the possibility of confusion with multiple curricula.</p>	

EStRELLA's staff is well versed in the developmental domains of preschoolers & the required

MA standards. The CC teacher's guide & weekly theme guides provide teachers w/appropriate goals & objectives across the developmental domains, a detailed learning focus for each week, and purposeful, meaningful, & significant play & learning activities to support intentional instruction. During all training, teachers will focus on state and local standards to ensure a balance between core, supplemental, and intervention materials & the developmental domains.

Scope & Sequence—*Curiosity Corner*[CC] provides a balanced developmental approach emphasizing language and early literacy development as well as emotional & interpersonal development in math, science, social studies, music, movement & art. Each component of the CC day is based on research & is designed to promote children's development in various domains. CC consists of two sets of 38 weekly thematic units. Each day the program staff presents children with learning experiences through sequential daily activities.^{xxxi} The day begins w/"Greeting & Readings [GR]." Children are given the opportunity to choose what & how they play & to interact individually w/adults and peers, all of which contribute to their development as self-regulated learners.^{xxxii} GR features a daily message to focus on conventions of print, the alphabetic principle, & letter names and sounds. "Clues & Questions" [CQ] focuses on thematic concepts, general knowledge, vocabulary, & problem solving. Children learn new words & use them in an appropriate & meaningful context. CQ introduces thematic concepts w/the use of concrete objects in a whole group, problem-solving framework. As the children discuss what

they know & want to learn about the theme, the teacher picks up clues about their zone of proximal development that helps scaffold instruction. "Rhyme Time" focuses on developing children's phonological awareness, one of the strongest predictors of future reading achievement.^{xxxiii} This component uses rhymes, songs, fingerplays, & games to focus children's attention on the sounds in speech. Activities such as segmenting & blending are introduced as the children's auditory perception and phonological awareness develop. "Learning Labs" [LL] are self-selected activity period that consists of problem-solving, theme-focused learning centers. Theme guides include specific suggestions for facilitating learning to support the teacher's ability to teach intentionally, to scaffold instruction, & to take advantage of teachable moments. Teachers interact w/children to provide the reciprocal adult-child interaction that promotes children's cognitive and language development.^{xxxiv} Theme-related activities in the Blocks Lab, Dramatic Play Lab, & other Learning Labs stimulate peer interaction.^{xxxv} LL promotes play-related reasons to write & meaningful oral language production (asking & answering questions, participating in discussions, & engaging in conversations). "Story Tree" [ST] is interactive & literature-focused. ST promotes a love of books & reading and builds children's speaking & listening vocabulary, oral language, emergent literacy skills including the conventions of print, & higher order thinking.^{xxxvi} ST supports cultural diversity & increased understanding of others by including stories from a variety of cultures. During Outside/Gross-Motor Play [OGMP] children not only develop their physical abilities, they also enhance their interpersonal skills and theme-related vocabulary through integrated gross motor activities.^{xxxvii} OGMP includes singing games & circle games from different parts of the world which builds children's appreciation of games & words from other cultures. Snack Time [SnT] promotes social development as well as self-help skills, manners, nutrition, & hygiene. Language skills are fostered through the conversations

among children & between the children and adults. Cross-cultural links between home & school are introduced & reinforced. SnT also provides many opportunities to expand math concepts such as one-to-one correspondence, counting, addition, & subtraction. During Question/Reflection [QR] the children reflect on what they have learned during the day, often synthesizing &/or applying their knowledge to a new task as they use new words in an appropriate and meaningful context.

Goals & Objectives	Themes									
Listening	Classroom Community	Seasons- Fall	Life in Our Community	Fun w/the Familiar	Seasons- Winter	It Takes A Village	Healthy Habits	Seasons- Spring	Animals	Seasons- Summer
Speaking										
Phonological Awareness										
Emergent Literacy										
Emergent Writing										

Language for Learning (L4L)—is based on the Direct Instruction method. L4L scope & sequence

provides for explicit, direct instruction to build vocabulary & oral language. Each lesson (15 minutes) is scripted (teacher modeling new concept, children given opportunities to respond chorally & individually) so teachers know exactly how to present the material. Lessons provide clear correction and re-teaching procedures for teachers to meet the needs of struggling students.

Lessons include story reading & other language activities such as finger plays, poems, or songs to further practice & review previously learned concepts & skills. *Breakthrough to Literacy*

(*BTL*)—Intervention Identification: EStRELLA will follow the Response to Intervention [RtI]

model^{xxxviii} (IDEA2004) for child at risk of reading failure. At-risk children will be identified

following the first progress monitoring period based on IDGI, PPVT, PALs, & Pre-LAS data

analysis. Current staff estimates that half of the students in each classroom will need some form

of intervention (based on kindergarten RF baseline data). Two, 1-hour intervention periods will be

held each day per classroom. Interventionists highly trained in BtL will meet daily with classroom

teachers & literacy coaches to create a learning plan for each child.^{xxxix} BtL Scope and Sequence:

BtL essential practices include: Listen & Discuss; Read; Write; Read, Talk, & Write at Home; &, Individualized Software Instruction (up to 8 min a day). The curriculum's small group & individualized instruction (Tier 2 & 3) carry children along a continuum. Children move through sequential lessons at their own level & pace, gaining phonological and phonemic awareness as precursors to phonics; recognizing words and syllables, progresses to identifying initial & final consonants & to segmenting & blending phonemes. Comprehension strategies begin with simple retelling & advance to evaluating, analyzing, & summarizing, building from simpler to more complex each day & throughout the week. Children are pre-assessed on alphabet letters (upper & lowercase) & sounds, then receive instruction on those they do not know. The interventionist may select specific letters & sounds for individuals or small groups. Children move through the writing process at a developmentally appropriate level and pace, from scribbling to drawing to copying letters, writing "words" w/the letters they know, developmental spelling, & eventually to independent writing. Students will work in small groups & individually w/a computer (computer-assisted technology has been effectively used w/low-level children, ELL, & struggling readers^{xl}, ^{xli}, ^{xlii}, ^{xliii}) BtL's instructional priorities:

Phonological Awareness: Sound/Word Discrimination, Rhyming, Segmentation, Alliteration
Alphabet Knowledge: Letter names & Sounds
Print Awareness: Name, Print Functions, Print Features/Conventions, Sight Words, Concept of Word, Developmental Writing
Vocabulary: Labeling, Categorizing/Classifying, Picture Naming, New Words
Oral Language (Comprehension): Listening to Stories & Books, Gaining/Reporting Info from books, Retelling/Summarizing; Making Connections, Using Rules of Interaction
BtL software: PA tasks—Listen & Speak (listening & retelling); Thinking Cap, Think Time & Word Puzzle, Explore words-listen, blend, segment, & word recognition. Identify initial & final consonants; & segment & blend phonemes. Multiple levels of support (auditory, visual, print, contextual) are provided to each child to address different developmental needs & rates of learning.

All instruction uses **scaffolding** approaches which have been used successfully to assess and teach language delays,^{xliv} children at risk,^{xlv} & children from diverse cultural backgrounds.^{xlvi}

Technology— Literacy Launcher (LL) is a web-based program allowing children to move at their

own pace using games to build phonological awareness, letter knowledge & sounds, vocabulary, & oral comprehension. Students have unlimited access using a password. A web-based report tracks individual progress for teachers & parents. *Photo Library* (PL) provides activities in vocabulary, oral language development & support for cross curricular study in 10 languages. All technology programs will be used as learning center activities & additional instructional support that can be modified to fit the instructional sequence of the core & intervention programs. Additional program information can be found at www.sraonline.com.

Program	Topic
<i>Literacy Launcher</i>	Print, Auditory & visual Discrimination, Letter Knowledge, Rhyming, Sounds/Letters, Blending, Segmenting, Vocabulary, Oral Comprehension
<i>Photo Library</i>	Animals, Colors & Shapes, Earth, Human Body, Plants, Clothing, Food, Recreation, School, Toys, Equipment, Home, Occupations, Structures, Transportation-10 Languages

Project Procedures & Supports: One of the key elements that needs to be in place to ensure an adequate Tier 1 learning environment is a protected time for literacy.^{xlvii} In the preschool setting literacy instruction may be emphasized throughout the day in a variety of embedded & incidental ways.^{xlviii} The **daily routine** will be structured to incorporate large-group, small-group, & individual literacy activities. One-on-one provides individualized instruction to meet special needs (Tier 3); small groups allow children more opportunity for talking, provides opportunities for scaffolding, & encourages hands-on activities and child discovery; &, large group builds a sense of community, & sets the stage for the introduction of theme, information about new concepts, & review. Key activities throughout the classroom will support the diverse needs of all children's learning through the seamless integration of curricula, materials, and instructional approach. Classroom adults engage children in conversations that encourage oral language by soliciting their responses to experiences, offering encouragement, & focusing on their strengths as children move from one theme-based activity to another. Children are given opportunities to

develop vocabulary as they plan, predict, organize, sequence, question, report, recall, imagine, tell stories, persuade, & reason.^{xlix} Children will be read to a minimum of six times a day from a variety of sources and genres.¹ Such activities promote both expressive & receptive language.

The following blended schedule reflects all sites. Arrival, departure, lunch, rest, & playtimes will vary slightly at each site.

Example of the 7:00-5:00 Learning Schedule (EStRELLA will maintain hours of operation.):	
6:00-8:00	Quiet time activities, structured play & interactive literacy (Learning Labs [themes], floor puzzles, library for early arrivers Interventionist arrives at 7:00 for Group 1 BTL intervention(1:5 ratio))
8:00-8:30	Arrival activities: A variety of activities are provided for students that focus on oral language development, literacy skills, other academic content areas and technology.— 1:1 intervention for strategic students [Tier 3] -identified by data analysis/assessment teams, Delivered by teacher, assistant, or interventionist.
8:30-9:00	Breakfast-conversations teacher to child, child to child interactions; Structured play; interactive literacy; 1 st reading aloud/teacher choice.
9:00-9:30	Opening circle (menu, weather, social skill, counting)-Greetings & Readings, Clues & Questions, Rhyme Time
9:30-10:15	Learning Labs, Small Group Instruction
10:15-10:30	Clean-up, Snack, 2 nd reading aloud of teacher choice 8:30 book (dialogic reading strategies)
10:30-10:45	Language for Learning lesson, small group instruction
10:45-11:00	Oral language/vocabulary development/alphabetic knowledge/writing/social-emotional development
11:00-11:30	Outdoor play, large muscle activities
11:30-11:45	Songs, poems, music & movement, debriefing of AM activities
11:45-12:30	Lunch & bathroom—teacher-child; child-child interactions, social skills, Read Aloud-Children's Choice
12:30-12:45	Small group work (encouraging talk) & Free choice Learning Labs (centers)
12:45-1:45	Rest, Group 2-BTL intervention for non-resters , Small group/assessment
1:45-2:00	Bathroom, Snack, Social Skills, 3 rd reading aloud of teacher choice-8:30 book
2:00-2:15	Story Tree
2:15-2:45	Hands-on science/math/social studies activities-whole, small or center activities
2:45-3:00	Art/Music/Movement
3:00-3:45	Learning Lab self-selection; sm grp instruction encourages talking & sharing
3:45-4:00	Question/Reflection
4:00-4:30	Outdoor/Gross Motor Play-physical & social development related to theme
4:30-5:00	Closing Circle-Home Links-reviews, summarizes & celebrates day-predicts tomorrow's activities; Closing Read Aloud-theme related
5:00-5:30	Teacher Planning/w Interventionist, TWThF; Team planning-Monday
265 minutes literacy	Specific time devoted to literacy in ea. classroom; LCs -in classrooms 80% of day MOPAEPwf, ELL strategies

Study grps led by LC	Group 1 Teacher study group-Tue; Group 2 Asst.Teacher study group-Wed; Data analysis-Thur. during Rest Period. MTF/Planning sessions for Teacher
135 min. intervention	Interventionist in classroom working with small groups and individual children, using Bt:L, Ell strategies, scaffolding of instruction. assessment to inform instr....

Professional Development: The project supports a literacy coach [LC] for every site. The LC will

help teachers prepare materials for the program, observe & and mentor the teachers, and offer workshops on issues that arise in implementing the program. LCs visit teachers daily (80% in classrooms); facilitate team assessment meetings & study groups on topics related to program implementation; &, offer workshop sessions for CC once a month. Individual Assessment Plans.

Authentic performance assessment focuses on the children's concrete, observable behaviors in the context of the ERF day. Classroom-based measurements (CBMs) when used by trained teachers who receive consistent, high-quality staff development & mentoring^{li} promotes children's learning and development.^{lii} Structured Oral Language Observations (SOLOs) anecdotal observations, interviews, checklists, & work samples will document the achievement of CC goals & objectives. CC Child Assessment Tool (CAT) will track each child and function as a checklist for specific skills. CBMs will be administered as directed by the program. MA requires the web-based Creative Curriculum assessment as a monitoring tool. EStRELLA will continue to submit this report to the state DEEC office. Get it, Got it, Go! (GGG/IGDI) will be used to measure student progress in alliteration, picture naming, & rhyming. See testing table for frequency. The teacher, interventionist, & LC will meet weekly to discuss children w/significant & moderate concerns based on all assessment data (Thur). Plans will be developed outlining intervention strategies to be implemented & what additional testing needs to be administered.

Instructional Strategies: Teachers' manuals are well organized, very well written, & contain detailed lesson plans for teachers to follow.^{liii} The manual lists theme concepts, learning focus, domains (personal, physical, social, language/ literacy, cognitive, creative, mathematical)

vocabulary, grouping options, lesson length, materials needed, questioning strategies & answer options, teacher movement w/in the lesson, & lesson extension activities, home links, etc.

Implementation of SBRR curricula & extensive PD will prepare teachers to integrate best practices in ways that have been shown to be effective. Materials and Resources—ERF funds will provide materials and resources such as books, manipulatives, writing instruments, and Leapsters. *Literacy Launcher*, books, educational videos, books & magnetic interactive letters (Fridge Phonics/ Word Whammer)^{liv} will be purchased for in-home family support.^{lv} **Explicit &**

intentional: Skills start as teacher directed & move to independent activities within the whole group with practice, proceed to small groups with practice, & finally to independent practice.^{lvi} During Rhyme Time (teacher directed), the children learn an active rhyme/song related to the theme to promote their phonological awareness. The teacher gives children time to partner w/a peer and practice repeating the rhyme. During independent center time, the child will visit the library/listening center to practice the newly learned skill. Learning Labs/Centers:

Young children learn best through multiple experiences of the same idea.^{lvii} CC Learning Labs/Centers: include Art, Blocks, Dramatic Play, Library/Listening, Manipulatives, Science, Water, & Writing. Each lab will be equipped with materials, resources appropriate to the subject matter (theme) and various print materials. **Content/Context:** There are 38 thematic units (e.g., families, bread, opposites, and spring), organized into global themes that will support children's oral language and background knowledge. CC will be reinforced with books, language games, word walls, reading and writing materials, & book/language extension activities related to the theme. Together, they will offer a combination of teacher-directed & child-initiated activities that provide context to the content. Background knowledge: All aspects of the curricula will help children make connections & expand on past experiences while building new knowledge.

Children will work collaboratively to complete projects, such as class books, labeling, building block structures, etc. Hands-on learning labs will integrate language & literacy skills into content areas & build background knowledge. In addition, storybook reading will help children to bridge what is in the story with their own lives.^{lviii}, ^{lix}, ^{lx} Structured Read Aloud—The teachers provide 3 planned read sessions each day focusing on different text structures using the same text.^{lxi} Each repeated reading strengthens interactions w/the text. Students will learn not only how to take meaning from the books but how to talk about it.^{lxii} Daily read aloud helps children make connections & expand on past experiences while building new knowledge on a variety of topics.

Time: The learning schedule will allot 265 minutes for developing language, cognition, and early reading skills. In addition, 135 minutes will be devoted to intervention strategies for struggling readers allowing a smaller teacher-to child ratio.^{lxiii} All sites exceed the Secretary's recommendation of 6.5 hr/5 days/46 weeks/year. Literacy instruction will include dialogic reading, shared reading, phonological awareness, rhyming, word-sound games, & exposure to alphabet materials. Teachers will read high-quality literature to children and model thinking as they read. These programs and strategies, together with the coaching model, the use of valid and reliable assessments, will strengthen our current literacy focus. Parent Involvement: Underlying every form of parent involvement is an explicit model of the parent's teaching role. EStRELLA acknowledges the distinction of children's home literacy learning from their classroom literacy learning^{lxiv} & will adopt ORIM (opportunities, recognition, interaction, model).^{lxv} A family coordinator & 4 parent educators (PE) will provide support for parents to develop literacy strategies at home. ERF funds will be used to purchase *Read Together, Talk Together* {*RTTT*}^{lxvi}, a research-based dialogic-reading program, to support parent engagement in their child's education. *RTTT* guides teachers and parents in delivering intentional and explicit

instruction by providing a system for introducing, reading, and talking about books.^{lxvii} See

Purpose 3. PEs will coordinate home visits each month (1 PE per 60 children), quarterly “Lunch & Learn” sessions as well as a 12 session “Love & Logic” training (www.loveandlogic.com)^{lxviii} classes to support parents and custodial grandparents (39.1%).

Goal 2: Classrooms reflect best practices in print-rich environments with teachers using the environment itself as a teaching/learning tool and applying SBRR practices as a result of extensive diverse PD on phonological and print awareness, oral language and alphabet knowledge as noted via literacy walkthroughs, observations, coaches formative data, implementation checklists and ELLCO being the objective measures of success (literacy Walkthroughs-98%; ELLCO 100% yr. 3) Homes will reflect an improved language/literacy environment based on the CHELLO. (CHELLO-100% in homes having children in program 3yrs)

Obj. 2.a-Strategies and materials will enhance the **literature & print richness of the environment.**

Obj. 2.b-Strategies and materials will establish a physical environment that provides **support for the development of oral language.**

Obj. 2.c-Strategies & materials will establish a physical environment that provides support for the development of **background knowledge.**

Obj. 2.d-Strategies and materials will establish a physical environment in the home that supports literacy and oral language development.

Purpose 3: Literature and Print Richness—Strategies & Materials to Enhance—In a well

equipped classroom environment, children construct their own learning using materials provided

by the teacher, who designs meaningful, explicit classroom activities using what is in the

classroom to scaffold learning.^{lxix, lxx} Distinct book areas will be located in each classroom. The

setting and display of books will be organized and coordinated with ongoing classroom activities

/learning goals. The books will be appropriate for children & include representatives of many

cultures, expository, and narrative. Visitors will see children dramatizing stories using props &

puppets^{lxxi, lxxii, lxxiii} & highly visible print labels on objects, signs, and bulletin boards around the

classroom.^{lxxiv, lxxv} Books will be high quality, physically attractive, & inviting to the eye.^{lxxvi}

Design features for a literacy center will include partitions, ample space, comfortable

furnishings, open-faced & traditional bookshelves, literacy displays & props.^{lxxvii} ERF funds will

supply each classroom w/500 books (Spanish & English), printed materials & tools, as well as

furnishings to support print richness.^{lxxviii} A central supply of books and materials will be purchased for teachers to check-out on an as needed basis to support CCs thematic unit. All materials selected will be coordinated with MA standards, CC Themes and BtL. EStRELLA will use the results of baseline ELLCO (assess **literature, print richness & develop of oral language**) from each classroom & knowledge gained from PD, prior to full implementation, to design a literacy plan to support a high-quality literacy environment. **Strategies & Materials to Support**—EStRELLA will maintain our current adult/child ratio of 1:10. ERF funds will be used to fund 4 LCs and 4 interventionists In addition, EStRELLA will maintain a predictable daily schedule; stimulating, well-organized environment; & meaningful, child-oriented themes that give supportive adults the flexibility to meet the diverse needs of our students. LCs, teachers & interventions will work together to create individual assessment plans for struggling students.

Parent Involvement: ERF funds will be used to purchase 1 paperback book each month for each student for the grant cycle. Upon entering their prospective RF schools, each EStRELLA student will have a home library of 36 familiar books. Book selection will be taken from *Read Together, Talk Together* kits (English & Spanish).^{lxxix} In addition, Year 1 parents will be given Fridge Phonics, magnetic singing letters and Year 2, Leapfrog's Word Whammers (second step Fridge Phonics [word blending]). Parent Educators will train parents in dialogic reading strategies & Interactive Family Literacy activities. The Child/Home Environmental Language and Literacy Observation {CHELLO} will be used to assess language/literacy environment in the home. Oral Language Strategies to Support—Oral language is the foundation of learning to read and write. The speaking & listening skills learned in the preschool years are crucial to future reading achievement & school success.^{lxxx} From age 3, children should build a vocabulary store of at least 2,500 words per year equaling a minimum of 2 new words each day & learn how to listen

on purpose.^{lxxxix} Children living in poverty must be exposed to an abundance of language & guided to skillfully use language in order to be learners, readers, & writers to prevent later reading difficulties.^{lxxxix} It is through everyday experiences filled w/talking, reading, & writing that children gain the oral language they need to be strong readers & learners in the future. Teachers must be playful (assess knowledge, take steps to further oral language); purposeful (set clear learning goals, engage in activities that help them to explore and use language); &, playful (adult interactions w/children to use new words & oral language skills).^{lxxxix} Favorite books will be read multiple times in order to extend children's understanding by asking questions about features of the plot or characters that have not been discussed before (scaffolding)^{lxxxix} in a variety of settings: whole, small, & individual. Children make predictions using the context in which the story is set, ask and answer questions, tell & retell, & get a sense of the story.^{lxxxix} Dialogic reading strategies will be stressed.^{lxxxix} Literacy Lab will house CD/tape players w/headphones, audio books, & comfortable seating for children & 1 adult. Writing Lab will be well organized to stimulate/support emergent writing, e.g., alphabet puzzles, magnetic & textured cards, magnetic boards, chalkboard, a variety of paper/writing implements. The overall environment will be language enhanced with labeling, chart paper, sign-in area, books, magazines, & other print materials in the languages of the children. Parent Involvement will include training parents how to engage their children in oral language activities (speaking & listening) at home.^{lxxxix} Ways to extend conversations will be featured on the Center's web site. Background Knowledge Strategies & Materials to Support—the single most important activity for building background knowledge is to read aloud to children. Children's understanding of what they read is based on their experiences & knowledge; thus teachers must do whatever they can to help children fill in the gaps in their background knowledge.^{lxxxix} CC's 38 theme-based

units provide materials that focus on familiar topics from the community, home, & environment.

Children will be encouraged to talk about the pictures, retell the story, discuss their favorite actions, & request multiple re-readings through daily 'Children's Choice. It is the talk that surrounds the storybook reading that gives it power, helping children to bridge what is in the story & their own lives.^{lxxxix} Children will be exposed to expository text, as well as storybooks.

Materials, activities, & interactions will encourage use of themes meaningful to children to unify & integrate learning (see Purpose 2). *Photo Library* will be used as a vehicle to develop background knowledge in literacy centers or small groups facilitated by an adult. Parent Involvement—Teachers will select & send home appropriate books on the theme topics to be shared by parents w/their children. Parent Educators will share "kid friendly" web sites w/parents that expand theme units. In addition, the EStRELLA web site will feature links to build background knowledge. Assessment—ELLCO will be used to assess literature, print richness & the environment. EStRELLA will use the results to design a literacy plan to support Centers of Excellence.

Goal 3: Teachers will demonstrate an understanding and application of SBRR practices as a result of at least 600 hours (3 yrs.) of diverse PD (ELLCO rating will be 100% by end of the grant period). Parents homes will demonstrate that the parents have learned practices that lead to language and literacy rich home environments (CHELLO rating of 100% in homes having children in the program for 3 yrs)

Obj. 3.a: PD scope & sequence will provide comprehensive information about SBRR.

Obj. 3.b: PD will ensure classroom focus and enhance implementation of curricula, materials, and instructional strategies.

Obj. 3.c: Each teacher will participate in high quality, sustained and intensive PD .

Obj. 3.d: A qualified LC/FC will link PD to the classroom/home, respectively.

Obj. 3. e. The home literacy environment will improve as indicated on the post CHELLO

Purpose 4: Professional Development-PD: Sustained technical assistance for teachers on

evidence-based approaches (e.g., asking open-ended questions, repeating and extending

children's utterances, modeling advanced vocabulary) and programs that effectively accelerate

children's language and literacy growth is critical. Although research provides useful guidance

for understanding what high-quality language and literacy instruction looks like^{xc, xci}, many

teachers in the field may not have received explicit & systematic instruction on how to implement these interventions. Positive teacher-child interaction & continuing PD each improve program quality, which in turn contributes to higher levels of child learning and development. Evidence indicates that both enthusiastic & motivated professionals who have been trained in early childhood education improve program quality.^{xcii} PD lies at the heart of effective education reform, particularly when it is firmly rooted in research.^{xciii} Additionally, research indicates that proper training can help to overcome the potential deficits faced by teachers without bachelor's degrees. While training cannot replace a college degree in the long run, it can and does help early childhood educators, regardless of degree status, to facilitate better child outcomes. EStRELLA's PD will focus on ERF staff training, teacher training, & parent training. ERF Staff training—Dr. Terri Purcell, (see vita), will provide monthly training sessions in evidence-based approaches & strategies that will effectively accelerate children's language and literacy growth (See Appendix A for study group materials.). During Year 1 the focus will be on the Foundations of Early Literacy followed by SBRR strategies and best practices in Year 2 & 3. LCs will redeliver the instructional approaches and strategies during weekly study group meetings.^{xciv} Teacher training will focus on curricula training (using SFA, BTL, RTTT [dialogic] ELL strategies); assessment tools, administration, & data analysis (how to address differentiated instruction); ECE coursework (paid by ERF funds)^{xcv}; small learning communities/ study groups lead by LCs; and, in-class coaching (80% of day-featuring model, observation, practice, application, evaluation/provide written feedback integrated into day-to-day teaching) involving follow-up & support for further learning. EStRELLA's PD plan will focus on what children should learn (underlying SBRR theory), which takes place primarily in the classroom; and will connect to a comprehensive change process to improve student learning.^{xcvi} **Scope & Sequence**—What makes

a difference in the literacy achievement of young children is their teachers and their parents, who are their first teacher. EStRELLA proposes the yearly staff and parents PD plan below:

Delivery-All Staff	Hours	Topic/Frequency
5 day Institute	40	Core curricula training, evaluation, SBRR, assessment tools, ELL
Winter Retreat	24	ELLCO, evaluation update, data analysis, ELL strategies
Spring Retreat	24	UT-Austin Pre-K academy, evaluation update-SBRR, data, ELL
Intervention Train.	24	Intervention (Breakthrough to Literacy) RtI Model ^{xcvii} -on site
Side-by-side Coaching	36-'08 24-09-10	SFA trainers (model, observation, practice, application, evaluation/provide written feedback=MOPAEPwf), core program work with teachers and LCs
In-class Coaching	767	In class coaching 80% of day MOPAEPwf, ELL strategies
Book Studies	69	Weekly, professional books guided by coach see appendix A
Assessment Meet.	23	Bi-month-discuss at risk students, data used to drive instruction
Lunch & Learn	12	Quarterly Dialogic Reading-RTTT for parents and staff
ELLCOJanaCrosby	24	ELLCO quarterly observation & feedback for struggling staff
College Courses	3/sem	ECE coursework, -for non-certificated staff, TOPS program-
Heads Up! Reading	12	www.huronline.org satellite feed coursework Year 3 only
ERF Staff		
Conferences	TBA	ERF, National Reading Council, Head Start, NCFL
SBRR Literature	72	Dr. Terri Purcell, Monthly study group training for ERF staff
C.I.R.C.L.E.	40	Train-the-trainer model SBRR w/ researchers CIRCLE
Parent Training		
Lunch & Learn	12	Quarterly Dialogic Reading-RTTT for parents and staff
Monthly visits	12	Dialogic Reading-Parent Trainer working w/parents in home.
Love & Logic	ongoing	12 weekly training sessions offered each semester (fall, spring)
PCH training	40	Family Coordinator, Parent Educator-Parent/Child/Home activities

Classroom Focus: Follow-up classroom support during each year of the ERF grant will include weekly literacy observations & modeling of lessons providing best practices strategies. Fidelity to curricula and ERF project procedures will be monitored using fidelity checklists provided by the publisher, lesson plan analysis, coaching visit reports, & staff literacy activity logs. **High Quality, Sustained, & Intensive:** PD will be ongoing throughout the grant cycle. Over 200 hours per year, excluding in-class coaching, will be provided on campus. 5-Day Institute—(November-Year 1, Aug-Year 2 & 3) Prior to ERF implementation, EStRELLA will host training on the implementation of curricula (linking standards & Curiosity Corner-16 hrs.); all assessment instruments (8 hr), and SBRR (16 hrs) listed under Purpose 2 lead by ERF PD provider, Dr. Terri

Purcell. Curricula Implementation: Success for All trainers will guide staff through the scope & sequence of program materials & demo practices. Six follow-up visits per year with written reports will be provided to the ERF staff to guarantee fidelity to the program model (24 hrs). Assessment Training: Dr. Bob Popp will train on all assessment instruments. SBRR- Present research shows that preschool teachers can readily implement a structured SBRR language & literacy curriculum following workshop training; however, research indicates a need for intensive PD that is sustained over time & that emphasizes the conceptual knowledge and skills that teachers need to provide high-quality instruction to children. Year 1 will feature the Foundations of Literacy listed under Purpose 2 (first 16 hrs. Initial Training leading into weekly study groups) & Year 2 & 3—Effective Practice lead by Dr. Terri Purcell. 3-Day Retreats—Winter—Feb.-Year 1, Jan, Year 2 & 3: All staff will receive ELLCO training during Year 1 (3 days). Research indicates that effective PD involves teachers in identifying what they need to learn and in developing the learning experiences in which they will participate.^{xcviii} Year 2 & 3 will be determined by staff. Spring-June Year 1, 2, & 3: All staff will receive University of Texas Pre-k Academy (Year 1) and C.I.R.C.L.E. training (Year 2) to provide an ongoing link to the k-3 system & strengthen research to best practices strategies. Year 3 will be based on need as determined by PD evaluation data. Weekly Study & Data Analysis Groups-A critical condition to sustain PD is the formation of learning communities in which professionals come together weekly to study, implement what they are learning, & share results.^{xcix} Teachers will participate in varied weekly PD activities: in-class coaching with LCs (model, observation, practice, application, evaluation/provide written feedback), group training, & study groups. Bi-weekly data analysis groups will meet with LCs to discuss at-risk students & develop individual learning plans. Dr. Terri Purcell, a former ERF director & ECE professor at Cleveland State University, will train ERF staff (8 hr. monthly) to redeliver professional study group

materials^c to EStRELLA staff during the weekly study group session. See Appendix A for a list of professional materials. Intervention Training (36 hrs, Year 1, 18 hr. Year 2 & 3) Staff will be trained on the new 6.2 *Breakthrough to Literacy* program. Intervention training will be held in January of Year 1 with on-site follow-up provided every year. ELLCO Training and follow-up—NAEYC recommends that children experience an organized environment & an orderly routine that provides an overall structure in which learning takes place; the environment should be dynamic & changing but predictable and comprehensible from a child's point of view.^{ci} Jana Crosby, national ELLCO trainer, will provide in-depth training (18 hrs-all staff) & conduct quarterly classroom visits w/feedback for struggling teachers. **Literacy Coach/Family Coordinator**—Research findings suggest a need for a sustained and coherent focus on the *process* of instruction to elevate instructional quality in language and literacy.^{cii} A highly qualified LCs (reading specialists highly trained in SBRR, MA or higher, 5 years experience in field, experience working w/adult learners, extensive experience in the use and interpretation of valid & reliable assessments-See job description) will work daily (80% of day) in classrooms to link PD to classroom instruction. Research demonstrates teachers who receive coaching as follow-up to PD training exhibit greater long-term retention of knowledge and skill with strategies and generally practice new strategies more frequently.^{ciii} EStRELLA is committed to our parents as their child's first teacher. The family coordinator (FC) & parent educators (PE) will be teachers highly trained in SBRR, have extensive experience in EC programs, provide artifacts of work experience in developing language & early literacy skills in young children, & experience working with adults. The FC and PEs will provide ongoing intensive PD in homes & at the center sites for parents. **College Coursework**—Teachers and assistants will be given the opportunity to seek the next level higher degree in Early Childhood or Early Literacy at North Essex Community College @ Fitchburg State University or

other colleges. (3 hrs. per semester). *Heads Up! Reading* PD will provide college credit & will be used in conjunction w/the weekly study groups in Year 3 only. Parent Training—Parent training will be provided monthly through home visits, quarterly w/dialogic reading ‘Lunch and Learn’ sessions, & 10 weekly Love & Logic trainings offered fall/spring. All sites offer Parent/Child/Home training sessions that will continue through the grant cycle. See Parent Involvement, Goal 1 and 2. **Purpose 5: Assessment**—Standards, instruction, & assessment will be interwoven. EStRELLA staff will regularly & systematically assess & monitor children’s progress in oral language & early literacy development listed below.

Goal 4: To use valid and reliable screenings, diagnostic, progress monitoring, & outcome early literacy measures to identify students at-risk, guide instructional decisions, & evaluate program effectiveness leading to: (90% of 4 yr olds demonstrating kindergarten readiness by scoring 85 points or higher on the PPVT; 95% of 4yr olds going on the K recognizing 19 upper case letters on the spring PALS; 90% of 4 yr olds going to K meeting the IGDI publisher’s benchmarks for alliteration, rhyming, and picture naming)

Obj 4.a: Each teacher will administer designated assessments based on the assessment calendar to identify students at-risk.

Obj. 4.b: Each teacher will use information gained from screening & progress monitoring assessments to improve instruction for individual children.

Obj.4.c: Each teacher will gather high-quality data for program effectiveness

Assessment	Purposes	Properties	Skills Measured	Test Frequency
PALS-Pre-k	S, PM, O	Yes ¹	AK, PA, CoP, OL	3X per yr.
Get it! Got it! Go!(IGDIs)	S, PM	Yes ²	PN, A & R,	3X per yr.- *** ****
PPVT-III	S, O	Yes ³	V, OL	2X per yr.
ELLCO	Classroom Observation	Yes ⁴	Literate environment	3 X per yr
Pre-LAS 2000 (ELL only)	Screening, Diagnostic	Yes ⁵	OL**	2 X per yr.
CHELLO	Home Literacy	Yes ⁶	See appendix	3X per year
BTL CBMs	PM	No	AK, PA, CoP, OL	Continuous monitor. by computer
CC’s CBMs	PM	N	AK, PA, CoP, OL	End of each unit

S=Screening, PM=Progress Monitor, O=Outcome;);OL=oral language; V=vocabulary;
 PA=Phonological awareness; A=alliteration, R=Rhyming, CoP= Concepts of print; AK=alphabet

knowledge; PN=Picture naming***Significant concerns-bi-monthly; ****moderate concerns-monthly; all others 3X (fall, winter, spring) See Appendix A for psychometric properties.

Each child's progress monitoring data will be graphed and visually analyzed for changes in trend, level, & variability. Additional progress monitoring data will be collected through embedded program assessments, teacher observations, & activity logs. All screening, progress monitoring, & outcome data will be entered into a management system for further analysis and program evaluation provided by the outside evaluator. Children w/significant & moderate concerns will be discussed in weekly assessment meetings & an intervention plan will be implemented. Follow-up assessment training & using data to drive instruction will also be featured. Professional development—See Purpose 4: Professional Development.

Goal 5: To coordinate ERF with similar or related efforts, and with other appropriate community, state, and federal resources.

Obj. 5.a: EStRELLA will coordinate SBRR training with non-profit preschool centers.

Obj. 5.b: EStRELLA will coordinate transitional training between ERF and all RF sites.

Obj. 5.c: EStRELLA will create an ERF web site linking all stakeholders with the ERF project.

Factor 3: Coordination of Resources—Support for Non-Profit Preschool Centers—EStRELLA

will donate all 4.0 BTL materials & software to local non-profit preschool centers. PCHP has trained & will continue to train PEs in SBRR literacy based activities, Question with Care, & dialogic reading. Area day cares & non-profit preschools will be invited to participate in 'Lunch & Learn' sessions. ERF funds will be used to purchase a *Read Together, Talk Together* kit if a center representative attends all 'Lunch & Learn' sessions each year (4). Each PE will target one non-ERF preschool each month for 1 year by providing support in early literacy best practices & dialogic reading training on site.^{ciV} Transition to Kindergarten-- EStRELLA is committed to ensuring a successful transition into kindergarten. Currently, all sites have registration at the feeder schools, hold a move-up day for parent & child to visit their kindergarten classroom, & use a universal information sheet for the transfer of information on the child's abilities & assessment scores. EStRELLA will fund feeder school kindergarten teachers 4-half days to act as small

group leaders within each classroom as a way of introducing the teacher & the child.

Kindergarten staff will be invited to participate in all PD activities & assessment meetings. Over the course of the last 2 months of preschool, ERF and RF staff will meet to discuss & share assessment data & individual instruction plans. A "Meet & Greet" picnic will be held prior to the first week of kindergarten for parents, children, & school staff (ERF & RF). All literacy components for ERF & RF are embedded to ensure a strong foundation in reading/writing as well as easing the adjustment to kindergarten. A readiness committee will develop a universal transition to K plan^{cv} by providing: uniform timetables for registration, open house activities, dissemination of parent materials, interactive curriculum nights, Lunch & Learns, move-up day, teacher visitation, and a bridging plan for special needs children. This systematic & coordinated effort will ensure that children have a successful transition to K and are ready to learn.

Alignment—Lawrence Public Schools adopted SFA as a core program for all schools. SFA's CC contained the required ERF literacy elements. The curriculum, pre-k through grade 3, will be aligned. All EStRELLA assessments are aligned with RF schools. SBRR PD & MA standards are aligned. Web Link EStRELLA will create a web site for parents, community day care centers, & staff featuring best practices literacy activities & linking all stakeholders with related SBRR web sites. **Criterion 2, Factor 1: Project Personnel**—GLCAC has a strong history of successful program implementation & management. Personnel have consistently fulfilled the expectations of the board of directors in terms of implementation, evaluation, & fiscal management. All staff work together to ensure that programs are implemented w/fidelity & fiscal responsibility. GLCAC is an equal-opportunity employer & does not discriminate on the basis of gender, race, national origin, color, disability, & age in hiring & employment practices. Employment of existing staff, new hires, & consultants will be consistent w/these principles. See

GEPA attachment. Candidates for ERF instructional positions will be recruited from among all of the district and area educators. GLCAC advertises through the local media. Gayle Williams, Director of Community Partnerships for Children, will serve as the **Project Director**. Ms. Williams' extensive experiences in education, special education, educational administration, budget management, & as the curriculum director of early literacy have prepared her well to lead this initiative. She has experience in early literacy assessment, SBRR instructional strategies, Even Start Family Literacy, curriculum development and alignment, curricula (Breakthrough to Literacy, Creative Curriculum), program evaluation, & technology. Ms. Williams worked within the Lawrence Public School system for 35 years. She will work closely with the PC & FC, all collaborating partners, & the evaluator to ensure that all aspects of EStRELLA are implemented with fidelity & within budget. She will be the primary contact with ED & provide all documentation required as it relates to implementation & evaluation of the project. Ms. Williams will provide insight into GLCAC policies, procedures, & funding resources which will support the sustainability of EStRELLA when the grant cycle ends. **Factor 2: Key Personnel**—GLCAC will advertise & hire a full-time Project Coordinator, Literacy Coaches, Family Coordinator, Parent Educators, & Interventionists to manage the day-to-day operation of all EStRELLA activities. The **Project Coordinator** will have: a MA in field (reading specialist), experience in early childhood literacy, evidence of knowledge & understanding of SBRR strategies & assessments, & previous experience in program management. The **Literacy Coaches** will have: MA in field (reading specialist) demonstrated evidence of knowledge & experience with SBRR strategies & assessments, & previous experience with teacher coaching. The **Family Coordinator** will have: BA in field, evidence of knowledge & understand of SBRR, & previous experience with family literacy activities. The **Interventionists** will have: BA in field, evidence

of knowledge and understanding of SBRR strategies & assessments, & classroom experience.

Factor 3: Dr. Bob Popp will serve as the **Project E**. Dr. Popp is the former Director of Research at the National Center for Family Literacy & has 30 years of experience in education. He is a full-time, professional evaluator who has conducted successful evaluations of five Early Reading First projects. Dr. Terri Purcell will serve as the **professional development provider** for ERF staff. Dr. Purcell has successful served as an ERF director & is an assistant professor of early literacy. She has extensive experience working as an ERF monitor for ED. Jana Crosby will serve as the initial **ELLCO trainer** & work with staff struggling to create a literate environment as well as train the FC and PE on CHELLO. See Appendix D for key personnel vitae or job descriptions. **Adequacy of Resources: Criterion 3, Factor 1**—All major stakeholders involved w/implementation of EStRELLA have signed a letter committing to the project for a minimum of three years & support all project components. The commitment letter outlines the staff requirements for successful grant implementation. See Appendix E. **Factor 2:** The goal of EStRELLA is to prepare 240 children with exceptional risk factors for school through high-quality literacy instruction based on SBRR, positive social-emotional classroom learning experiences, & accelerated opportunities to learn about the world around them. To provide comprehensive early reading instruction, we need to purchase SBRR materials & train our teachers to use them effectively. The cost per students on average is \$5,860 /year. Because most of our children come from families living in extreme poverty, 10% special needs, and 52% ELL, spending a min. of two consecutive years in a Center of Excellence will serve as an equalizer when they start kindergarten.

Plan: Criterion 4, Factor 1: Management Plan-

Activity	Resp	Timeline	indicator	Obj
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Hire and orient staff Issue contracts to consultants	PD	O- 08	Posting contract	n/a
Establish detailed project calendar/assessment calendar Review grant goals and benchmarks with all staff and consultants	PD, E	Se 08; Wkly mtgs Staff	Calendar Agenda, Minutes	n/a
Grant finances are reconciled monthly, purchases are aligned with goals etc.	PD	Se08-Ju11	Mo, financials	n/a
Meetings are scheduled mthly w/ PC & PE to review goals and progress and plot next steps	PD	Se08-Ju11	Minutes, sign in	n/a
All project staff have reviewed all grant activities/ their responsibilities and meeting schedule have developed a work schedule have been introduced to the center staff	PD, PC	Nov. 2008	Minutes, sign in, schedule	n/a
Goal 1: Using explicit instruction, ELL & special needs strategies involving language extension, vocabulary enhancement, teacher-child, child-child interactions & active listening, children develop phonological awareness; print awareness, & alphabet knowledge w/ 95% of children showing a 20% increase on the PALS & 95% of children meeting the federal benchmark for significant progress by showing a pre/post gain on the PPVT of 4 pts. or higher (based on children in prgm 9 months).				
Purchase all curricula, materials, books...	PD	Se 08	invoices	1.a.
Schedule year 1 training:	PC	0.08-Ju11	calendar	1.a.
Assess according to the schedule Implement curricula, ELL & Special Ed strategies In-class coaching & mentoring on-going Assessment data on the database site based literacy team reviews program	D, T LC, D LC E	Oct./Feb/Ju 08-11 D 08-Ju11 Ja 09 Se10-Ju11	Data Lit. checklist LC notes Website	1.c.
Ongoing training for the on-site LCs	PD Prov,	Se08-Jun 11	Calendar. Sign in	1.b.
debrief on the family nights; plan next one	D	10-08 -6-11	evals	1.c.
a. assessment data shows students & teachers are progressing toward goals b. Literacy walkthroughs indicate that all staff are implementing curricula c. teachers are using/sharing strategies & activities & are driving the PD plan d. Family night evaluations & sharing sessions indicate that families are implementing strategies & dialogic rdg. 1) Consistency in implementation of the project a& curriculum will be found throughout the "Centers of Excellence" Year 1- 65% (accounts for new staff) Year 2 - 85% " " " " " " "	E, LC, D, PC D, LC D LC,	No08-Jul11 D08-Au11 Ja 08- Ju 11 Ju 09 - Ju 11	Data Checklists Lit. Team Minutes evals	1.c.

1) Year 3 -100%				
e. Non-English speaking Pre-S children make progress on English per the Pre-LAS	E	Ju09 -Ju11	Data	1.c.
Review the evaluations from trainings, discuss successes/challenges; next steps modifying training to meet staff needs	PD, PC	Nov 08- June 2011	Minutes, signin	1.a.
Children from "Centers of Excellence" will score higher on the K-PALS than children coming from control classrooms	E	June 09, 10, 2011	data	1.d.
Goal 2: Classrooms reflect best practices in print-rich environments w/ teachers using the environment itself as a teaching/learning tool & applying SBRR practices as a result of extensive diverse PD on phonological & print awareness, oral language & alphabet knowledge as noted via literacy walkthroughs, observations, coaches formative data, implementation checklists & ELLCO being the objective measures of success (literacy Walkthroughs-98%; ELLCO 100% yr. 3) Homes will reflect an improved language/literacy environment based on the CHELLO. (CHELLO-100% in homes having children in program 3yrs)				
Order classroom materials to enhance environment	LC	9/08-10	invoices	2.a
Literacy Walkthroughs occur weekly with a reflection period scheduled after each observation	D	Nov. 08 - Aug. 2011	checklists	2.b.
Staff register for courses leading to higher degree	PC	Au/De/A& May 08-11	transcripts	2.c.
At ESTRELLA Council meetings LCs will provide on-going formative evaluation data on the implementation of the literacy curriculum	LC	No 08,09,10 Ap09,10,11	Minutes, agenda	2.b.
Annl project evaluation presented at Council Mtg. The evaluation design will gather data in all areas of the implementation	E	June 09, 10, 2011	Minutes data	2.c.
Order classroom library materials	LC	9/08-11	invoices	2.a.
Complete random classroom observations	PC	ongoing	Lit, checklist	2.b.
The literacy walkthrough will show that: a) children are clapping words into segments b) children are rhyming using Willaby, Wallaby WOO, other rhyming songs (End of Parachute...), finger plays, chants... c) oral language is every where with extension, and modeling d) children retell stories, sequence stories using pictures, draw on prior knowledge... e) ELL children are increasing use of English Language skills f) Children listen, take turns, show empathy... g) children are writing at their developmental	LC, D, E	Ja. 09 -Au 11 No 08 - Ju 11 No08 - Au 11 Ja 09 -Au 11 Ja. 09 - Au11 Ja 09 -Au	Lit, checklist	2.b.

level some using letters randomly others writing their names h) Visitors will see "literacy-rich classrooms as defined and measured by ELLCO		11 D10-Au 11	Visitor surveys	
LCs coach and mentor the onsite literacy coaches	LC	O08-Au11	Notes,	2.c.
Evaluate existing classroom environments using the ELLCO yearly pre and post	E, IE	Yrly fall and spring	data	2.a.
Identify strategies for improving environments	staff	On going	Mtg min.	2.b.
Teachers analyze data to inform their instruction, to provide small group activities to children needing specific skills who are on the cusp of proficiency, differentiate instruction, and scaffold in skill areas throughout the day in center activities, small groups etc	T	Feb 2009-2011	Lit.chcklists. Minutes of planning mtgs	2.a.
a) Classrooms will receive 97% on the weekly literacy walkthroughs b) Teachers are connecting instruction to MA Preschool Standards and Guidelines c) ELL/ Sp. Nds strategies/ scaffolding & differentiated instruction is evident in clsrms d) Videos of classrooms denote the difference in classrooms from Se 08 to Jun	D, LC, LC, D, LC, D, PD	through Jul1 Se08,09,10 and Ju 08, 09 11 Ongoing	Lit. checklist " " " " " Lit checklist Video tape	2.a.b .c. " " " " " 2.a.b .c.
classrooms score 100% on the ELLCO	IE	Ju 2011	data	2a/b/c
Classrooms will receive 97% on the wkly literacy.	D	Ju10, SFA	data	2a/b/c
Goal 3: Teachers will demonstrate an understanding & application of SBRR practices as a result of 600 hours (3 yrs.) of diverse PD (ELLCO rating will be 100% by 3rd yr.). Parents homes will demonstrate that they have learned practices that lead to language & literacy rich home environments (CHELLO rating of 100% in homes having children in the program for 3 yrs)				
Teacher plan lessons utilizing SBRR practices	LC, D,	weekly	Lessonplan	3.a.
Ea Teacher participates in 200 hours of PD	PD/PC	yearly	Sign in	3.c.
Classroom teachers demonstrate SBRR knowledge and implementation in classroom	LC, D, PC	Lit checklist	Monthly	3.a.
weekly study groups and bi-monthly data-analysis groups;	LC, PC	Sign in, reports	Wkly,bimly	3.c.
Training on using the environment as tchg tool	LC	Fall 08 & 10	Sign in	3. b/.
Training institutes, workshops, college courses...	PD	ongoing	Sign in	3.c.
Order variety of books for parents, Fridge phonics for parents of 3yr. old children & Word Whammer for parents of 4 yr. old children	FC	Se 08- June 11	invoices	3.d.
Schedule PCHP training for parent educators	FC	Oct 08	calendar	3.d.
Prepare a weekly schedule for trainings & home visits, home visits will be made to each parent	FC, PE	Oct. 08,09,10	schedules	3.d.

who missed the training				
Schedule family nights and train parents: a.) on dialogic reading / CARES questions, b.) parents experience the student's day through literacy session including Circle , Read Aloud, Morning Message, calendar skills... & LL c.) review literacy strategies with the parents, teach parents how to use the Take Me Home Books, rdg logs, Fridge phonics/Word Whammer d.) Introduce/demonstrate the use of the 115 theme based GLCPC resource curriculum kits available for loan at library e.) Have parents discuss how they utilize the Take Me Home Books, Fridge phonics f.) Make/take wksh on using items in the home to develop English language & literacy skills...	D,F C,P E	Monthly Oct. 08- June 2011	Calendar Evals Sign in minutes	3.d.
After each family night staff will debrief on the evening and strategize for the next family night using the evaluation sheets and submit participant sign in sheets to the Parent education trainer	D, PE,F C	Oct 08 -Ju 11	minutes	3.d.
Evaluations on family nights/home visits will indicate that families are implementing emergent literacy strategies and dialogic reading	PE ,FC	Jan 09-Ju 2011	evals	3.d.
Focus group gathers information from parents relative to their experiences with this project and their perception of their child's educational prog.	FC, PE	June 09, 10, 11	Sign in	3.d.
All sign in sheets, home visit reports, focus groups reports etc will be forwarded to the E	PC	Ja 08- June 11	receipt	3.d.
Goal 4: To use valid & reliable screenings, diagnostic, progress monitoring, & outcome early literacy measures to identify students at-risk, guide instructional decisions, & evaluate program effectiveness leading to: (90% of 4 yr olds demonstrating kindergarten readiness by scoring 85 points or higher on the PPVT; 95% of 4yr olds going on the K recognizing 19 upper case letters on the spring PALS; 90% of 4 yr olds going to K meeting the IGDI publisher's benchmarks for alliteration, rhyming, & picture naming)				
Use IGDI, PALS, embedded assessments to identify at-risk children & inform instructionally screen and then monitor students progress, i	T/LC	Assessme nt data	monthly	4.a.
wkly study grps & bi-monthly data-analysis grps;	LC, T	Signin,reprts	Wkly,bimly	4.b.
Classroom progress and center progress data analysis is on database for teachers to utilize in informing their instructions and to review to modify PD Staff register for courses leading to associate's /bachelor's/ master's degree	LC, PC T	Website, study grp discussions/ PD adj. notes Trancripts	N/J/A-09- 11 Ea. semest	4.b.

Use assessment mtgs. to analyze assessment data and design interventions	All staff	Instruct/Interv plans	Ev wk	4.c.
wkly meeting of ERF staff, LCs and FC and monthly meetings w/the Evaluator.	Projdir	Signin, minutes	Wkly, mntly	4.c.
Goal 5: To coordinate ERF w/ similar or related efforts, & w/ other appropriate community, state, & federal resources.				
Coordination with RF schools	PC	Mtg.notes,	O08-J11	5.c.
Collaboration with nonprofit centers on RTTT, attend training	PC	Signin, evals	F09-J11	5.a.
Ensure Horizontal &vertical alignment w/Pre-gr.3	PC/D/	algmt doc.	M-11	5.a.
mtgs/cross visits to share tchg strategies/assessments to coordinate trans. toKdgt.	LC, T, PC	Sign in	Mar 09-11	5.b.

Factor 2: Process & Procedures: EStRELLA's processes and procedures for ensuring

feedback and continuous improvement include: daily monitoring of instruction (curricula fidelity checks) bi-annual monitoring of the classroom environment, quarterly summaries of all eval.data, including student progress monitoring; weekly study groups & bi-monthly data-analysis groups; weekly meeting of project administrators, LCs & FCs and monthly meetings with the E. These procedures will enable administrative staff to use data to inform decisions about program strategies, including providing appropriate instruction for every child & making sure the project is supportive of and welcoming to parents. The evaluation section outlines how data will be reported, who will analyzes data, & how it will be reported back to stakeholders.

Factor 3: Time & Commitments:

Key Personnel	Primary Project Responsibilities	% of Time
Project Director Gayle Williams	Oversight/budget manag.; supervision of PC; primary liaison with RF & other EC programs, stakeholders, consultants	Year 1-40% 16 hrs.
ERF Coordinator (1)	Day-to-Day coordination of activities, supervision/training of staff; liaison w/stakeholders & project consultants	100% 40 hrs/wk
Literacy Coaches (5)	Coach & mentor for preschool staff (80% in classrooms-individual & group modeling, observation w/feedback, study group redelivery; assessment monitoring	100% 40 hrs/wk
Family Coordinator (1)	Professional learning for parents; liaison with community & family literacy consultants, oversight of Parent trainers	100% 40 hrs./wk
Interventionist 5)	Provide instruction for at-risk students—Tier 2 and 3	100% 40 hrs/wk
Professional Development Provider Dr. Terri Purcell	Work with project director & coordinator to design and implement a model professional learning program for LC	16 days per year
Evaluator	Work with Project director & coordinator to design, refine,	200 hrs a yr.

Bob Popp	and carry out an independent project evaluation.	
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Criterion 5: Quality of Project Evaluation: Evaluation plan [EP] includes 4 main areas: 1)

formative & summative evaluation of the program model's implementation (curriculum, instruction, & classroom literacy environments), 2) formative evaluation of child outcomes, 3) summative evaluation of child outcomes, & 4) a 5 tier evaluation of PD (formative & summative). EP addresses the project goals & objectives & focuses strongly on the use of evaluation results for program improvement at both the formative & summative stages. This approach uses multiple measures for each program goal & collects data from multiple sources over multiple points in time. Methods for collecting evaluation information will include the instruments described earlier in the Assessment section (PPVT, PALS, IGDI, ELLCO, CHELLO & CBMs; reliability & validity evidence in Appendix) & observation/reflection logs (coach, teacher, evaluator [E]), individual & focus group interviews during evaluation site visits, surveys & questionnaires, rating scales, goal attainment scaling (setting ELLCO/CHELLO improvement goals based on pre-ELLCO/CHELLO ratings; Jan 09, Sep 10,11), program documents (including class schedules, coaching schedules, sign-in sheets, HV reports, meeting minutes, focus groups reports, consultant reports) & a web based data reporting system for documenting project activities. Web based system will be accessed through a password protected page on the evaluator's web site (<https://bobpopp.com>). E will provide training on the system at the initial project institute (Nov 08) & follow-up at the winter/spring retreats in 2009, & continue training in Years 2/3. Management Plan presented earlier shows links between data sources and project objectives, & the timeline for data collection. Methods for analyzing quantitative data include will descriptive and inferential statistics, & exploratory data analysis.^{cvi} Methods for analyzing qualitative data will include content analysis ^{cvi} using the constant-comparative method ^{cvi} Systematic procedures ^{cix} will be used to focus & bound data collection, guide data reduction,

& maintain validity & reliability in data analysis (coding guide, pattern coding, memoing, developing propositions, member checks, peer debriefing, negative case analysis, triangulation, audit trails.^{cx} E will be actively involved in the ongoing program improvement process, provide explicit and intentional training for staff (on the purposes of evaluation, the project's EP & its links to the project model & goals, the administration of the evaluation instruments, the use of the data reporting system, & most importantly, the use of evaluation results (formative and summative) for instructional planning & program improvement. E make quarterly site visits for the purpose of classroom observation & feedback sessions w/teachers & coaches & conduct workshops on the use of evaluation data for instructional planning at the 3 yearly retreats scheduled for the project. In monthly web meetings w/project director & coordinator, E will review formative assessment results & recommend next steps for program improvement. Progress toward action steps will be monitored monthly by the E through the web based data reporting system & addressed in recommendations during subsequent monthly web meetings.

Documenting Implementation of the Model. In order to achieve desired outcomes, the research based model must be implemented fully. E will use formative& summative results to document the level of implementation & to work with staff in setting goals for improvement in areas of need, & maintenance goals in areas of full implementation. Sources of evaluation data include: fidelity checklists developed by curriculum publishers, lesson plans, coaching visit reports, teacher & staff logs, ELLCO/CHELLO pre/post & ELLCO/CHELLO improvement goals, & staff PD goals. Formative evaluation. Formative assessment process (child assessments and ELLCO as formative assessment of literacy environment) & the setting of benchmarks have been described extensively in previous sections. E's role in this process will be to analyze the formative assessment data & use the results to provide staff w/training & technical assistance

needed to use the formative results to make ongoing improvements in curriculum planning, instruction, & in literacy environments. Summative evaluation. Summative assessments (PPVT, PALS, ELLCO) will be administered by trained testers. Raw data will be submitted through the evaluation's web based reporting system. Independent evaluator will score the PPVTs using the test publisher's scoring software, ensuring consistency & accuracy in scoring. E will provide a report of pre-assessment results at the beginning of the year, & a summative report at year end that presents project progress in meeting its goals & objectives. E will meet w/staff following each report & provide guidance in interpreting the results & using the results for program improvement. Transition to Kindergarten. As part of the summative evaluation, E will create assessment folders for kindergarten teachers showing the pre/post PPVT, PALS, & IGDI scorers for children who will attend their classrooms in the fall. E will train literacy coaches to present this information to the kindergarten teachers. Coaches will show the teachers how to use the assessment information for instructional planning. Finally, E will prepare an annual report (summer of each program year) that will use summative evaluation results to address the GPRA requirements & requirements for the federal annual performance report for ERF. Evaluation of professional development will be based on Guskey's 5 tier evaluation model. Guskey's model follows our overall approach to evaluation, using multiple measures over multiple intervals, collecting both qualitative and quantitative data, & using the data for purposes of continuous improvement. Assessment data will be reviewed during the monthly web meetings w/the E, & action steps for program improvement will be defined. Five (5) levels of PD evaluation are:

Level of Evaluation	Instruments	Use of the Data
1: Usefulness of PD Sessions.	Teacher (T) & coach (C) surveys (completed at end of PD activity), T&C interviews (quarterly) & portfolios (reviewed monthly).	Assess whether PD activities addressed participants' perceived needs. Revise; adapt future PD activities as indicated by these findings.

2: Teachers' Acquisition of New Knowledge & Skills.	Level 1 instruments plus: pre/post assessment of teacher knowledge (multiple choice, short answer items/simulation) to be developed by the evaluator & subject matter experts prior to program implementation.	Identify individual PD needs. E will train Cs to set PD goals w/teachers based on information. Goal plans will specify criteria for goal mastery. Cs will monitor progress monthly using instruments provided by E & will submit monthly updates via the web based reporting system.
3: Organizational Support & Change	Level 1 and 2 data reviewed monthly, plus: Questionnaires & interviews w/staff and program stakeholders at mid year and end of year.	Identify the level of school district support for ERF & any areas in need of improvement. E will make any needed recommendations in monthly web meetings.
4: Teachers' Application of New Knowledge & Skills.	Level 1-3 data, plus: 8 point rating scale (pre/post) of level of use of new knowledge & skills ^{csi} completed by Cs; ELLCO (pre/post); consultant site visit reports & fidelity checklists; administrative walk-throughs; E site visit observations & T interviews.	E and Cs will review pre-ratings on Guskey scale & set improvement goals for teachers w/behaviorally defined milestones. ELLCO pre-ratings will be used to set improvement goals in teachers individual PD plans. E will review progress monthly thru web based system & make recommendations as needed in monthly web meetings.
5: Impact on Student Achievement	Formative & summative child assessments.	E will present analysis of results- monthly web meetings, in fall, winter, & spring trainings, & guide staff in using results to plan PD improvements.

E & his subject matter experts will develop all specified surveys, interview protocols, portfolio frameworks, and PD assessments prior to project implementation. E will train staff in use of the instruments & how to use the web based data reporting system. E will provide training in the use of evaluation results for improvement in curriculum planning, instruction, & literacy environments through: the monthly web conferences with the project director & coordinator & through evaluation workshops with all staff at mid-year retreats (formative results) & end of year retreats (summative results). At the end of the grant period, a cumulative report will document the history of how the ERF model was implemented & the strategies that guided program improvement. Project will be able to use this report to support replication of the model in other sites.

END OF PROJECT NARRATIVE

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **7117-Mandatory_GLCAC-_Appendix_B_-_List_of_Participating_Programs.doc**

Attachment 2:

Title: Pages: Uploaded File: **3047-Table_of_Contents_-_PROJECT_NARRATIVE.doc**

Attachment 3:

Title: Pages: Uploaded File: **7064-ERF_Resumes_2008.pdf**

Attachment 4:

Title: Pages: Uploaded File: **1982-GLCAC_-_Stakeholder_Support.pdf**

Attachment 5:

Title: Pages: Uploaded File: **8422-GLCAC_ESTRELLA_-_Title_Page_2008_Full-App.doc**

Attachment 6:

Title: Pages: Uploaded File: **9129-Information_for_Section_427_of_GEPA.doc**

Attachment 7:

Title: Pages: Uploaded File: **9860-Indirect_Cost_Rate.pdf**

Attachment 8:

Title: Pages: Uploaded File: **2142-GLCAC_Endnote_Citations.pdf**

Attachment 9:

Title: Pages: Uploaded File: **2195-GLCAC_Stakeholder_Support_2.pdf**

Appendix B--GLCAC ESTRELLA 2008 – List of Participating Programs
BtL Breakthrough to Literacy, **WW/DR**-Woven Word/Dialogic Rdg. **EW**- Emergent Writing **BL**-Balanced Literacy **C**-coursework
Current GLCAC- ESTRELLA Preschool Key-*AA – African American **HS** – Hispanic NA – Native American **C** – Caucasian,
Other – All Others**Multiple Disabilities includes: Developmentally Delayed in Communication, Visually Impaired, Physically
 Impaired, Cognitive Impaired, Fine and Gross Motor Impairment, Adaptive Impairment, and Social and Emotional Impairment, Early
 Intervention, CD-Communication Disorder, **FS**- Funding Source **IP**-Instructional Program

Center	AGE		Race/Ethnicity				Gender			Disabilities		Socio-Economic Status%		Hours Operation			FS	IP
	3 yr	4y r	AA	HS	NA	C	O	M	F	CD	MD	Abov Pov	Belo Pov	H/D	D/W	M/Y		
YMCA																		
Ballardway	NAEYC -accredited																	
Class #1	7	11	1	14	0	3	0	9	9				89%	10.5	5	12		
Class #2	9	9	0	13	0	5	0	11	7			16	66	10.5	5	12		
Class #3	9	9	2	11	0	5	0	12	6					10.5	5	12		
Class #4	11	7	1	14	0	3	0	10	8					10.5	5	12		
Lawrence	NAEYC accredited																	
Class #1	5	15	0	18	0	2	0	14	6	0	12	2	38	10.5	5	12		
Class #2	7	13	0	17	0	3	0	6	14					10.5	5	12		
Haverhill	NAEYC – NAEYC application																	
Class #1	10	8	0	8	0	8	2	9	9			12	24	10.5	5	12		
Class #2	0	18	0	6	0	8	4	10	8	0	5	2	16	10	5	12		
subtotal	58	90	4	101	0	37	6	81	67			30	128					
Kidstart	87 on ELLCO, NAEYC self study																	
Class #1	17	0	1	16	0	0	0	8	9			14%	86%					
Class #2	5	13	1	16	0	1	0	12	6	0	5	0	17	10	5	12		
Class #3	0	12	1	11	0	0	0	5	7					10	5	12		
subtotal	22	25	3	43	0	1	0	25	22			4	43					
YWCA	NAEYC accredited																	
Class #1	5	8	1	10	0	2	0	8	5			4%	96%					
Class #2	8	8	0	15	0	1	0	9	7	0	7	1	15	10	5	12		
Class #3	9	6	0	14	0	1	0	9	6			2	13	10	5	12		
Class #4	0	14	0	13	0	1	0	8	6			1	13	10	5	12		
Totals	102	151	8	196	0	43	6	140	113	0	24	0	24					

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 Future GLCAC ESTRELLA ERF FS-Funding Sources IP-Instructional program

Center	AGE		Race/Ethnicity							Gender		Disability		SocioEconomic Status %		Hours Operation		FS	IP	
	3 yr	4yr	AA	HS	NA	C	O	M	F	CD	MD	Abov Pov	Belo Pov	H/D	D/W	M/Y				
MY YWCA																				
Ballardway																				
Class #1	9	10													10.5	5	12			Curiosity Corner with Breakthrough for intervention
Class #2	7	13													10.5	5	12			Curiosity Corner with Breakthrough for intervention
Class #3	7	11													10.5	5	12			Curiosity Corner with Breakthrough for intervention
Class #4	8	12													10.5	5	12			Curiosity Corner with Breakthrough for intervention
Lawrence																				
Class #1	11	9													10.5	5	12			Curiosity Corner with Breakthrough for intervention
Class #2	9	11													10.5	5	12			Curiosity Corner with Breakthrough for intervention
Haverhill																				
Class #1	8	12													10.5	5	12			Curiosity Corner with Breakthrough for intervention
Class #2	18	0													10.5	5	12			Curiosity Corner with Breakthrough for intervention
subtotal	73	75																		
Kidstart																				
Class #1	19	0													10	5	12			Curiosity Corner with Breakthrough for intervention
Class #2	8	11													10	5	12			Curiosity Corner with Breakthrough for intervention
Class #3	0	18													10	5	12			Curiosity Corner with Breakthrough for intervention
subtotal	27	27																		
MY YWCA																				
Class #1	7	12													10	5	12			Curiosity Corner with Breakthrough for intervention
Class #2	8	11													10	5	12			Curiosity Corner with Breakthrough for intervention
Class #3	9	10													10	5	12			Curiosity Corner with Breakthrough for intervention
Class #4	18	0													10	5	12			Curiosity Corner with Breakthrough for intervention
subtotals	41	33																		
Total	145	141																		

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 BtL Breakthrough to Literacy, WW/DR-Woven Word/Dialogic Rdg. EW - Emergent Writing BL-Balanced Literacy C-coursework

Center	Director	Teachers	Assistants	Coach	Para's	Sp.Path	Others	YR	WR/WS	RR	SBRR	Final	
YMCA				LC-AA		WRAP AROUND SERVICES PROVIDED BY THE DISTRICT BOARD OF EDUCATION-CONTRACTUAL	Others						
Ballardway	D-AA							WRAP AROUND SERVICES FROM BOE			WW/DR	BL, BL	
Class 1		T-HS	A-HS						T9 A 6	T-6; A 5			5%
Class 2		T-HS	A-HS						T-7; A-4	T-7; A-3			
Class 3		T-BA	A-HS						T-6; A-9	T-6; A-9			
Class 4		T-AA	A-CDA						T-7; A-10	T-7; A-10			
Lawrence	D-AA												
Class 1		T: AA	A-CDA						T-18; A-10	T-12; A-10			
Class 2		T: HS	A-HS						T-25; A-8	T-20; A-2			
Haverhill	D-BA												
Class 1		T-HS	A-HS						T-5; A-1	T-5, A-1			
Class 2		T-BA	A-AA						T-15; A-4	T-5; A-2			
Kid Start	D-AA			LC-BA									0%
Class 1		T:BA; CDA; CDA							T:1; 4; 5	T:1; 4; 5			
Class 2		T:GED; BA; CDA							T: 9; 9; 4	T-9; 9: 4			
Class 3		T:AA; CDA; HS							T-2; T-2; T-3	T-2; T-2 T-7			
YMCA	D-BS			LC-BA								3.6%	
Class 1		T-HS	A-HS					T-10; A-5	T-10; A-5				
Class 2		T-BA	A-HS					T-2; A-28	T-2; A-28				
Class 3		T:HS; HS						T-9, 7	T-9; A-7				
Class 4		T:HS; AA	A-HS					T:7; 8; A7	T: 7;8; A8				
Totals	3-AA 1-BA 1-BS	3-AA/ 3-BA/ 5-CDA/ 10-HS 1-GED	2-CDA 8-HS 1-BA	1-AA 2-BA									

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 BtL Breakthrough to Literacy, WW/DR-Woven Word/Dialogic Rdg. EW- Emergent Writing BL-Balanced Literacy C-coursework
 Future Early Reading First Centers of Excellence STAFF
 *:*Ph.D/Ed.D-Doctorate MA-Masters BA-Bachelor AA-Associates HS-High School Diploma FC-Family Coordinator PLT-Parent
 Literacy Trainers SE-Special Education T-Teacher AA-Associate Degree CCC- Certificate of Clinical Competence/SLP-Speech and
 Language Pathologist I-Interventionist for BTL CC-Curiosity Coach CDA-Child Development Associates
 ED-Education; PS-Preschool; RB-Reading Background

EDRS Location	Director	Certified Teachers	Assistants	CC Coach	Para's	Speec h Path	Others	VR Counselor (BTL)	SVR W/PS	IRB	SIBER IPD	Total Count
YMCA-B	1-BA	1-MA 1-BA 2-AA	4-AA	1-BA		20 CCC	1 BA/I 1-BA/PLT 20FC, 20-PC	1T-12, 2T- 10, 1T-9 1A-13, 1A- 12, 1A-9, 1A-7	5 yr. commitment to ERF	Participation in District's Reading First training on tuition basis	Creative Curriculum Framework (social/emotional), Curiosity Corner (core), Language for Learning (supplement) Breakthrough to Literacy (Intervention)	5 yr. commitment to ERF
YMCA L	1-BA	1-BA 1-AA	2-AA	1-BA		20 CCC	1 BA/I 5-BA/PLT 20FC, 20-PC	1T-21, 1T- 28 1A-13, 1A- 11	5 yr. commitment to ERF			
YMCA-H	1-BA	1-MA 1-AA	2-AA	1-BA		20 CCC	1 BA/I 5-BA/PLT 20FC, 20-PC	1T-8, 1T-18, 1A-4, 1A7	5 yr. commitment to ERF			
Kid Start	1-BA	2-MA 1-BA 6-AA		1-BA		20CCC	1 BA/I 1-BA/PLT 20FC, 20-PC	1T-4, 3T-7, 2T-12, 2T-6, 1T8	5 yr. commitment to ERF			
YWCA	1-BA	1-MA 1-BA 4-AA	3-AA	1-BA		20 CCC	1 BA/I 1-BA/PLT 20FC, 20-PC	1T-13, 1T- 6, 1T-12, 2T-10, 1T11, 1A-31, 1A- 8, 1A-10	5 yr. commitment to ERF			
Total	5-BA	5-MA 4-BA 14-AA	11-AA	5-BA		1CCC/ SLP	5-BA/I 5-BA/PLT 1-FC, 1-PC					

Creative Curriculum framework (social/emotion); Curiosity Corner (core) Language for Learning (supplement); Breakthrough to Literacy (intervention)

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 BtL Breakthrough to Literacy, WW/DR-Woven Word/Dialogic Rdg. EW- Emergent Writing BL-Balanced Literacy C-coursework
 11 of the 12 Reading First feeder schools for Project EStRELLA are underperforming. RF website: www.doe.mass.edu/read/mrftp

Merrimack Valley YMCA campus Site 1	MaryEllen King 9 Ballardway Lawrence, 01843 978 725-6685/meking@mvmymca.org	For Ballardway: Wetherbee and Frost with some to scattered schools
Site 2	Amanda Enos 40 Lawrence St, Lawrence 01840 978 66 6191/aenos@mvmymca.org	For Lawrence St.: Lawlor, Leahy, Oliver and a few at other schools
Site 3	Grace Cruz 129 Haverhill St, Methuen 01844 978 6835266/gcruz@mvmymca.org	For Haverhill St : Timony and the Tenney and a few other schools
Kid Start Site-4	Diane Nutt 444 Canal St. Lawrence, MA 01840 978 686-7673/diane@kidstart.com	For Kid Start: Leahy, Lawlor, Wetherbee, Frost, Parthum etc.
YWCA of Greater Lawrence Site 5	Liz Dube 38 Lawrence St. Lawrence, MA 01840-978-687-0331/ldube@ywcawlawrence.org	For the YWCA: Lawlor, Parthum, and other scattered schools

Community Statistics:

Lawrence, MA is a located 25 miles north of Boston. Known as the "Immigrant City", Lawrence has always been a multi-ethnic and

multicultural gateway city with a high percentage of foreign-born residents (Causasian-34.1%; Latino, 59.7%, Other 6.2%). The current

population of 70,000 is largely Latino and has given a Latino slant to the local economy and culture. Web site:

<http://www.ci.lawrence.ma.us> The first language, not English percent is 81.9. 70% of the population speak English less than very well

with home language percentages of 35.6%-English; 55.3%-Spanish; 8.2%-Other. 32.7% of households are headed by females. 39.1% of

children have a grandparents serving as their custodian. 44.9% of families earn less than \$24,000. 22% of the community does not have a

high school diploma and the district has a graduation rate of only 40.8%.

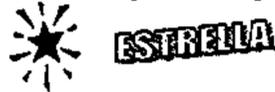


TABLE OF CONTENTS FOR PROJECT NARRATIVE

• Criterion 1, Factor 1.....	Page 1
○ Factor 2, Purpose 1.....	Pages 1-2
○ Factor 2, Purpose 2.....	Pages 2-14
○ Factor 2, Purpose 3.....	Pages 14-17
○ Factor 2, Purpose 4.....	Pages 17-23
• Criterion 1, Factor 3.....	Pages 23-24
• Criterion 2, Factor 1.....	Pages 24-25
○ Factor 2.....	Pages 25-26
○ Factor 3.....	Page 26
• Criterion 3, Factor 1.....	Page 26
○ Factor 2	Page 26
• Criterion 4, Factor 1	Pages 26-31
○ Factor 2	Page 31
○ Factor 3	Pages 31-32
• Criterion 5	Pages 32-35

Resumé #1

Program Director

GAYLE E. WILLIAMS

(b)(6)

OBJECTIVE An administrative position in an educational setting where instructional leadership, strong organizational, and inter-personal skills can be creatively utilized.

EDUCATION B.S., Lowell State (Elementary Education) 1967; M.Ed., Lowell State (Reading, Learning Disabilities) 1973 Post Graduate 30 credits Administration; Fitchburg, Lowell & Emmanuel (Administration) 1974-1977; Emerson College (2 semesters) 1986; Northern Essex Community College (2 semesters - Conversational Spanish) 1986-1987

EXPERIENCE

Budget:

As Director of the Community Partnerships for Children Program, I currently oversee a budget of \$3.2 million and supervise a staffing of three.

In my role as Principal of six early childhood centers in the Lawrence Public Schools, My budget was \$ 7.8 million which includes grants, 94-142 and 89-313, Quality Full Day Kindergarten, with supervision over three assistant principals), 90 teachers (including special education teachers), 98 paraprofessionals, 6 head teachers, 6 native language teachers, 6 literacy coaches, three counselors, 1 adaptive physical Education teacher, 1 occupational therapist, 6 parent liaisons, 6 secretaries and six speech pathologists.

As the Administrator in Charge of Special Learning Services, I oversaw the entire special education dept. with over 170 special education teachers and 175 paraprofessionals, 4 Physical Therapists, 4 occupational therapists, 6 speech therapists, 6 psychologists, 8 Evaluation Team Leaders, 13 counselors along with working with agencies for use of third Party reimbursement. The budget with transportation and out of district costs topped the \$32 million mark.

Assessments

I have been trained to administer and perform an analysis of the assessment results with next steps using the WISC-R, DIAL-R, Brigance, PALS, TROLL, ELLCO, DIBELS, CBM, Concepts about Print, Letter ID, DRA, Yopp-Singer Segmentation and Work Sampling assessments.

Positions:

2003-2008 Educational Administrator/Director to the GLCAC, Inc/Community Partnerships for Children Program

2002-2003 Consultant to the Lawrence Public School's Early Childhood Program and Arlington Elementary School (K-8)

- 1996-2002 Principal of Lawrence Public Schools six Early Childhood Centers
- 1984-1996 Administrator in Charge of Special Learning Services for the Lawrence Public Schools Pre-K to age 22
- 1980-1984 Manager of Special Education Lawrence Public Schools
- 1983 Special Education Consultant to the Reed Centers (a private school for pre-school and Kindergarten)
- 1976-1980 Evaluation Chairperson Lawrence Public Schools
- 1972-1976 Resource Room Teacher Lawrence Public Schools
- 1967-1972 Elementary Teacher Lawrence Public Schools Lawrence, Massachusetts
- Summer 1966 Coordinated Federal Project at the W.E. Fernald State School adapting children's' behavior in a family setting

Massachusetts Certifications

- *Teacher Pre-K-8
- *General Supervision
- *Principal, Preschool-Grade 9
- * Administrator of Special Education

Affiliations

- * Association for Supervision and Curriculum Development
- *Friends of the Boston Symphony Orchestra
- *Field Reader for U.S. Dept. of Education, Washington, D.C., April, 1991 and January 1992 and March, 1994, 1995, 1996, 1998
- *Member of N.A.E. Y.C., and State Affiliate
- *Member Lawrence, Mass., Zoning Board of Appeals
- *Member of NAESP & MESP A
- *Member of United Educators
- *Member of NTRA (National Teachers Retirement Association)

Summary

- * Six years as Educational Administrator/Director Community Partnerships for Children Program
- *Thirty-five years in public school education
- *Five years in an elementary educational classroom
- *Four years in a direct client special education service delivery setting
- *Four years as an Evaluation Team Chairperson
- *Sixteen years in a supervisory/administrative special education setting

- *Six years in a preschool/kindergarten principal position
- *Two years consulting in the area of early childhood education

Special Projects

- *Partnered with parents at each of the preschool centers and had an active parent organization run by the parents at each center
- *Provided parent trainings on early literacy
- *Wrote Suicide Awareness Manual for Teachers & Administrators
- *Computerized Management Data for Special Education, I.E.P. process and Medicaid Reimbursement Project
- *Chaired Committee to write I.E.P. objective manual relevant to Lawrence students
- *Chaired Curriculum Development Committee
- *Wrote 766 procedural manuals for all school department employees
- *Successfully gained recognition for Sign Language as a Foreign Language at the High School
- *Wrote policy manual for Special Education
- *Implemented inclusion models for special education students
- *Developed a Parent Handbook for Early Childhood Programs
- *Developed a Staff Handbook for all staff at the Early Childhood Centers
- *Implemented 504 and developed a procedural manual and forms
- *Developed a Custodian Handbook for Early Childhood Custodians(later amended for all custodial staff)
- *Wrote brochure for the Early Childhood Program
- *Coordinated the Kindergarten Readiness Committee and the Curriculum Committee
- *Developed a Plan for Technology Integration with the Curriculum for the Early Childhood Program
- *Developed quarterly literacy benchmarks linked with the state Guidelines and Standards for Early Childhood
- *Developed software in conjunction with the Technology Staff person for tracking the progress of students and providing parents with the information and suggestions on activities for the home.
- *Implemented a Comprehensive School Improvement Literacy program based on Breakthrough to Literacy and Learning to Read by Reading at all six Early Childhood Centers.

Dianne P. Russell

Resumé #2
ERT Project Coordinator

(b)(6)

drussell@glcac.org

Personal

I have been an energetic, dedicated teacher in the Lawrence School System for 33 years. I am Reading Certified and am a member of the International, Massachusetts, and New England Reading Associations. As an enthusiastic reading specialist, my goal is to provide preschool students with optimal language/vocabulary development, emergent reading and writing that will improve student achievement using the SBRR using dialogic reading strategies to promote school success.

Education

- 1986-2006 145 additional credits in Reading, Literacy, Spanish, and Computer Technology
1975 Masters of Education, Salem State College, Salem, MA
1968-1970 Bachelor of Science in Education (Elementary Education), University of Maine at Machias, Machias, ME
1966-1968 Associates Degree in Liberal Arts, Northern Essex Community College, Haverhill, MA

Teaching Experience

- 2007-2008 *GLCAC literacy Coach, GLCAC, Lawrence, MA*
Elevated emergent literacy and social emotional skills in preschool, responsible for administering assessment, providing high quality learning environment, training in Woven Word, modeling literacy lessons, in class coaching and tutoring at risk children.
- 2005-2007 *Assistant Facilitator of CAREs (Comprehensive Approaches to Resources in Education) GLCAC, Lawrence, MA*
\$1.3 million dollar federal grant to elevate literacy in preschool and with home childcare providers, Responsible for Training the directors in current best practices and balanced literacy, developing quality environments, Training the Trainers/Home visitors in promoting literacy & learning, Working with adult learners, Partnering with Parents, Administering assessments, Modeling literacy lessons, In-class coaching, Training in Woven Word: Early Literacy for Life, ordering books and literacy materials.
- 2001-2004 *Lead Teacher, Hennessey Early Childhood Center, Lawrence, MA*
Responsible for Professional Development in early literacy to facilitate school-wide change, Modeled Breakthrough to literacy lessons with, In-class coaching, Interpreted literacy assessment data, Director for NAEYC accreditation.
- 1999-2001 *Regular Education Reading Teacher, L.C.E.C.C. Lawrence, MA*
Service students in reading and promoting literacy (grades 1 & 2)
- 1998-1999 *Title One Reading Teacher, Robert Frost School, Lawrence, MA*
Service students in reading and promoting literacy (grades 1, 3, 4, & 6)
- 1987-1998 *Lawrence Alternative Suspension Program, Robert Frost School, Lawrence, MA*
Supervised, tutored, and counseled students (grades 1-8).
- 1980-1986 *Second Grade Teacher, Daniel Saunders School, Lawrence, MA*
- 1971-1980 *First Grade and Kindergarten Teacher, James I. Lawlor School, Lawrence, MA*

1970-1971 *Second Grade Teacher, Minot Consolidated School, Minot, ME*

Massachusetts State Certifications

Reading (preschool-Adult Literacy), Elementary Education, and Administration (PreK-5)

JOB DESCRIPTION

DIVISION: Child Services
PROGRAM: Community Partnerships for Children Program
POSITION TITLE: EARLY READING FIRST COORDINATOR
FLSA CATEGORY: Non-exempt
JOB NUMBER: 3013
SALARY/GRADE/RANGE:
FRINGE BENEFITS: Mandatory
WORK WEEK/HOURS:
IMMEDIATE SUPERVISOR: ERF Project Director

QUALIFICATIONS: Hold a MA in Education and/or completion of advanced work in admin and/or EC. Have experience in early childhood school administration. Have experience teaching preschool and/or early childhood. Have proven ability as an instructional leader. Have expertise with parent involvement. Have proven ability to communicate effectively with students, faculty, parents, and the community. Have proven ability in the area of school discipline, curriculum, and staff development. Have proven knowledge of literacy assessment & diagnostic screening instruments (PALS-k, PPVT-III, IGDI, DIBELS, Pre-LAS, ELLCO). Have proven knowledge of scientifically based reading research.

DUTIES: Manage and administer all facets of the Early Reading First program, i.e., leadership, staff development, budgets, community liaison, parent involvement, multidisciplinary coordination and educational research. Establish instructional leadership for the school using SBRR best practices in ECE. Coordinate the school effectiveness program including developmentally appropriate instruction, classroom observations of the teaching process, and assessment procedures. Work cooperatively and with shared decision making skills with committees within the school to establish goals for staff and school. Coordinate the planning, implementation and evaluation of the school-based PD program. Coordinate and support the needs of children with disabilities. Evaluate all certified and classified staff in accordance with the GLCAC, Inc. policies and procedures. Establish a welcoming climate for the school. Coordinate a strong parent program and be a liaison between school and community. Work creatively with local community agencies to establish collaborative programs. Maintain high standards of student conduct and student achievement. Maintain a professional awareness of current literature related to assignment, including working knowledge of state and federal law, policy and administrative regulations. Coordinate the transition activities of students from ERF to RF elementary schools. Monitor and manage the proper implementation of the *Early Reading First* initiative.

PERFORMS ANY OTHER DUTIES AS ASSIGNED BY THE EXECUTIVE DIRECTOR/CEO

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Resumé #3
ERF
Family Coordinator

Mary Ann Fleming

(b)(6)

Resume

Personal

As an enthusiastic early emergent reading specialist, my goal is to prepare preschool students to enter kindergarten ready to learn. To do this we must provide preschool age children with the phonological awareness skills, with alphabet knowledge, with knowledge of concepts of print and the emergent writing opportunities in a print rich environment using the SBRR as the foundation for all activities. In addition, one must carry on parallel activities with the parents through interactive family literacy activities demonstrations and training (dialogic reading).

Experience

Fall 2007-present

Independent Literacy Coach. 1. Design and implement an early literacy intervention for the Greater Lawrence Child Care Center (GLCCC) Kindergarten class to elevate literacy skills. 2. Design and implement an enhancing language program for one preschool class at the GLCCC.

Parent Workshop Trainer for The Woven Word Program (Dialogic reading)- Design parent workshops on the Woven Word Program, and provide six workshops at preschool sites to build literacy skills with parents in shared reading at home.

2005-2007

Parent Workshop on Literacy- "Planting the Seeds of Literacy" a Parent Conference in June 2007. Designed the program and offered workshops to support parents in fostering family literacy.

Facilitator of the ELOA CAREs Project. Provide and develop an infrastructure of early childhood services across community borders to support the development of young children so they enter school ready to learn. Oversee all elements of the grant and provide reports. Training on PPVT III, PALS, ELLCO, TROLL

Parent Trainer for BTL Program. Provide parents with an understanding of literacy development and offer strategies to use with their children at home through multiple workshops each year.

Trainer- Enhancing Writing in the Preschool workshops- Phase I and II. Designed and implemented a series of workshops, building background knowledge for teachers on developmental stages of writing, develop writing strategies, focus on next steps to improve writing skills for preschoolers, and ways of enhancing the classroom.

2004-2005

Literacy Coach/Trainer for the Breakthrough to Literacy program in Preschools and Kindergarten in Lawrence through the GLCAC, CPC office
Provided in-class coaching, literacy training and administrative support an effective implementation of the Breakthrough Program with Balanced Literacy for Early Childhood programs at four preschool sites in Lawrence.

Parent Trainer for BTL Program Through parent workshops support parents in learning about Balanced Literacy, develop parental understanding of early literacy, and provide hands on activities to use at home to support early literacy skills.

May 2004 Massachusetts Kindergarten Conference, Presenter, Data Driven Instruction and Assessment presented to 400 kindergarten teachers and administrators in Massachusetts.

Sept. 2001-June 2004 Lawrence Public School Early Childhood Center
Literacy Coach/Writing Staff Developer in PreK-K
Provided coaching support to eighty four prek and kindergarten teachers on BTL and balanced literacy.
Multiple workshops on Literacy, Vocabulary, Data and Instruction
Provided support for Lead Teachers in understanding the Breakthrough to Literacy program.

October 2002 In-service Presenter- Emergent Writing System for Lawrence Public Schools Early Childhood Center. Member of the Writing Development Team.

1992-2001 Reading Recovery Teacher/Title I teacher- Arlington School Grade One Parent Workshops for Grade One Parents. Multiple workshops yearly for parents to enhance literacy /language development including hands-on activities using "take me home books" to provide all the necessary materials for parents to use with their children.

1984-1992 Team Teacher, Title I Grades 3, 4, 5-Arlington School Lawrence Public School

1978-1984 ESL/ Title I teacher -Arlington School Lawrence Public School

Training
July 2005 Ensuring Early Literacy Achievement- Becoming a Catalyst for Change
University of Chicago, Chicago Ill.

August 2003 Early Literacy Language/Writing training
Breakthrough to Literacy Institute
McGraw- Hill New York-

October 2002 Early Literacy Strategies – Extended training in
Breakthrough to Literacy Institute
New York City-McGraw Hill

October 2001 Certified in Breakthrough to Literacy Training
University of Iowa

1992-2000 - Reading Recovery Certification and Early Literacy Courses
Lesley University yearly to maintain certification

Additional training in: ESL, Cultural Diversity, Language Development, Balanced Literacy and training in Adults as Students

Education: Lesley University- Graduate work in Reading
Certified Reading Recovery Teacher Salem State Courses in Literacy-30 credits
Merrimack College BA

JOB DESCRIPTION

DIVISION: Child Services
PROGRAM: Community Partnerships for Children
POSITION TITLE: EARLY READING FIRST FAMILY COORDINATOR
FLSA CATEGORY:
JOB NUMBER:
SALARY/GRADE/RANGE:
FRINGE BENEFITS:
WORK WEEK/HOURS:
IMMEDIATE SUPERVISOR: ERF Project Director

QUALIFICATIONS: Hold a master's degree in reading or early childhood education w/reading endorsement. Have a minimum of three years experience teaching preschool and/or early childhood. Have proven ability to communicate with students, faculty, parents and the community. Have proven ability to work cooperatively and collaboratively. Have successful leadership experience within a school faculty. Have proven knowledge of literacy assessment and diagnostic screening instruments (preferably DIBELS, IGDI, PPVT-III, PALS-Pre-k), Pre-LAS. Have proven knowledge of scientifically based reading research. Have proven ability to work with adult learners in providing professional development

DUTIES: Provide feedback (written and oral) to parent educators. Analyze achievement data. Monitor ongoing reading progress and make decisions based on the continuous progress of the student and teacher data. Facilitate coordination of parent involvement activities. Provide and/or coordinate professional development training in scientifically based reading research for ERF faculty, day care providers (both public and private), and parents. Select, order, and organize materials purchased with Early Reading First funds. Make home visits to deliver professional development training to parents unable to attend monthly meetings. Complete and file reports for the Early Reading First evaluation. Family Coordinators will be required to attend all ERF professional development, Parent/Child/Home training, and work on extended contract during the summer. Early Reading First Family Coordinator will have the expertise, time, and authority to work collaboratively with teachers, other instructional staff, administrators, day care providers, parents, and other relevant stakeholders.

PERFORMS ANY OTHER DUTIES AS ASSIGNED BY THE EXECUTIVE DIRECTOR/CEO

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Resumé # 4
Independent
Evaluator

Robert J. Popp, Ph.D.

Partnership for Family Education and Support
4949 Old Brownsboro Road, # 284
Louisville, KY 40222
502-426-0446 (o)
502-426-0655 (fax)

Employment

8/94 - present Executive Director

Partnership for Family Education and Support; Louisville, KY

Current projects include: Independent evaluator for two Early Reading First grants in Kentucky; conducting the independent evaluation of the Breckinridge County, KY Reading First program; developing and delivering evaluator training to increase statewide capacity for quality evaluation of literacy programs in South Carolina; evaluation of South Carolina's Statewide Even Start program.

9/92 - 8/94 Executive Director

OR Associates; Louisville, KY

Projects included external evaluations for community-based and school-based family literacy programs in Virginia, Illinois, Kentucky, Texas, and Washington; research consultant for medically-based early intervention family program in Kentucky; and consultant for developers of Even Start grants, reapplication grants, and project submissions to the National Diffusion Network/Program Effectiveness Panel. Served as reviewer for the journal *Educational Studies*.

7/90 - 9/92 Director of Research

National Center for Family Literacy; Louisville, KY

Designed and implemented research and evaluation projects in the areas of family literacy, workplace literacy, and the use of technology in literacy programs for adults and children.

7/88 - 7/90 Evaluator

Kenan Trust Model Literacy Sites; Kentucky and North Carolina

In collaboration with Dr. Andrew Hayes, conducted field-based studies of family literacy programs located in seven sites in North Carolina and Kentucky.

9/88 - 6/89 Research Assistant

Office of Medical Education; University of Virginia Medical School

Participated in the design of research studies; managed a database and performed data analysis.

10/86 - 5/88 Instructional Designer

Ivy Software; Charlottesville, VA

Designed instructional software for business and educational applications; clients included Lotus Corporation and IBM.

8/85 - 5/88 Graduate instructor

University of Virginia

Designed and taught graduate level classes in measurement and theories of learning.

9/75 - 6/85 Teacher

Richmond, VA Public Schools

Taught a self-contained class for emotionally disturbed children and learning disabled children. Developed and delivered specialized reading programs to address multiple special needs of students.

7/73 - 7/75 Teacher Corps Intern

Virginia Teacher Corp Consortium; Richmond, VA

Developed a parent training program that focused on parental support of children's reading skills. Delivered the training, developed individual educational plans for families included in the initial study of the training program, and trained school personnel as trainers so the program could be replicated.

Education

9/85 - 5/92 University of Virginia; Charlottesville, VA
Ph.D. in educational psychology with supporting areas in instructional design and research.

5/73 - 5/75 Virginia Commonwealth University; Richmond, VA
M.Ed. in education; Internship through Virginia Teacher Corps Consortium

9/69 - 5/73 Washington and Lee University; Lexington, VA
B.A. in economics

Recent Presentations and Projects

- Evaluator for four Early Reading First programs that have been funded in the state of Kentucky. Designed evaluations that addressed federal reporting requirements for ERF as well as the program improvement needs of individual projects.
- Consultant for South Carolina State Department of Education. Developed the South Carolina Family Literacy Online Information System (FLOIS), a web-based information system for literacy programs statewide. Trained staff from all South Carolina school districts in the use of the system. Providing consultation on the development of an integrated training and evaluation system for literacy programs.
- Evaluator for the Kentucky Parent Information Resource Center (KYPIRC), a federally funded grant to provide statewide information, training, and technical assistance in meeting NCLB's mandate to inform and serve parents.
- Invited presenter at the Goodling Institute for Research in Family Literacy training on evaluation of family literacy programs; Harrisburg, PA; June 11, 2004
- Awarded a research grant by the US Department of Education, Office of Migrant Education, to study the effectiveness of migrant education programs in increasing the literacy skills of young children.
- Statewide evaluator for Kentucky Even Start family literacy programs. Designed a web-based data collection system for Even Start that is being implemented through the Kentucky Department of Education.
- Designed and implemented a research study of the Equipped for the Future instructional model in four South Carolina family literacy sites. The study was funded by the South Carolina Department of Education.
- Designed and implemented longitudinal studies of families who participated in Even Start and other family focused programs.
- Designed and implemented the Progressive Pediatrics study, in conjunction with the University of Louisville Medical School. In this study, doctors and residents were trained to introduce storybook reading to parents and children during well child check-ups in urban clinics. This research contributed to the growing literature supporting the national Reach Out and Read program begun by Dr. Robert Needlman.
- Designed and implemented national evaluation of 15 family literacy sites, through a grant from Toyota Motors. Continued development of the knowledge base related to how intervention programs influence families.

- Designed and implemented full-scale evaluation of Kenan Trust Model Family Literacy Programs in Kentucky and North Carolina. Even Start programs, which were later funded by Congress, were based on the Kenan Model.
- Conducted a follow-up study of families who participated in Kenan Model Family Literacy Programs; documented school success of children who participated in the programs.
- Designed and implemented an evaluation of the use of technology in family literacy programs nationwide; conducted a study of the use of telecommunications in family literacy programs.
- Designed and implemented an evaluation of five workplace literacy programs in Louisville, KY; developed instruments applicable to evaluation of workplace literacy programs.
- Conducted research on dropouts through a grant from the National Center for Adult Literacy, housed at the University of Pennsylvania.
- Maintained an on-line technical assistance program with family literacy programs nationally, through a grant from Apple Corporation. Model sites were based in North Carolina, Indiana, Utah, and Oregon.

5 -
To be hired

JOB DESCRIPTION

DIVISION: Child Services
PROGRAM: Community Partnerships for Children
POSITION TITLE: **EARLY READING FIRST LITERACY COACH**
FLSA CATEGORY:
JOB NUMBER:
SALARY/GRADE/RANGE:
FRINGE BENEFITS:
WORK WEEK/HOURS:
IMMEDIATE SUPERVISOR: ERF Project Director

QUALIFICATIONS: Hold a master's degree in reading or early childhood education w/reading endorsement. Have a minimum of three years experience teaching preschool and/or early childhood. Have proven ability to communicate with students, faculty, parents and the community. Have proven ability to work cooperatively and collaboratively. Have successful leadership experience within a school faculty. Have proven knowledge of literacy assessment and diagnostic screening instruments (preferably DIBELS, IGDI, PPVT-III, PALS-Pre-k); Pre-LAS. Have proven knowledge of scientifically based reading research. Have proven ability to work with adult learners in providing professional development.

DUTIES: Align the reading curriculum with MA's Early Learning Standards. Provide feedback (written and oral) to teachers, the school, and the stakeholders. Analyze achievement data. Monitor ongoing reading progress and make decisions based on the continuous progress of the student and teacher data. Facilitate coordination of preschool curriculum. Facilitate coordination of preschool to kindergarten activities. Provide professional development training for Early Reading First faculty in study groups, in-class coaching (80% of time), assessment meetings. Plans and supervises professional development training for area day care providers in scientifically based reading research. Select, order, and organize materials purchased with Early Reading First funds. Complete and file reports for the Early Reading First evaluation. Coaches will be required to attend all ERF professional development and work on extended contract during the summer. Early Reading First literacy coaches will have the expertise, time, and authority to work collaboratively with teachers, other instructional staff, administrators, day care providers, and other relevant stakeholders.

PERFORMS ANY OTHER DUTIES AS ASSIGNED BY THE EXECUTIVE DIRECTOR/CEO

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Greater Lawrence Community Action Council, Inc.

Project Early Reading First ESTRELLA

(Early Steps Towards Reading, Education, Language, and Literacy Acquisition)

Commitment For Centers of Excellence - February 2008



ESTRELLA

1. Participation in training on BtL- 6.2 version including in-class coaching up to 27 hours over three years.
2. Full buy-in of staff - teachers, paraprofessionals, supervisors, Literacy coaches and director including commitment to attend all trainings (minimum of 200 Hours per year):
 - SFA training, scientifically research based reading program including the components of an SBRR such as alphabet knowledge (letter recognition), Phonological Awareness (rhyming, blending, segmenting), conventions of print, oral language & Expressive and receptive language)
 - Training on English Language Learner instructional methodology for the development of English language proficiency
 - Training on interventions, differentiated activities ...
 - supplemental training on broad-based literacy programming
 - assessment administration (PPVT III, PALS pre-K, DIBELS for children going on to Kindergarten the next year and Get It, Got It, GO, embedded assessments plus data analysis training
 - continued training for Directors on Education Leadership
 - Training-the-Trainers Series - for site based Literacy Coaches & Parent Coaches,
 - Commitment to participation in TOPS program in order to pursue Associates or higher Degrees in Early Childhood Education or a related field. This could include the satellite Heads Up Reading program from the University of Michigan.
 - Attend two retreats, winter and spring on scientifically based research reading program
 - Coaching at a minimum of once a week with reflection session
 - Commitment to participate in weekly book study group
 - Additional trainings as needed based on implementation of all components of the project
3. Commitment of the director to be the educational leader for their program.
4. Commitment to allow the staff to have time to reflect on the in-class coaching sessions with the literacy coach and to reflect on the analysis of data and next steps with the Evaluator.
5. Commitment of director/supervisor or literacy coach to complete literacy walkthroughs weekly and reflect with the teacher on the observations.
6. Commitment to implement all assessment, evaluation, reporting procedures developed for ESTRELLA and/or required by Early Reading First guidelines/regulations.
7. Commitment to participate in ESTRELLA sponsored events such as quarterly site-based family nights.

8. Commitment to assemble a literacy team on-site for the purpose of ensuring that the site has full implementation and to serve as a communication link between direct services and project administration for:

- moving the project forward;
- analyzing data
- discussing assessment data;
- discussing children not progressing and what can be offered to these children including reallocation of staff, address the needs of the staff (more in-class coaching or modeling, visits to other sites, etc)
- developing next steps which might include additional training etc.

ON-SITE LITERACY TEAM = director, site literacy coach, parent coach, representative(s) of the teaching staff (teacher/assistant), and parent representative(s).

9. Commitment of Directors, Literacy Coaches, and Parent Coaches to being a part of the ESTRELLA LITERACY TEAM (project wide) which will review information monthly from all participating sites, discuss issues with implementation, solutions to issues, things learned from implementing the program that may help others as they use the program, discuss children who are not progressing and steps to address this need, analyze assessment data across sites and discuss needs of staff and means of improving implementation.

10. Commitment as ESTRELLA Centers of Excellence to serve as 'model' sites for other members of the GLCPC Partnership, community and region.

11. Commitment of director's, supervisors, literacy coaches, parent coaches and senior teaching staff to attend trainer of trainers sessions and training on broad based literacy including emergent writing, assessment administration and data analysis and use of data to inform instruction.

Site # 1: The YWCA campus is fully committed to participating in ESTRELLA/Early Reading First including all of the requirements listed above.

Director's Signature: (b)(6) Date: June 9, 2008

Staff Signatures YWCA	Titles
(b)(6)	Asst. Dir.
	Preschool Teacher
	Preschool teacher
	P/S Teacher
	Teacher
	Teacher
	P/S Teacher / Literacy Specialist
	P/S assistant
	P/S teacher



Greater Lawrence Community Action Council, Inc.

ADMINISTRATION

305 Essex Street, Lawrence, Massachusetts 01840
Telephone: (978) 681-4900 FAX: (978) 681-4949
WEBSITE: www.glcac.org



BOARD OF DIRECTORS

Philip F. Laverriere, Sr.
Executive Director/CEO

Charles L. LoPiano
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June 9, 2008

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Vice-President

Dawna M. Perez
Treasurer

Jerome A. Josak
Secretary

Ms. Pilla Parker
U.S. Dept. of Education
400 Maryland Avenue, SW
Room 3C136
Washington, DC 20202-6132

**Re: FY 2008 Application for New Grants for the Early Reading First Program
CFDA Number: 84.359A – Pre-Application**

Dear Ms Parker:

As the fiscal and administrative agent for the local Community Partnerships for Children Program, the Greater Lawrence Community Action Council, Inc. is submitting this electronically filed full application for FY 2008 Early Reading First funding for:



Early Steps Towards Reading, Education, Language & Literacy Acquisition.

“ESTRELLA”, which means “Star” in Spanish, is the vehicle through which the Community Partnership for Children Program will improve the school readiness of our community’s low-income preschool-age children, the majority of whom come from Latino families. If you have any questions or need further information, please contact Gayle Williams, Community Partnership for Children Program Director/Educational Administrator, at (978) 681-4996 – ext. 440, email gwilliams@glcac.org.

Wishing you personal peace and health, I remain

Yours in Community Action,

(b)(6)

Philip F. Laverriere, Sr.
GLCAC, Inc. Executive Director/CEO

Greater Lawrence Community Action Council, Inc.
GLCPC / ESTRELLA
FY 2008 Early Reading First
PROJECT NARRATIVE

Information for Section 427 of GEPA

As agencies that receive public as well as private funding, the Greater Lawrence Community Action Council, Inc. and the proposed ESTRELLA partners are required to adhere to civil rights statues and non-discrimination regulations. Having long served clients of varied racial, ethnic, and cultural backgrounds, the GLCAC, Inc. and its partners have procedures in place for translation of outreach and recruitment materials distributed to residents for whom English is not their primary languages. If translation services are needed for languages other than English and Spanish, arrangements are made through local agencies such as the International Institute or through the voluntary services of local residents. GLCAC, Inc. clients age in range from newborn to senior citizens. Traditionally a large percentage of adult clients are female, which is not reflective of agency recruitment policies but rather in line with the demographics of our low-income communities which have a large population of single, female heads of household. Efforts will be made to market ESTRELLA services equally to both males and females.

Where needed TTY adaptive telephone equipment will ensure telephone access by the hearing-impaired. If hearing-impaired residents register for workshops or other *Center* services, arrangements will be made to have Sign Language interpreters provide assistance.

ESTRELLA activities are located handicapped-accessible facilities.

NONPROFIT RATE AGREEMENT

EIN #: 042397449

DATE: May 15, 2008

ORGANIZATION:
Greater Lawrence Community Action Council, Inc.
305 Essex Street
Lawrence MA 01840-

FILING REF.: The preceding Agreement was dated May 17, 2007

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

SECTION I: INDIRECT COST RATES*

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

TYPE	EFFECTIVE PERIOD		RATE (%)	LOCATIONS	APPLICABLE TO
	FROM	TO			
FINAL	10/01/06	09/30/07	9.9	On-Site	All Programs
PROV.	10/01/07	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending September 30, 2007.		

***BASE:**

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), subawards and flow-through funds.

ORGANIZATION:

Greater Lawrence Community Action Council, Inc.

AGREEMENT DATE: May 15, 2008

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES:

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

(1) Grantee charges all costs direct to grants and/or contracts except the costs below:

A. Salaries and wages of agency-wide employees are as follows: IT Director, Finance Director, Human Resources Director, Assistant Finance Director, Grants Manager, Accounts Receivable Manager, Executive Secretary, Payroll Administrator, Senior Bookkeeper (2), Assistant Planning Director, Secretary, Maintenance and Planning Director - All 100%; and Executive Director - 78% and Assistant Executive Director - 78%.

B. Leave and Fringe Benefits for above personnel only.

C. Other Expenses - Administrative portion only:

Consultants/Contractuals, Travel, Space Costs and Rentals, Consumable Supplies, Telephone, Insurance, Other/Misc.

(2) The directly claimed fringe benefits include - Health Insurance, Dental Insurance, FICA, Unemployment Insurance, Workers Compensation, Life Insurance and Disability Insurance.

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

(4) The Head Start indirect cost rate has been negotiated in compliance with the Administration for Children and Families Program Instruction (ACYF-PI-HS-05-01) dated 3/2/2005, which requires that Head Start Funds and or non-federal funds used as a matching share for the Head Start/Early Head Start Program shall not be used to pay total compensation of any individual either as a direct cost or any pro-ration as an indirect cost at a rate in excess of Executive Level II. As of January, 2008, the rate of compensation for an Executive Level II is \$172,200 per year.

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^{xc} Justice, Laura, Sy-Miin Chow, Cara Capellini, and Kevin Flanigan. "Emergent Literacy Intervention for Vulnerable Preschoolers: Relative Effects of Two Approaches." American Journal of Speech-Language Pathology, 12.8 (2003): 320-332.

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^{xcii} The Unsolved Challenge of System Reform. Baltimore: The Ammie E. Casey Foundation, 2003.

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^{xciv} Justice, Laura. "Quality of language and literacy instruction in preschool classrooms serving at-risk pupils." Early Childhood Research Quarterly. 23 (2008): 51-68.

^{xcv} Barnett, Steven, W. "Can a Colledge Degree Help Preschoolers Learn?" National Institute for Early Education Research. 1, 2003. <http://www.nieer.org/resources/factsheet/5.pdf>

^{xcvi} Reviewing Professional Development: What Learner-Centered Professional Development Looks Like. Washington, DC: National Partnership for Excellence and Accountability In Teaching, 1999.

^{xcvii} Fuchs, Lym, Douglas Fuchs. "A Framework for building capacity for responsiveness to intervention. School Psychology Review. 35 (2006): 621-626.

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Professional development –Book Study Materials

***Book listed on the Trainer list is also on the Teacher list.**

Books for Teachers:

Year 1: Foundations of Literacy

Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children (2000). *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*

Vukelich, Carol. Christie, J. Building a Foundation for Preschool Literacy: Effective Instruction for children's Reading and Writing Development. IRA, 2005.

Roskos, Kathleen.A., Tabors, P.O., Lenhart, L.A. (2005) Oral Language and Early Literacy in Preschool. IRA, 2005.

Schickedanz, J.A. Casbergu, R.M. Writing in Preschool: Learning to Orchestrate Meaning and Marks. IRA., 2005.

Strickland, Dorothy.S. Schickeanz, J.A. Learning About Print in Preschool: Working With Letters, Words, and Beginning Links with Phonemic Awareness. IRA., 2005.

Morrow, Lesley. M. Gambrell, L. B. Using Children's Literature in Preschool: Comprehending and Enjoying Books. IRA., 2005.

Years 2 & 3: Effective Practice

McGee, Lea M. Richgels, D.J. Designing Early Literacy Programs: Strategies for At-Risk Preschool and Kindergarten Children. Guilford Press, 2003.

Campbell, Robin. Facilitating Preschool Literacy. IRA., 1998.

Justice, Laura.; Pence, Khara., & Beckman, Angela. (2005). Scaffolding With Storybooks: A Guide for Enhancing Young Children's Language and Literacy Achievement. Delaware: International Reading Association.

Diller, Debbie. Literacy Work Stations: Making Centers Work. Stenhouse Publishers, 2003.

Tyner, Beverly. Small-group Instruction—A Differentiated Teaching Model for Beginning and Struggling Readers, Delaware:International Reading Association, 2004.

McCarrier, Andrea, Pimell, Gay Su, & Founbtas, I. (2000). Interactive Writing. Heinemann, Portland, ME.

Morrow, Lesley M. Literacy Development in the Early Years: Helping Children Read and Write. Pearson Publishing, 2005.

Dickinson, David. K. Tabors, P.O. Begining Literacy with Language: Young Children Learning at Home and School. Brookes Publishers, 2001.

McGee, Lea. M. Transforming Literacy Practices in Preschool: Research-Based Practices That Give All Children the Opportunity to Reach Their Potential As Learners. Scholastic, 2007.

Neuman, Susan.B., Copple, C, Bredekamp, S. Learning to Read and Write: Developmentally Appropriate Practices for Young Children. NAEYC, 1999.

Allen, J. (2007). Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with Diverse Families. Teacher College Press and IRA, New York, NY.

Tabors, Pat.O. One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language. Brookes Publishing, 1997.

Books for Trainers

*Strickland, Dorothy.S. Schickeanz, J.A. Learning About Print in Preschool: Working With Letters, Words, and Beginning Links with Phonemic Awareness. IRA., 2005.

*Morrow, Lesley. M. Gambrell, L. B. Using Children's Literature in Preschool: Comprehending and Enjoying Books. IRA., 2005.

*Campbell, Robin. Facilitating Preschool Literacy. IRA., 1998.

*Schickedanz, J.A. Casbergu, R.M. Writing in Preschool: Learning to Orchestrate Meaning and Marks. IRA., 2005.

Christie, J.F., Enz, B.J., Vukelich, C. Teaching Language and Literacy: Preschool through the Elementary Grades. Pearson, 2006.

*Morrow, Lesley M. Literacy Development in the Early Years: Helping Children Read and Write. Pearson Publishing, 2005.

National Research Council Starting Out Right: A Guide to Promoting Children's Reading Success. National Academy Press, 1999.

*Neuman, Susan.B., Copple, C, Bredekamp, S. Learning to Read and Write: Developmentally Appropriate Practices for Young Children. NAEYC, 1999.

National Center for Family Literacy. The Family Literacy Answer Book. National Center for Family Literacy, Louisville, KY, 1997.

Wasik, Barbara (ed.). The Handbook of Family Literacy. Mahwah, N.J.:Erlbaum, 2004.

Neuman, Susan.B. Roskos, K.A. Children Achieving: Best Practices in Early Literacy. IRA: DE, 1998.

Hart, Betty. Risley, T.R Meaningful Differences in the Everyday Experience of Young American Children. Brookes Publishing, 1995.

*Tabors, Pat.O. One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language. Brookes Publishing, 1997.

*McGee, Lea. M. Transforming Literacy Practices in Preschool: Research-Based Practices That Give All Children the Opportunity to Reach Their Potential As Learners. Scholastic, 2007.

Neuman, Susan.B. Dickinson, D.K. (2002) Handbook of Early Literacy Research. Guilford Publishing, 2002.

Dickinson, David, and Susan Neuman. Handbook of Early Literacy Research, Vol.2. Guilford Publishing, 2006.

Barone, Diane.M. Morrow, L.M (ed.) Literacy and Young Children: Research-Based Practices. Guilford Publishing, 2003.

*Dickinson, David. K. Tabors, P.O. Beginning Literacy with Language: Young Children Learning at Home and School. Brookes Publishers, 2001.

Hannon, Peter. Literacy, Home and School: Research and Practice in teaching literacy with parents. London: Falmer Publishers, 1995.

Dickinson, David. Bridges to literacy: Children, families, and schools. Cambridge: Blackwell Publishers, 1994.

Van Kleeck, Anne, Steven Stahl, and Eurydice Bauer. On Reading Books to Children: Parents and Teachers. CIERA, 2003.

Allen, J. (2007). *Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with Diverse Families*. Teacher College Press and IRA, New York, NY.

Dickinson, D., McCabe, A., & Essex, M. (2006). A window of opportunity we must open to all: The case for preschool with high-quality support for language and literacy. In D. Dickinson and S. Neuman (Eds.). *Handbook of Early Literacy Research*. Guilford Press: New York, NY

^{ci} National Association for the Education of Young Children and national Association of Early Childhood Specialists in State Departments of Education. Early Learning Standards: Creating the Conditions For Success. Washington, DC: NAEYC, 2002.

^{cii} Justice, Laura, Andrew Mashburn, Bridget Hamre, Robert Pianta. "Quality of language and literacy instruction in preschool classrooms serving at-risk pupils" Early Childhood Research Quarterly. 23.(2008): 51-68.

^{ciii} Showers, Beverly and Bruce Joyce. Student Achievement Through Staff Development. Alexandria: ASCD Publications, 1995.

Psychometric Properties for All Assessments:

Assessments

¹PALS-Pre-k--¹Internal consistencies from .75 to .93 Concurrent Validity from .41 to .71 with other early childhood measures Content validity documented in the manual;

²Get It! Got It! Go! (IDGIs)--²Concurrent validity of .47 to .75 with other early childhood assessments Predictive validity of .44 to .61;

³PPVT-III--³Coefficient alpha mean of .95 Test-Retest reliability from .91 to .94 Internal consistencies from .61 to .88 Alternate forms reliability from .71 to .91 Construct & criterion validity documented in manual;

⁴ELLCO--⁴Interrater reliability of 81% Internal consistency from .73 to .92 Construct Validity

⁵Pre-LAS 2000 (ELL only)-- ⁵Reliability established using a seven state sample in 1997 (n=956). Reliability coefficients range from .76 to .91.

⁶CHELLO—Reliability-logically cluster around a common set of characteristics. Internal consistency Group/Family Observation Physical Environment for Learning .91 Correlation coefficients ranging from .57 to .86. Internal consistency Supports for Learning and Adult Teaching Strategies .92 and .93, respectively. Total correlations for Supports for Learning .66 to .85. Adult Teaching Strategies-.41 to .80 Cronback alpha = Physical Environment = .91; Support for Learning = .90; Adult Teaching Strategies = .94; Group/Family = .97

^{civ}Zevenbergen, Andrea. And Grover Whitehurst. "Dialogic Reading: A Shared Picture Book Reading Intervention for Preschoolers." Ed. Van Kleeck, Anne, Steven Stahl, and Eurydice Bauer. On Reading Books to Children: Parents and Teachers; CIERA, 2003 177-202.

^{cv}Pianta, Robert and Martha Cox. The Transition to Kindergarten. Baltimore: Brookes, 1999.

^{cvi}Guskey, Thomas (2000). Evaluating professional development. Thousand Oaks, CA: Corwin.

^{cvi}Krippendorff, Klaus. (1980). Content analysis. Newbury Park, CA: Sage.

^{cvi}Glaser, Barney and Strauss, Anselm. The discovery of grounded theory. Chicago: Aldine, 1967.

^{cix}Miles, Matthew and Huberman, Michael. Qualitative data analysis. Newbury Park, CA: Sage, 1994.

^{cix}Lincoln, Yvonna and Guba, Egon. Naturalistic inquiry. Newbury Park, CA: Sage, 1985.

^{cxi}Guskey, Thomas. Evaluating professional development. Thousand Oaks, CA: Corwin, 2000.

NIKI TSONGAS
5TH DISTRICT, MASSACHUSETTS

COMMITTEE ON THE BUDGET
ARMED SERVICES COMMITTEE
SUBCOMMITTEE ON MILITARY PERSONNEL
SUBCOMMITTEE ON STRATEGIC FORCES

Congress of the United States
House of Representatives
Washington, DC 20515-2105

June 6, 2008

2229 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3411
(202) 225-0771 (FAX)

11 KEARNEY SQUARE
3RD FLOOR
LOWELL, MA 01852
(978) 459-0101
(978) 459-1907 (FAX)

305 EBBEX STREET
4TH FLOOR
LAWRENCE, MA 01840
(978) 681-8200
(978) 682-8070 (FAX)

Pat McKee, Group Leader
U.S. Department of Education, OESE
Early Reading First
400 Maryland Avenue, S.W.,
Rm 3C138, FB-6
Washington, D.C. 20202-6132

Subject: Early Reading First Grant for Greater Lawrence Community Action Council (GLCAC), Project ESTRELLA (Early Steps toward Reading, Education, Language and Literacy Acquisition), Lawrence, MA

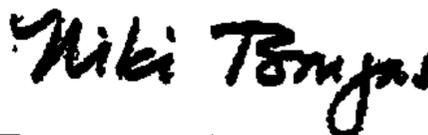
Dear Mr. McKee:

Please accept this letter in strong support of the Early Reading First proposal submitted by the Greater Lawrence Community Action Council as fiscal agent for the Greater Lawrence Community Partnerships for Children (CPC). This proposal, entitled ESTRELLA (Early Steps toward Reading, Education, Language and Literacy Acquisition), will serve the children of four centers as well as their parents, and present a comprehensive approach to childhood literacy and educational readiness.

A key component of the Greater Lawrence ESTRELLA Project is the partnership between parent and child. Parents will work side-by-side with their children to enhance "family" literacy. With a wide range of support from area businesses, service organization, and the local Workforce Investment Board, the result will be a true community effort, aimed at building an infrastructure of childhood services that supports educational readiness. Professional development of staff will be ongoing in order to maximize the quality of the early learning programs offered through CPC.

Community Partnerships for Children is a well-respected agency in the community and provides valuable learning experiences and education subsidies for 312 children and professional development for more than 480 providers. Please give this application every appropriate consideration. If you have need for further information, do not hesitate to contact Stacie Hargis in my Lowell office at 978-459-0101 or via email at stacie.hargis@mail.house.gov.

Sincerely,



Niki Tsongas
Member of Congress

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 2059-Mandatory_GLCAC_Budget_Narrative_-2008.doc

1. PERSONNEL Three year total: \$64,291. ---- GOALS 1 THROUGH 5

Gayle Williams, GLCPC Director/Educational Administrator, will serve as EStRELLA Project Director @ \$40/hr - 10 hours/wk - 52 weeks per year at \$20,800 from EStRELLA budget per year with 3% COLA adjustments factored in for years 2 & 3. She will be responsible for administrative oversight of grant activities, completion of reports for USDOE, supervision of Project Coordinator, and budget management. (Resume included in Appendices) NOTE: For other EStRELLA positions, see **Contractual**.

2. FRINGE BENEFITS Three year total: \$ 22,206

Payroll taxes and benefits of Project Director relative to time dedicated to EStRELLA.

Mandatory payroll taxes: FICA (7.3%), DES (3.81%), Workmen's Comp (1.88%), State Health Insurance Tax (.06%) Fringe Benefits (21.49%) are those provided to all full time GLCAC, Inc. employees including health, dental, and life insurances, pension, & employee assistance plan.

3. TRAVEL Three year total: \$19,734 ---- GOALS 1 THROUGH 5

1. In-area travel for 4 Parent Education Trainers @ \$0.45/mi / 20 miles wk / 46 wks = \$1,656/yr; for 4 Interventionists @\$0.45/mi / 5 miles wk / 46 wks = \$518/yr. 2. Out-of-area travel, Director, ERF Coord., Family Coord. to attend ERF/other early literacy related conferences – airfare \$1,400, ground trans. \$40 per day, per diem - lodging \$195 & m&ie \$64 per day per person, = \$6,578 per year

4. EQUIPMENT Three year total: \$0.0

5. SUPPLIES Three year total: \$325,568 ---- GOALS 1 THROUGH 5 (G 1-5)

1. (G 1-5) General Office Supplies for use by EStRELLA Project Director, ERF Coord, Family Coord, 4 Interventionists, 4 Literacy Coaches & 4 Parent Educators. In year one \$5,000 budgeted for purchase of desks, chairs, file cabinets, bookcases and consumables such as notebooks, file folders, pens, pencils, etc. In years two/three \$3,000 per year is budgeted for

consumable office supplies. 2. (G 5 a-c) Printing supplies for outreach materials, reports etc. at \$3,000 per year. 3. (G 2 a-d) In year one, 2 computers per clsm for use with BtL software - 24 Computers @ \$977 each (incl shipping); 12 computer tables @ \$190 each; 12 printers @ \$100 each & 24 surge protectors @ \$25 each (\$27,528 in year one); in years 2 & 3, \$0.0.

4. (G a-d) Replacement ink cartridges for printers in all 12 clsms @ 4 cartridges per clsm per year @ \$55 per cartridge = \$2,640/yr 5. (G 2 a-c) In year one, computer servers for each site and ERF office to support local area network for transfer of assessment data to/from ERF office & evaluator—4 servers @ \$600 = \$2,4000. 6. (G 1-5) In year one, 6 Lap Top computers at \$1,500 each plus one printer @ \$300 for Project Coord., Family Coord., & 4 Literacy Coaches; (laptops allow for mobile use when working at classroom sites = \$9,836; years 2 & 3, replacement ink cartridges 8/yr @ \$67 = \$536/yr. 7. G 1,2,3) Library materials: In year one \$3,600 per site = \$12,000; years 2 & 3 \$1,500 per site = \$4,500/yr. 8. (G 1 a-e) Supplemental education & literacy materials for clsm: year one, 3 Leapsters plus 2 cartridges per = \$3,456; yr 2 & 3 three cartridges per Leapster = \$864/yr. In yr one only, Photo Library: two sets @ \$660 each x 12 clsms = \$15,840; In yr one only, Language for Learning w/ancillary materials: total for 12 clsms = \$9,310; in yr one only, RTTT: \$620 x 12 clsms = \$7,440; Literacy Launcher: 3 site licenses @ \$2,205/per site/per yr = \$6,630; in yr. one only, Level A, B, C books @ \$500 per clsms = \$6,000; Materials: yr one, pocketcharts, chartpads/stand, whiteboards, etc. \$3,000 / clsm = \$36,000; yr 2 & 3, \$2,000/clsm = \$24,000 per yr. 9. (G 2 a-d) Education & Literacy materials for parent edn prgm: 235 parents / 1 book per month/12 months @\$6 /book = \$6,920 per year. RTTT: Set A & B per Parent Educator & Family Coordinator @\$620 x 2 sets x 5 people = \$6,200. Fridge Phonics for 3 yr olds: approx. 130 children x \$22 = \$2,860 per year; Word Whammer for 4 yr olds: approx 105 children x \$16 = \$1,680 per year; Consumables for yrs 2 & 3: \$1,000 per clsm = \$12,000.

6. CONTRACTUAL Three year total: \$3,216,547

1. (G 2 a-d) Contract for 3 yrs with SFA: yr 1, start-up materials \$45,470, PD costs \$15,600; yr 2/3 , PD costs \$11,700 per yr & estim consumables \$8,694 per yr. 2. (G 1 a-e) Contract for 3 yrs with BtL: yr 1, 6.2 version per clsm + add'l PD other staff = \$184,800, add'l materials clsm assistance & literacy coaches = \$11,213, headphones/mousepads/cords = \$1,950, Spanish Connections (parent books) \$30,944; yr 2, Spanish Connections \$26,048, PD = \$142,032; yr 3, Take-Me-Home books & consumables = \$18,840, PD = \$83,000. 3. (G 1-5) Three-year Contract with ERF Project Coordinator for \$50,400 annually at \$35 per hour for average of 30 hours per week / 48 wks per year / no benefits. Resume in attachments. 4. (G 2 d / G 3 d-e) 3 yr Contract with ERF Family Coordinator, for \$50,400 annually at \$35 per hour for average of 30 hours per week / 48 wks per year / no benefits. Resume in attachments. 5. (G 3 e) 3 yr contract with Jana Crosby: 3 days training on ELLCO/CHELLO = \$4,000 + 4 days training assisting teachers using the environment as a teaching tool = \$6,000; 6. (G 3 a-c) . 3 yr Contract with Terri Purcell: SBRR training – 16 days per yr @ \$2,400/day = \$38,400 7. (G 1 a-e) 3 yr Contracts with 4 Interventionists: to work with at-risk children @ \$30 hr / 20 hrs wk/ 46 wks = \$110,400 per yr. 8. (G 1-5) 3 yr Contract with 4 Literacy Coaches: @ \$30 hr/ 20 hrs wk / 46 wks = \$110,400 per yr. 9. (G 2 d) 3 yr contract with 4 Parent Educators: @ \$25 hr / 25 hrs wk/ 46 wks = \$115,000 10. (G 2 a-c) 3 yr Contract with Center for Applied Child Development/Tufts Univ.: series of 10 workshops per year @ \$3,000 per workshop = \$30,000 per yr. 11. (G 3 a-c) 3 yr contract 2 & 4 year colleges for 31 EEC staff to pursue higher degrees: average of \$850 per person per course x 2 courses yr = \$52,700 per yr; 12. (G 1 a-c) 3 yr Contract with special needs specialists: 20 workshops @ \$350 per = \$7,000 per year;. 13. (G1 a-d) 3 yr speech therapist: 15 hrs wk/ 48 wks @ \$75 hr = \$53,932 year; 14. (G 1 a-c) 3 Yr Contract with Pearson for RTTT training: training = \$3,000 per year, add'l RTTT kits for 10

other non-profit EEC cirs @ \$660 = \$6,600 per year; 15. (G 1 b-d). 3 yr Contract with ESOL consultant: 15 workshops @ \$350 per = \$5,250 plus 6 hrs coaching for each clsm – 72 hrs yr @ \$30 hr = \$2,160 yr 16. (G 2 d) 3 yr Contract for PHCP training for parent educators: 10 trainings @ \$350 = \$3,500 per yr. 17. (G 1 a-e) 3 yr Contract for computer set-up and tech support: yr 1, 190 hrs @ \$40 hr = \$7,600, yr 2/ 3, 104 hrs @ \$40 = \$4,160 per yr. 18. (G 5 a-c) 3 yr contract to support transition to kindergarten: 20 teachers for 10 hours/yr @ \$32 hr = \$6,400 yr to review portfolios/assessment data. 19. (G 1-5) 3 yr contract with Dr. Bob Popp: for program evaluation – 250 hours @ \$200 hr. = \$50,000. per year. 20. (G 2 d) 3 yr contract for translation services: \$25 hr for 100 hrs per year to have program information translated into other languages (incl. Braille) as needed. 21. (G 4 a-c) 3 yr contract with 3 sites: for staff expenses related to attendance at weekend & evening training - 13 directors/supervisors/coaches @ \$15 hr x 200 hrs yr = \$39,000 yr; 38 teaching staff @ \$12 hr x 200 hrs yr = \$91,200 yr.; 3 center coaches for on-the-job training @ \$70 wk x 50 wks per yr = \$10,500 yr. total of \$140,700 per year. 22. (G 2-d) 3 yr contract for childcare for parents attending weekend/evening training: 6 childcare staff x 200 hrs. x \$15 hr = \$18,000 per year. 23. (G 4 a-c) 3yr contract with 3 centers to provide substitutes to support teaching staff participation in project related meetings, coaching, reflection sessions: 96 per yr per teacher x \$12 hr x 26 teachers = \$29,952 year.

OTHER Three year total: \$110,760

1. (G 4 a-c) Materials for various training sessions: \$4,000 for assessment tools and \$6,000 for other training materials each year = \$10,000 annually. 2. (G 1-5) Light refreshments for various training sessions/meetings @ \$75 per session 124 sessions per year = \$9,300 per year. 3. (G 1-5) Postage for general mailings at \$700 per year. 4. (G1-5) Office space usage fee for ESStRELLA personnel @ \$11 per square foot for 300 square feet of office space = \$3,300

annually. Training space \$100 per session x 100 sessions = \$10,000 annually.. Meeting space \$50 x 12 mtgs = \$600 annually. Total \$13,900 yr. 5. (G 1-5) Marketing & Advertising via local tv, news media, links to websites, etc. at \$3,500 per year for heightening community awareness / highlighting accomplishments of the project. 6. (G 1-5) Telephone Costs for EStRELLA Project Consultant, Training Facilitator & Coaches: one line at \$35 per month = \$420, plus purchase/installation of phones \$300; \$420 in each of years two and three;

TOTAL ALL ABOVE DIRECT COSTS: Three year total - \$3,759,106

INDIRECT COSTS: Three year total - \$372,152

GLCAC, Inc. has an indirect cost rate of 9.9% approved by U.S. Dept. of Health and Human Services. \$133,354 for year one; \$120,462 for year two; \$118,155 for year three.

TOTAL COSTS FOR 3 YEARS: \$4,131,258