S359B080094

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

Application for Federal Assistance SF-424

Version 02

*** 1. Type of Submission:**

- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

*** 2. Type of Application:**

- [x] New
- [ ] Continuation
- [ ] Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify)**

*** 3. Date Received:** Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

*** 5b. Federal Award Identifier:**

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:** Louisiana State University Agricultural & Mechanical College

*** b. Employer/Taxpayer Identification Number (EIN/TIN):** 726000848

*** c. Organizational DUNS:** 075050765

d. Address:

*** Street1:** Office of Sponsored Programs
Street2: 202 Himes Hall
*** City:** Baton Rouge
County:
*** State:** LA: Louisiana
Province:
*** Country:** USA: UNITED STATES
*** Zip / Postal Code:** 70803

e. Organizational Unit:

Department Name: Office of Sponsored Programs

Division Name:

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

Prefix: Mr.
*** First Name:** James
Middle Name:
*** Last Name:** Bates
Suffix:

Title: Executive Director

Organizational Affiliation:

*** Telephone Number:** 225-578-2760
Fax Number: 225-578-2751

*** Email:** osp@lsu.edu

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

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

Project Recovery: Early Reading First Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 06
* b. Program/Project: 06

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/01/2008
* b. End Date: 07/31/2011

18. Estimated Funding ($):

* a. Federal	3,629,177.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,629,177.00

*** 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 Explanation

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: Jim
Middle Name:
* Last Name: Bates
Suffix:

* Title: Executive Director

* Telephone Number: 225-578-2760 Fax Number: 225-578-2751

* Email: osp@lsu.edu

* Signature of Authorized Representative: Completed by Grants.gov upon submission. * Date Signed: Completed by Grants.gov upon submission.

Authorized for Local Reproduction

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

Karen Baranowski for
JAMES L. BATES
Director, Office of Sponsored Programs

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.

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.

Optional - You may attach 1 file to this page.

Add Attachment | Delete Attachment | View Attachment

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr	Renee		Casbergue	

Address:

* Street1: 223 Peabody Hall
Street2:
* City: Baton Rouge
County:
* State: LA: Louisia * Zip Code: 70803 * Country: JNITED ST

* Phone Number (give area code): 225-578-6660
Fax Number (give area code): 225-578-2941

Email Address:

rcasberg@lsu.edu

2. Applicant Experience:

Novice Applicant ☑ 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: 00003892

Please attach an explanation Narrative:

Add Attachment | Delete Attachment | View Attachment

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 10/31/2007

* Name of Institution/Organization

Louisiana State University Agricultural & Mechanical College

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	360,108.00	405,813.00	422,304.00			1,188,225.00
2. Fringe Benefits	106,797.00	115,435.00	124,669.00			346,901.00
3. Travel	27,200.00	27,200.00	27,200.00			81,600.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	321,574.00	56,500.00	66,500.00			454,574.00
6. Contractual	56,358.00	58,736.00	61,231.00			176,325.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	221,300.00	221,300.00	221,300.00			663,900.00
9. Total Direct Costs (lines 1-8)	1,093,337.00	894,984.00	923,204.00	0.00	0.00	2,911,525.00
10. Indirect Costs*	276,115.00	217,424.00	224,113.00			717,652.00
11. Training Stipends						0.00
12. Total Costs (lines 9-11)	1,369,452.00	1,112,408.00	1,147,317.00	0.00	0.00	3,629,177.00

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: 07/01/2005 To: 07/01/2008 (mm/dd/yyyy)

* Approving Federal agency: ☐ ED ☑ Other (please specify): Department of Health and Human Services

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

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

Karen Baramonte for

JAMES L. BATES
Director, Office of Sponsored Programs

* Name of Institution/Organization

Louisiana State University Agricultural & Mechanical College

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						0.00
2. Fringe Benefits						0.00
3. Travel						0.00
4. Equipment						0.00
5. Supplies						0.00
6. Contractual						0.00
7. Construction						0.00
8. Other						0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs						0.00
11. Training Stipends						0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

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

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

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

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Completed on submission to Grants.gov	Executive Director
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Louisiana State University Agricultural & Mechanical College	Completed on submission to Grants.gov

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

Karen Baranowski for

JAMES L. BATES
Director, Office of Sponsored Programs

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					
Louisiana State University Agricultural & Mechanical College					
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE					
Prefix:		* First Name:	Jim	Middle Name:	
* Last Name:	Bates	Suffix:		* Title:	Executive Director
* SIGNATURE:	Completed on submission to Grants.gov	* DATE:	Completed on submission to Grants.gov		

Karen Baranowski for

JAMES L. BATES
Director, Office of Sponsored Programs

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB
0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Review Public Burden Disclosure Statement

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name*: LSU

** Street 1*: 330 Thomas Boyd Hall
Street 2:

** City*: Baton Rouge
State: LA: Louisiana
Zip: 70803

Congressional District, If known: 6

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

United States Department of Education

7. * Federal Program Name/Description:

Early Reading First

CFDA Number, *if applicable:* 84.359

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix:
** First Name*: n/a
Middle Name:
** Last Name*: n/a
Suffix:
** Street 1*:
Street 2:
** City*:
State:
Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix:
** First Name*: n/a
Middle Name:
** Last Name*: n/a
Suffix:
** Street 1*:
Street 2:
** City*:
State:
Zip:

11.

Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Completed on submission to Grants.gov

***Name:** *Prefix*: Mr.
** First Name*: James
Middle Name:
** Last Name*: Bates
Suffix:

Title: Executive Director, OSP

Telephone No.: 225-578-2760

Date: Completed on submission to Grants.gov

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Karen Baranowski for

JAMES L. BATES
Director, Office of Sponsored Programs

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Louisiana State University Agricultural & Mechanical College
Applicant's DUNS Name:	0750507650000
Federal Program:	Early Reading First 84.359A and B: Full Application
CFDA Number:	84.359

1. Has the applicant ever received a grant or contract from the Federal government?

   ☑ Yes ☐ No

2. Is the applicant a faith-based organization?

   ☐ Yes ☑ No

3. Is the applicant a secular organization?

   ☐ Yes ☑ No

4. Does the applicant have 501(c)(3) status?

   ☑ Yes ☐ No

5. Is the applicant a local affiliate of a national organization?

   ☐ Yes ☑ No

6. How many full-time equivalent employees does the applicant have? (Check only one box.)

   ☐ 3 or Fewer ☐ 15-50
   ☐ 4-5 ☐ 51-100
   ☐ 6-14 ☑ over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

   ☐ Less Than $150,000
   ☐ $150,000 - $299,999
   ☐ $300,000 - $499,999
   ☐ $500,000 - $999,999
   ☐ $1,000,000 - $4,999,999
   ☑ $5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.

2. Self-identify.

3. Self-identify.

4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.

5. Self-explanatory.

6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.

7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy,

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You must attach one and only one file to this page.

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Project Narrative File(s)

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Budget Narrative File(s)

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Budget Narrative

Personnel:

Project Director, **Renée Casbergue** will devote approximately 50% time during the academic year (25% course release, and 25% from regular research/service portion of appointment) and two months summer effort to this project. Responsibilities include providing guidance for overall program implementation as outlined in management plan, integrating language and literacy curricula into ongoing preschool programs, hiring and supervising all other personnel, providing ongoing professional development as follow up to consultants' inservice activities, training reading coaches and graduate assistants to administer CLASS observation instrument, and performing ongoing evaluation of the program overall. Salary increases for years two and three are based on anticipated 5% raises each year.

Project coordinator will devote 100% effort for 12 months. Responsibilities include administrative support for the project, scheduling and arranging travel for consultants and other project personnel, facilitating communication among three sites, preparing correspondence, staffing project office to support all project personnel, scheduling and reserving space for parent education / book club activities, and assisting with preparation of required state and federal reports. An anticipated 5% salary increase is included for each of years 2 and 3.

Reading coaches will devote 100% effort for 12 months each year with an annual salary of $55,000. Responsibilities include ongoing evaluation and professional support for 7 classroom teachers, participation in weekly leadership team planning sessions and all professional development offered to teachers and leadership team, assistance with

establishing summer transition program for three classrooms, and supporting preschool and kindergarten teachers during the summer program. An anticipated 5% salary increase is included for each of years 2 and 3.

Intervention teachers will devote 100% effort for 12 months each year with annual salary of $55,000. During the academic year, they will use assessment data to identify the 20% lowest performing children in each classroom and provide more intensive small group and individualized instruction for those children. During the summer, they will assist with transition summer teaching and help plan program adaptations for the following year based on assessment data. An anticipated 5% salary increase is included for each of years 2 and 3.

Data collectors/Student workers will participate in training sessions for each child assessment measure and will administer all individual child assessments under the supervision of the external evaluator. Ten data collectors will receive ten hours of training and assess and report results for 30 children each, at approximately 2 hours total per child for testing and recording results, for approximately 160 hours effort each at $12.50 per hour. (8 X 160hrs. X $12.50 = 16,000).

Graduate assistants will devote 20 hours per week on a fiscal year appointment to the project. Their primary responsibilities include observing student workers' assessments for fidelity of implementation, and collecting and scoring assessment data and preparing it for the outside evaluator.

Substitute teachers will be hired to release teachers for weekly coaching sessions (7 X 36 weeks X $50 = 12,600) and 8 half-days release for teaching demonstrations by outside

experts (7 X 8 half-days X $25 = $1,400), and 4 half-days release for data examination and planning with outside consultant (7 X 4 half-days X $25 = $700).

Summer teachers will be hired for three classrooms – one preschool and one kindergarten teacher per classroom – to staff the 7 week summer program at $7,000 per teacher for $42,000.

Travel:

ERF national meeting – six participants (2 PIs, 2 reading coaches, 2 administrators) **ERF site visits** – 7 project personnel (2 PIs, 2 coaches, 2 intervention teachers, 1 GA) will make three visits (one each year) to model ERF classrooms in Natchez, MS to observe coaches and teachers and engage in reflection discussions with personnel there regarding their roles as they move through various stages of the project. **International Reading Association** – In year one, PIs will attend the IRA annual conference to participate in ERF daily study groups and attend other professional development sessions. **Dissemination conferences** – In years 2 and 3, PIs and one GA will each attend one research conference to disseminate findings regarding child outcomes and teacher development. **Local travel** – mileage costs are included for PIs, coaches', and intervention teachers' travel among the three sites and the project office at the University of New Orleans.

Supplies:

Furnishings (Year 1 only) – Classrooms: up to $6,000 per classroom will be allotted according to assessed needs for bookshelves, tables for small groups, comfortable furniture for book center, big-book stands, easels, etc. Office: desks, chairs, file cabinets, book cases for project personnel; folding table and chairs for staff meetings ($30,000);

Copier/printer $4,999). **Curriculum** - OWL Curriculum guides and manipulative kits ($3,400 X 7 classrooms); OWL curriculum copies for project staff (7 X $2,000). **Instructional Materials** – In year one, this includes books to supplement curriculum, materials for teacher-constructed games, materials and supplies for writing, tape, batteries, pocket charts, etc. (7 X 18,500); years 2 and 3 include replacement of consumable materials, technology support/repair. All three years include expenditures for instructional materials for reading coaches and intervention teachers (4 X 2,500); parent education books/supplies (workshop materials including chart paper, parent-made take-home literacy games/activities, 7 digital cameras for parents' corner activities, $18,000), educational software (7 X 400). **Technology** – Computer, scanner, printer, camcorder, digital camera in year one for each classroom (7 X 4,345). Desktop computers/monitors for project office staff (2 X $1,900). Laptop computers for PI's, reading coaches, and GA (5 X 2,500) for use in the field. Data projectors for use in presentations, parent activities, professional development sessions, etc. (2 X $1,500); voice amplifiers for professional development and parent activities (3 X 225). **Professional Development** – supplies for professional development with PIs and external consultants; supplies for summer training institute ($5,000). **Summer transition program** – supplies for three classrooms - additional instructional materials for summer themes; additional consumable materials (3 X $2,000). **Assessment materials** - $13,000 allotted for: pre- and post-test materials for 300 children (140 treatment / 160 control) each year, screening and monitoring protocols and score sheets; classroom evaluation score sheets; materials for CLASS training and assessment.

Subcontracts:

April Bedford is a co-investigator on the project, assisting Dr. Casbergue. The amount of the subcontract in year one is $56,358; $58,736 in year two; and $61,231 in year three.

Consultants:

Lea McGee will provide 2 days of professional development in year 1, and 4 days in years 2 and 3 focused on strategies for effective interactive read-aloud, shared writing, and phonological instruction. She will also serve as an external evaluator of classroom quality and teacher effectiveness. **Rochelle Dail** will provide 2 days of professional development each year focused on parent book club and workshop activities. She will also serve as an external evaluator of classroom quality and teacher effectiveness. **Judith Schickedanz** will provide initial introduction to the OWL curriculum (of which she is a co-author), and in subsequent years add professional development focused on emergent writing and use of nonfiction, informational picture books. **Karen Burnstein** will provide training for assessors, preparation of data, analysis, and training for staff including one on one for teachers each year, three reports each year (initial, mid year, and year end) co-writing of the ERF annual performance report including ELLCO, CLASS, and performance data.

Stipends – Parent stipends for participation in workshop meetings (one per year) and book club activities (two in year 1, four per year in years 2 and 3) (Anticipated 100 parents @ $50 per session). Teachers/assistants/administrators – Saturday workshops (4 days X 20 participants X $200); summer institutes (4 days X 30 preschool and kindergarten teachers/assistants, primary grade reading coaches X $200); teachers/assistants at parent events (year 1: 3 events X 14 teachers/assistants X $100; years 2-3: 5 events X 14 teachers/assistants X $100).

Abstract

Project Recovery represents a partnership between the New Orleans Public Schools, Louisiana State University, and the University of New Orleans to support development of seven preschool classrooms serving 140 children each year from low socioeconomic backgrounds as centers of educational excellence. This Early Reading First Proposal has the following goals: (a) accelerate children's language and literacy development; (b) implement a content-enriched language and literacy curriculum that provides comprehensive instruction to enhance children's vocabulary, background knowledge and thinking skills; (c) increase the amount of time spent in daily planned scientifically research based language and literacy instruction, including explicit small group and individual instruction; (d) substantially improve the language-, literature-, and print-rich environments in all Project Recovery classrooms; (e) dramatically increase teachers' and assistants' effectiveness in delivering explicit language and literacy instruction in oral language, comprehension, vocabulary, phonemic awareness, alphabet recognition, and concepts about print; and (f) use screening and progress monitoring of age-appropriate language and literacy skills to identify children at risk and guide instructional planning. The curricula currently being implemented in these preexisting preschool classrooms will be supplemented with Pearson's Opening the World of Learning (OWL) program and five key research-based literacy routines. Systematic ongoing and comprehensive professional development activities will be conducted by experts in the field of early literacy and monitored using CLASS, a research tested observation instrument, as well as the ELLCO, PALS-PreK, PPVT and other assessments with the goal of sustaining implementation of scientifically-based practices over time.

Part II - Project Design

Project Recovery will use multiple instructional strategies, professional development, and materials to transform seven preschool classrooms in New Orleans, Louisiana into centers of educational excellence. As Louisiana continues its struggle to recover from hurricanes Katrina and Rita, schools in New Orleans have had to either rebuild programs completely or adapt existing programs to serve new populations of displaced, often traumatized children. Thus, the children in these programs are at risk not just by virtue of their low socioeconomic status, but also by virtue of serious disruptions to their lives at home and at school. Even though the children in Project Recovery would have been babies during the storm, multiple studies have demonstrated that the overall mental health of young children is worse now than it was in the year after the storm, largely due to continuing uncertainty and even hopelessness regarding permanent living conditions and the slow return of those neighborhoods that had served as supportive communities for poor families prior to the storm. While high quality basic preschool programs are now in place in those schools that have opened in Orleans Parish, the addition of the intensive developmentally appropriate early literacy program proposed here will help children and families regain educational ground lost in the disruptions related to the two storms. Each of the schools to be included in the project serve children with special needs through an inclusion model, reserving up to 10% of slots for children who qualify for special education services. None of the schools enrolls significant numbers of children who are English Language Learners; the schools' populations range from 98-100% African American. All are considered low SES schools by virtue of proportion of children on free or reduced lunch ranging from 82 – 96%.

Project Recovery will integrate research-based instructional materials and activities into seven classrooms at three sites serving four-year-old children: two in a state run Recovery School District traditional school, two in the Algiers Charter Schools Association charter schools, and two in state chartered schools run by the University of New Orleans. (Note that public school programs for three-year-olds have not yet been reinstituted in Orleans public schools, reflecting the ongoing childcare and early education crisis in New Orleans.)

Selection Criteria 1, Factor 1 – Research & Effective Practice

Project Recovery is designed to build on center strengths and enhance children's early language, literacy, and prereading skills, thereby providing children at risk with equitable opportunities to learn. Project Recovery activities, including both directed and free play events, will be designed to foster foundational language and literacy skill and individual child cognitive, social, and emotional development. All sites use the *Creative Curriculum* (Dodge, Colker, & Heroman, 2002)[1] as a framework for instruction that has been adapted to incorporate required elements from the Louisiana Comprehensive Curriculum. That curriculum will be supplemented with Pearson's Opening the World of Learning (OWL) program (Schickedanz & Dickinson, 2004)[2], an early literacy curriculum designed to align with Scientifically Based Reading Research (SBRR) as described in multiple national reports, including those from the National Reading Panel[3] and the National Research Council[4].

Selection Criteria 1, Factor 2 Purpose 1: Integration with Existing Preschool Programs

Description of Existing Preschool Programs: Project Recovery will serve children in existing preschools in Orleans parish who are economically disadvantaged as indicated by

free or reduced lunch status. Algiers Charter Schools included in the project include 1) Martin Behrman, 2) William Fischer, and 3) Harriet R. Tubman. Recovery School District classrooms are in Henry Schaumburg Elementary School. Classrooms in the University of New Orleans charter schools are housed at Gentilly Terrace Elementary and Medard Nelson Elementary. Appendix A contains a description of current programs that includes: a) name of school, b) age and number of children served, c) demographic information, d) socioeconomic status, e) special needs, g) hours of attendance, h) funding sources, i) curricular program, j) staff and qualifications.

Current Capacity and Potential: The preschool classrooms and the particular teachers selected for the project have the capacity and potential to become excellent centers of early literacy learning with the support of Early Reading First activities and funds. In all three sites, the teachers selected for participation have at least bachelor degrees in education, and all are certified for preschool / kindergarten teaching. Five of the seven teachers are also certified for elementary grades, and four of the teachers hold master degrees in education.

All three participating public school systems have high rates of attendance in the preschool program as documented by daily attendance records. Due to high levels of poverty among children in Project Recovery schools, most families receive Temporary Assistance for Needy Families (TANF). TANF funding requires children to be in attendance at least 74% of instructional days; last year, no children were reported to be near that threshold for being replaced in any of the programs. Stability of the teaching staff is also a definite strength at all sites. The Algiers Charter Schools, Recovery School District schools, and Gentilly Terrace UNO Charter School have only been in existence since the state takeover of Orleans Parish Schools in 2006 after the hurricane. They were among the first charters granted to reopen

schools, and thus the first to hire from a pool of hundreds of faculty displaced from their former schools. As a result, only the most qualified and highly committed teachers were hired. As more schools reopen, there have been virtually no defections of teachers from these schools. Each of the teachers selected for this project have been with the schools since they opened after the storm. Similarly, the University of New Orleans Nelson Charter School was reconstituted after the storm, retaining only the most successful teachers and hiring from the broad pool of highly qualified teachers available. All seven Project Recovery teachers have been with the preschool classrooms from their inception and are contracted to return for the 2008-2009 school year. They were selected in consultation with school administrators and early childhood coordinators who identified them as outstanding teachers. All teachers at both sites have been judged by the Project Recovery leadership team (Co-PIs and site administrators at this point) to provide appropriate experiences for children's emotional, social, and physical development as determined by observations using instruments such as the ECERS (Harms, Clifford, & Cryer, 1998)[5] and school system ratings using PRISM. All teachers have signed an agreement to participate in professional development and all other project activities and have indicated that they are eager to improve their early literacy programs. Our experience as external evaluators with two other successful ERF projects leads us to believe that teachers with these qualifications can implement a highly focused language and literacy curriculum and achieve improved child outcomes with the support of appropriate professional development and in-class mentoring that will be part of Project Recovery.

All schools are accredited through the State of Louisiana as meeting basic educational, health, and safety standards for preschool programs. The classrooms offer

varying levels of support for early language and literacy, however, with none of them currently providing the type of intensive instruction expected in a center of excellence.

Selection Criterion 1, Factor 2, Purpose 2: SBRR Language and Literacy Activities

Project Recovery has a firm foundation in scientifically based reading research. Project Recovery applies rigorous, systematic, and objective procedures in an effort to: (a) assess individual and environmental literacy strengths and weaknesses; (b) intervene using empirically validated tools; (c) monitor progress over time to insure that the instruction and environments meet the needs of children; and (d) make instructional and environmental adjustments when appropriate. Collectively, these procedures will maintain a systematic and data-based focus on improving child outcomes. The instructional materials, activities, and professional development described here have all been validated empirically. Appendix B includes references that meet the definition of scientifically based reading research in Section 1208 of the ESEA through use of systematic empirical methods and rigorous data analyses.

The language and literacy curriculum selected for the project will provide intense and systematic instructional activities that will accelerate children's language and literacy development as outlined in the four goals below (with procedures for measuring goal attainment in parentheses).

Goal 1: accelerate children's language and literacy development including their ability to:

a. identify and write upper and lower case alphabet letters: (*PALS-PreK, CBDM)*
b. detect rhyming words, detect words with the same beginning phonemes, segment beginning and ending phonemes in spoken words, blend syllables and phonemes into spoken words: (*PALS-Pre-K; CBDM; OWL unit monitoring activities)*
c. match alphabet letters with phonemes and use letters to produce invented spellings: (*PALS-PreK; CBDM; OWL unit monitoring activities).*
d. understand and use increasingly complex vocabulary: (*PPVT; CBDM).*
e. retell stories and informational text with increasingly more details, more complex sentences, and more coherent organization: (*OWL unit monitoring activities)*
f. identify concepts about print and describe how print functions in various contexts: (*OWL unit monitoring activities).*

Goal 2: Implement the content-enriched language and literacy curriculum (OWL) that provides comprehensive instruction to enhance children's vocabulary, background knowledge, and thinking skills. (*Monthly observation by evaluator and/or reading coaches using implementation checklist; written report on qualitative aspects of implementation as observed by outside evaluators- Drs. Lea McGee and Rochelle Dail - twice annually; additional observation as needed to be determined by PIs.)*

Goal 3: Increase the amount of time spent in daily planned language and literacy instruction to 60-75 minutes including explicit instruction provided in one small group language and literacy lesson for each child. (*Weekly monitoring of lesson plans by reading coach and monthly observations by evaluator using implementation checklist, and twice annual observations by Drs. McGee and Dail)*

Goal 4: Increase the quantity and quality of teachers' language interactions with children during non-teacher directed instructional time. (*Regular observations using the CLASS observation tool (Pianta, et al., 2005[5]) by project staff and twice annually by external consultants McGee and Dail).*

Description of Curriculum: Project Recovery will supplement the current basic curriculum with Pearson's *Opening the World of Learning (OWL)* program in order to provide teachers with a defined and systematic scope and sequence of language and literacy skills. *OWL* is based on the educational research reported in publications by the National Reading Panel (NICHHD, 2000)[6], National Research Council (1998)[7], and the National Association for the Education of Young Children and International Reading Association (Neuman, Copple, & Bredekamp, 2000)[8]. The program has also been extensively field-tested.

OWL includes age-appropriate objectives and skills within the areas of oral language, phonological awareness, letter knowledge, and concepts of print structured around science and social studies themed units of study. These objectives and skills are aligned with the levels of skills identified in Goal 1 of this project, and with the screening, monitoring, and outcome measures selected for the project. The *OWL* curriculum identifies targeted objectives and skills for each activity. Daily, weekly, and yearly plans for explicit and intentional literacy instruction are provided in the teachers' manual. Each of the *OWL* units

provides direct instruction in oral language, phonological awareness, letter knowledge, and concepts of print. Each unit contains a variety of high quality multicultural fiction and nonfiction trade books related to each theme that are designed to enhance children's oral language, vocabulary, and concept knowledge. Thus, the program's daily activities help children systematically build oral language, phonological awareness, letter knowledge, and print knowledge. Key skills are presented multiple times to give children many experiences to build a deep foundation in language development.

Routines for Explicit Instruction to Independent Practice: To provide further support for daily lessons and activities, teachers will be introduced to five key research-based literacy activities that they will be required to incorporate into daily instructional routines: interactive (dialogic) read alouds (Dickinson & Smith, 1994[9]; Hargrave & Senechal, 2000[10]; Whitehurst, Crone, Zevnbergen, Schulta, Velting, & Fischel, 1999[11]), drama and retelling (Pellegrini & Galda, 1998[12]; Rowe, 1998[13]), shared and independent writing (Bodrova & Leong, 1998[14]; Ukrainetz, Cooney, Dyer, Kysar, & Harris, 2000[15]), phonemic awareness learning games (Byrne & Fielding-Barnlesy, 1991[16]; Snow, Burns, & Griffin, 1998[17]), and alphabet learning games (Adams, 1990[18]; Schickedanz, 1999[19]). These activities were selected because they are research-based and provide opportunities for intense, explicit instruction. All are compatible with the routines in the OWL curriculum. Through sustained and ongoing professional development, teachers will learn to use these activities in both whole group and small group instruction. They will be further supported in applying these strategies through weekly coaching in their classrooms. These activities are designed around a model of gradual release of responsibility in which teachers provide intentional, explicit introductions to new knowledge and skills in whole and small group instruction. Later lessons are systematically

planned so that children gain confidence and skill through teacher-supported practice followed by opportunities for independent practice (Pearson & Gallagher, 1983[20]; Bredekamp & Copple, 1997[21]; Edwards, 2005[22]; Fleer, 2002[23]). The combination of daily plans suggested in the OWL program, and the requirement that teachers incorporate five key research-based literacy instructional activities will provide teachers with a guide for daily language and literacy instruction. The Reading Coaches will support all teachers in lesson planning to insure a systematic and intensive approach.

Content to be Taught: Pearson's *OWL* program, the *Creative Curriculum* (Dodge, Colker, & Heroman, 2002[24]), and the *Louisiana Comprehensive Curriculum* frameworks combined address nine major domains of early childhood development and learning: language and literacy, logico-mathematical, science, social studies, creative, social/emotional, physical, and health and safety, and technology. Project Recovery will develop additional opportunities for children to be exposed to language and literacy and content knowledge by supplementing the curriculum materials with activities centered on the *Science Learning Center Library* (Scholastic, 2004). This supplement will further enhance children's vocabulary and concept knowledge using research based oral language practices including extending vocabulary, repeated contextual use of speech, and reinforcement of oral comprehension abilities (Beck, McKeown, & Kucan, 2002[25]; Biemiller, 1999[26], 2003[27]), particularly during free play times when multiple books will be placed in appropriate centers throughout the room.

Time Devoted to Language and Literacy Instruction: By using the *OWL* program and the five key literacy experiences, teachers will increase the amount of time they devote to planned language and literacy activities and the intensity of their instruction. Teachers will

be taught to use whole group meeting times to a) engage children in extended oral language interactions, b) engage children in interactive read alouds, and c) engage children in morning message and shared writing routines. Teachers will also be required to focus at least one 20-minute small group lesson on language and literacy for each child daily. Our work with two other successful ERF projects has shown that small group instruction appears to be most closely aligned with children's increased literacy learning, particularly in the areas of phonemic awareness, phonological knowledge, and letter recognition. These small group literacy lessons are explicit and teacher directed, with the teacher modeling the focus skill, then providing guided feedback to children as they attempt the skill themselves using age-appropriate manipulative materials. Each session ends with children using the manipulative materials themselves. These materials will then be made available to children in relevant centers for their independent use during free play. Free choice time in centers will be extended to allow sufficient time for children to become deeply engaged in their self-selected activity and for teachers to provide sufficient scaffolded feedback to individual children. Teachers will be taught how to call children's attention to these materials and to encourage children's independent engagement with them during free play. Teachers will also receive coaching designed to increase the quantity and quality of their language interactions with children during children's independent exploration of materials and free play time, as well as during meal times, thus ensuring that those less teacher-directed periods serve to provide further opportunities for language and literacy development. Table 1 illustrates a typical daily schedule for a project classroom

Table 1: Typical Full Day Daily Schedule

Activity*	Time Period	ERF Core Skill Addressed
Welcome and Parents' Corner	30 minutes	Oral language
Whole Group Time	20 minutes	Oral language Phonological awareness Concepts about print Alphabet knowledge Vocabulary/concept knowledge
Small Group Time	20 minutes	Oral language development Phonological awareness Alphabet knowledge Print awareness
Free Choice Centers	60 minutes	Oral language development Story comprehension (drama/retelling) Print awareness Alphabet knowledge Phonological awareness Vocabulary/concept knowledge
Whole Group Time (Interactive Read aloud)	20 minutes	Concepts about print Vocabulary/concept knowledge Comprehension
Lunch	30 minutes	Oral language development
Outdoor Play	30 minutes	Oral language development
Rest period	30 minutes	
2nd Small Group Time	20 minutes	Math/Sci. focus with language development
Whole Group Time	20 minutes	Oral language development Story comprehension Concepts about print Vocabulary/concept knowledge Phonological awareness Alphabet knowledge
Dismissal Routine and Parents' Corner Routines	30 minutes	Oral language development

* Remaining time interspersed through the day to be used for non-literacy activities.

Selection Criterion 1, Factor 2, Purpose 3: High-Quality Environment

Project Recovery will ensure that children have access to high quality language- and literacy-rich classrooms by meeting the following goals:

Goal 5: Improve the language, literacy, and print-rich environments in all Project Recovery classrooms by:

a. assisting teachers in attaining near perfect scores on the ELLCO Environmental Checklist[28] (*Pre-post ELLCO checklists*)
b. improving the number and quality of adult-child language interactions (*Pre-monitoring-post observations using the CLASS system*)
c. assisting teachers in engaging parents in recognizing and supporting their children's literacy learning (*Documentation of Parents' Corner activities)*

Goal 6: Increase teachers' and assistants' effectiveness in delivering explicit language and literacy instruction in oral language, vocabulary, phonemic awareness, alphabet knowledge, print awareness, and story/language comprehension by facilitating:

a. changes in schedules, materials, instructional strategies, literacy routines, and parental supports to provide more frequent, explicit, and higher-quality language and literacy activities in whole groups, small groups, and individualized instruction (*Collection of schedules at the beginning of the year; monthly coach observations, twice annual observations using CLASS; documentation of Parents' Corner activities*)
b. full implementation of the OWL curriculum with modifications for individual groups of children and for children at risk based on feedback provided by the outside evaluator during professional development. (*Observation and qualitative report from the curriculum implementation consultant/external evaluator – Dr. Karen Burstein)*
c. accelerated achievement in all children's language and literacy skills *(PPVT, PALS-Pre-K; Outside evaluator will provide reports and on-site professional development for teachers, coaches, and intervention teachers after pre-test and quarterly monitoring assessments).*
d. decreases in the percentage of children identified as at-risk for kindergarten success in reading and writing. *(Establish benchmarks to determine at risk status using PPVT, PALS-Pre-K, quarterly monitoring assessments, quarterly identification of all children at risk by the outside evaluator)*

Project Recovery will provide a wide variety of books, writing implements, alphabet puzzles and manipulative literacy materials to increase children's interactions with quality literature and print during dramatic play and engagement in other centers. Ongoing professional development will demonstrate how teachers can incorporate theme appropriate books and printed materials in various centers. All classrooms will contain at least 75 children's books at all times, including those in the library area, manipulative, writing, and dramatic play, and listening centers, with new books rotating in and out as curriculum themes change. The ELLCO requirement for "writing around the classroom" and "displays

of writing" will be met by posting teacher constructed materials from morning message, shared writing activities, and calendar activities, and by displaying samples of children's own writing attempts. External observers will evaluate the extent to which the classroom environments and adult-child interactions within it are literacy and language rich with the ELLCO and CLASS assessment instruments.

These desired changes to the classroom language and literacy environment will be achieved through an intensive program of professional development that is described below.

Selection Criterion 1, Factor 2, Purpose 4: Professional Development

Each year Project Recovery will provide classroom teachers, assistants, principals, reading coaches, and intervention teachers with at least 100 hours of professional development based on scientific research in language and literacy development and in adult learning. All project personnel will attend professional development for classroom teachers to insure seamless support for improved instruction. Project Recovery will use two approaches to professional development: professional workshops with follow-up in-class coaching, and job-embedded demonstrations by consultants. Additional professional development will be provided for reading coaches and intervention teachers specific to their responsibilities. Administrators of project schools will attend professional development as their schedules permit. As a part of the project's goal to ensure the successful transition to kindergarten, 2-3 kindergarten teachers in project schools will be invited, on a rotating basis, to professional development activities. Strategies and materials used to implement professional development are based on the standards of the National Staff Development Council (Killion, 2002)[28]. In keeping with these standards, participants will be organized into learning communities for professional development activities. The leaders of these activities

will guide the participants toward continuous instructional improvement, and sufficient resources will be provided to fully implement all strategies learned through these activities. Through participation in professional development, adult participants in Project Recovery will learn to examine student data as indicators of adult learning and teacher change; use multiple sources of information, including qualitative data from observations and objective data from assessments, to increase student achievement; and collaborate with colleagues to enhance student outcomes.

Professional workshops and follow-up in-class coaching will be used initially to introduce teachers to the new *OWL* curriculum, five key literacy instructional activities, characteristics of a high-quality language-, literature- and print-rich environment, and the use of screening and progress monitoring assessments to target instruction. Professional development activities will be used to ensure that teachers have adequate knowledge and understanding of preschool language and literacy learning and teaching based on scientific research, including the acquisition and development of automatic letter recognition, knowledge of letter sounds, blending, and use of increasingly complex vocabulary, phonemic awareness, spoken language including vocabulary and oral comprehension, and conventions of print. As teachers become more confident in their use of the materials and routines addressed in early professional development sessions, the focus of professional development will shift to more nuanced aspects of small group instruction, individualized interactions with children needing additional support as indicated by progress monitoring, and language and vocabulary interactions during non-teacher-directed instructional time. These components will continue to be addressed at a deeper level during the second and third years of the project. Such a scope and sequence provides teachers with systematic, ongoing, intensive,

scientifically-based professional development. The leadership team for Project Recovery will also determine specific content that needs to be addressed and expert consultants to invite to provide professional development in that content during the second and third years of the project. The leadership team will meet quarterly to plan and adjust professional development and coaching activities throughout the project based on documented teacher needs.

Up to ten days during the year teachers and assistants will be released from teaching and/or receive stipends for after school hours to participate in professional development including job-embedded demonstrations by expert consultants Drs. Lea McGee and Judy Schickedanz and others as determined by teachers' needs. The consultants have agreed to conduct lessons in project classrooms to demonstrate the five key literacy activities in whole and small group lessons using *OWL* materials.

Systematic strategy demonstration using OWL materials will enhance teachers' broad knowledge of the language and literacy development of preschool-aged children and will also enable them to use strategies and materials within the OWL curriculum to meet the specific instructional needs of their students. The leadership team of Project Recovery, working with Drs. Schickedanz and McGee, will lead the teachers and assistants in a discussion before demonstration lessons in order to prepare them for what they will learn and in reflective discussions following the lessons to address what they have learned and any questions they generate. Reading coaches will provide immediate follow-up support to all teachers and assistants on the techniques demonstrated by the consultants on an on-going basis during weekly coaching and collaborative planning meetings. Early in the project, project teachers and literacy coaches will visit and have reflective discussions with teachers

and coaches at other ERF sites. These visits will provide opportunities for teachers to ask questions of their counterparts in successful projects.

The Reading Coach will have at least a Masters Degree, experience teaching four-year-olds, knowledge of effective language and literacy instruction, and experience coaching teachers. The principal investigators will supervise and provide at least 50 hours of additional professional development for the reading coaches to insure that they are highly skilled in working with adults and delivering effective language and literacy instruction. Four additional half-day professional development sessions with project leadership and the outside evaluator will focus on analysis of the monitoring data and using these data to make adjustments in the curriculum, instruction for small groups of children, and instruction for individual children.

Drs. Renee Casbergue and April Bedford will facilitate ongoing professional development between sessions conducted by the outside consultants, drawing on their experience as external evaluators and consultants for Early Reading First Projects in Alabama and Mississippi. Dr. Casbergue's expertise in the area of emergent writing and children's development of phonological knowledge and print concepts will enable her to offer additional support for small group direct instruction activities and interactive shared writing. Dr. Bedford's expertise in children's literature and interactive read alouds will support those aspects of the instructional program. Both investigators will facilitate ongoing professional development related to differentiated instruction for children with special needs or those progressing more slowly than expected and assist reading coaches and intervention teachers in providing appropriate effective guidance to classroom teachers as they begin to implement differentiated instruction.

Professional development will also be structured to focus on teacher-child interactions as measured by the Classroom Assessment Scoring System (CLASS). Both principal investigators have been trained to reliably score observations of classrooms using CLASS. In addition, Dr. Casbergue is certified as a CLASS trainer and will be able to train reading coaches and other support staff to use the instrument for professional development purposes. Specific coaching activities will be devised for individual teachers in response to their CLASS profiles to enhance strengths and address areas of weakness.

Professional development activities in the final year of the project will also address developing the teachers' and reading coaches' ability to disseminate knowledge they have gained from participating in Project Recovery. They will be assisted in developing proposals for sessions to be presented at professional conferences and developing effective presentations once those proposals are accepted. The project leadership team and reading coaches will identify areas of greatest strength for each teacher and require teachers to disseminate information related to that expertise.

In addition to learning research-based classroom strategies that have been demonstrated to improve early literacy development, teachers will also be coached regarding ways to engage parents in recognizing and supporting their children's literacy learning. Each classroom will feature a "Parents' Corner" (Schickedanz & Casbergue, 2004)[29] where space will be made available for parents to post examples of their children's engagement in literacy at home. Digital cameras will be provided with guidance to primary caregivers to "catch" their children interacting with print, and they will be encouraged to bring in samples of their children's experimentation. This will serve the dual purpose of helping parents recognize typical emergent literacy, and of demonstrating teachers' valuing of the types of literacy that

occur in children's homes, which research has shown to sometimes differ from typical school literacy (Taylor, 1983[30]; Taylor & Dorsey-Gaines, 1988[31]). It will also assist teachers in developing a fuller picture of children's literacy engagement and development.

In order to further integrate parents and caregivers into Project Recovery literacy activities, project leaders and classroom teachers will extend invitations to them to participate in workshops and family bookclubs with three events being held during the first year of implementation and five events each year during the second and third years. Families will receive one picture book and one adult or young adult novel dealing with similar themes prior to each book club meeting. At the beginning of the project, workshops will be held at individual schools to introduce parents to the project and the Parents' Corner. Beginning in the spring of year 1, book club meetings will be held twice each semester. Dr. Rochelle Dail will provide professional development and facilitate the first book club meetings to ensure that project personnel are able to offer effective and appropriate support to the preschooler's parents and caregivers. At the time that books are distributed to parents, teachers and reading coaches will share strategies for sharing the picture books with children, including instructions for "picture walks" for those adults with low literacy levels, and provide questions to guide the reading and subsequent discussion of novels. Evening meetings will be held at rotating school sites for adults to share their responses to one or both books as well as their experiences in sharing the picture books with the children in their care. Participating parents will receive a small stipend for each session they attend. All teachers, assistants, coaches, and other project personnel will attend these parent sessions. This activity has proven to be a successful means of enriching teachers' reflective understanding of the

broader community's literacy practices in two previous ERF projects, Projects EXEL in Alabama and CORE in Mississippi, and thus serves as further professional development.

Parents and caregivers will also be invited into the classroom to share in children's literacy learning. In-class activities will include reading aloud to the class or a small group by parent volunteers and participating in interviews conducted by the children that will become the basis for further literacy learning. Strategies for effective read-alouds will be demonstrated for parents and caregivers to help them feel at ease with reading aloud in the classroom. Teachers and children will jointly develop interview questions; similar questions will be asked of all participants. Sample questions might focus on where the interviewee is from, what he/she enjoyed doing as a child, and what he/she enjoys doing with his/her children. Responses to these questions will be recorded and transformed into interactive writing and shared reading experiences through the creation of big books to be kept in the classroom and small books for children to take home and read with family members.

All of these aspects of professional development will be supported with technological assistance. A Project Recovery web site will be established at Louisiana State University as a resource for all project personnel and classroom teachers. Materials from professional development presentations will be made available, and a discussion board will be set up and facilitated by the co-investigators. Teachers will be able to post questions and responses following all professional development activities and also use the site to interact with their counterparts at other sites.

Selection Criterion 1, Factor 2, Purpose 5: Screening Assessments

Project Recovery will use multiple measures to screen, diagnose, and monitor children's progress throughout the school year. Table 2 indicates the project's proposed

assessments. All assessments except CBDM will be administered twice annually within the first and last 45 days of instruction. CBDM will be administered weekly to children needing specific monitoring and to all children quarterly to track on going progress. The Letter Naming Fluency and Initial Sound Fluency measures of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS; Good & Kaminski, 2002[32]) will be used to assess foundational skills and progress in these skills as Project Recovery children enter kindergarten to screen for those children who will continue to require additional support.

Table 2. Measures of Children's Early Literacy

Tool	Type	Domain	Frequency	Reliability	Validity
Get Ready To Read (89)	Screen and Kinder Readiness	Oral Language Phonemic aware Print awareness Letter knowledge	pre/ post	Internal consistency of .78; split-half of .80	Correlates with DSC at .69; PPVT = .58, letter knowledge = .66 and PA= .58
PPVT-III (18)	Outcome	Receptive VocabularyVocab ulary	pre/ post	Internal consistency of .92-.98; split half of .86-.97;test-retest of .91-.94;	Correlates with OWLS at .69, with WISC III Verbal at .91
Expressive One Word Picture Vocabulary	Outcome	Expressive Vocabulary	pre/post	Reliability: .96 Split-Half: 98 Test-Retest: (age 2-4) .85	Corr /w PPVT-III .76
TOPEL	Outcome	Phonemic Awareness Print Awareness	pre/post	68-.97 test-retest reliability	25-.74 concurrent validity; 42-.71 predictive validity
PALS Letter Name Task (36)	Outcome	Alphabet Letter Knowledge	pre/ post	Inter-rater reliability for uppercase and lower case = .99,	Correlates .71 with COR and .67 with TERA-3; Predictive validity correlation = .56
CBDM	Ongoing progress monitoring	Letter naming Receptive vocab Expressive vocab Phonemic aware	ongoing weekly quarterly	Content validity = .96 Inter rater reliability = .92	Correlates with PPVT-III r = .89 PALS UCLN r=.93

Progress Monitoring: The use of high quality, timely relevant data is essential to responsive, intentional early childhood literacy instruction. The project recognizes that multiple models

of assessment are necessary to get a good picture of children's academic growth. Thus, we propose a three-level assessment strategy.

Table 3. Levels of Ongoing Progress Monitoring

1. Level One- Standardized Assessments of skills in early literacy- The external evaluator will annually train a team of local retired teachers or currently enrolled graduate students (BA or master degree-holders) and PROJECT RECOVERY teachers to reliably conduct individual screening, progress monitoring, and outcome assessments. The use of an assessment team to collect data creates an environment where teachers can rapidly get the results of the high quality relevant data to differentiate instruction and not sacrifice instructional time. Assessments are administered to both the intervention and control groups within 30 days of the beginning and end of the school year.
2. Level Two- Activities at the end of each *OWL* thematic unit (Schickedanz & Dickinson, 2004)[33] will be used to monitor progress as children progress through the instructional program. The monitoring activities included in the *OWL* curriculum are designed to assess and document children's learning across multiple domains of language and literacy. The professional development component of the *OWL* program guides teachers through using informal assessment and structured observations to monitor children's progress on core skills addressed throughout the program. Results of these monitoring assessments will be used to identify children in need of more intensive or differentiated instruction as well as to document the progress of all children toward early literacy development.
3. Level Three. Classroom teachers will be trained to administer a 2-5 minute weekly ongoing progress monitoring called Curriculum Based Decision Making (CBDM) (Burstein & Ergul, 2005)[34]. This web-based assessment is derived directly from the curriculum/authentic classroom instruction as well as state standards. Children initially selected are those performing two standard deviations below average on the PPVT and a like discrepancy on the TOPEL composite score. After the first quarterly CBMD, weekly progress monitoring will be conducted with children who perform in the CBDM lowest level. Teachers will conduct CBDMs on all students quarterly. Results will inform instructional modifications and interventions in PA (alliteration), alphabet knowledge (letter identification), and vocabulary (receptive & expressive). The tool yields graphical data on individual as well as groups within classes. Teachers can easily see immediate progress or reflect on trends in learning. These graphs identify skills that children are mastering or those on which they still need instruction or opportunities for practice. The tool allows staff to track and predict individual and classroom learning goals.

The external evaluator will train Project Recovery staff to administer and manage the local portion of the website. The external evaluator will monitor the program and conduct formative and summative evaluations to adjust, modify and improve implementation. Project Recovery staff will have local oversight of the web based CBDM administration. They will

issue teachers individual login IDs, upload locally constructed CBDMs, monitor locally uploaded photos, and build local reports from the CBDM data base. They will work with the external evaluator to develop local classroom aims (goals) and trends and *a priori questions* of the CBDM data to inform the Project Recovery faculty on the pace and trajectory of children's learning. The coaching staff will use this information to adapt the curriculum's pace and content for children not achieving predicted goals, those with disabilities and limited English, as well as to determine specific student progress on select impact measures and overall student project progress toward local goals.

The evaluator will also educate the Project Recovery administrators, teachers, and teacher assistants on the assessment system, specifically (1) what the measures are and how they are administered; (2) technical adequacy of measures; (3) interpretation of data; (4) use of data to make programmatic and instructional adjustments, and (5) the relationship between the formal assessment battery and CBDM/OWL ongoing progress monitoring. The PD Team will incorporate assessment data into monthly PD sessions with teaching staff. The Project Recovery ongoing early literacy assessment system is aligned and correlated with DIBELS (progress monitoring) for Reading First, hence can likely predict reading success in kindergarten and the early grades.

Using Assessments to Improve Instruction: Research has demonstrated that a cycle of assessment, instruction, and follow up assessment may significantly improve the effectiveness of instruction and the likelihood of impacting children's achievement (Greenwood, Luze, & Carta, 2002)[35]. As described above, classroom teachers will be assisted by reading coaches and co-investigators with analyzing assessment results for individual children and aggregated scores for individual classrooms to shape both classroom instruction

and the focus for individual teachers' professional development. Teachers will be guided through a system for documenting children's performance and evaluating trends in language and literacy growth in order to determine the extent to which children are achieving at an expected rate.

Selection Criterion 1, Factor 3: Coordination with Related Local Efforts

The *OWL* curriculum has been correlated with the Creative Curriculum for Early Childhood Content Standards (3rd edition), and thus is designed to align with the programs already in place in Project Recovery sites. During the first year of program implementation, Project Recovery staff will align the *OWL* curriculum with the Louisiana State Department of Education comprehensive curriculum and Louisiana's PK and K language arts standards that also guide instruction in all state funded programs.

Kindergarten teachers will be invited to selected professional development workshops, and provided with in-class coaching and consultation twice each semester by the Project Recovery Reading Coach during the second and third years of the project. Kindergarten teachers will be invited to observe the job-embedded demonstrations by consultants in the preschool classrooms so that they develop an understanding of the instructional approaches and materials children have been exposed to prior to kindergarten. Kindergarten teachers will also be invited to participate in family book clubs, and will be provided with the same books as the Project Recovery personnel and parents. This will help the kindergarten teachers get to know the families of children prior to kindergarten entry, and will further enable them to observe parents' interest in their children's literacy learning. Kindergarten teachers will receive the same incentives as other project teachers to participate in selected professional development.

Project Recovery staff will work closely with Reading First projects to facilitate additional transition efforts (Ponitz, et. al., 2008).[36] Foremost will be the communication of assessment scores to facilitate adequate placement upon entry into kindergarten. Project personnel will provide a seven-week summer transition program based on the alignment of Preschool and Kindergarten curricula. One classroom at each of the three sites will be staffed by both a preschool and kindergarten teacher who will jointly plan and provide instruction to prepare children for kindergarten entry. This approach will also serve the purpose of increasing the intensity of instruction during children's year in the project, an important consideration given that no programs for three year olds are available yet in the New Orleans public schools.

Selection Criterion 2

In order to meet Section 427 of GEPA, Project Recovery ensures equal access and participation to all persons regardless of race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services pursuant to ERF. Project Recovery will fully enforce all federal and state laws and regulations designed to ensure equitable access and overcome barriers to equitable participation, including ensuring ADA requirements for access, review of curricula materials for appropriately diverse representation; and provision of IDEA-approved or recommended assistive technology to support literacy among children identified with disabilities.

We will seek applications for project personnel from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (34 CFR 75.210(e)(1).(2). We will adhere to Louisiana State

University affirmative action guidelines that state that women and minorities are strongly encouraged to apply.

Selection Criterion 2, Factor 1: Quality of Project Personnel

Renée Casbergue, Ph.D., Project Director and Co-Principal Investigator, brings extensive background in early literacy and evaluation of Early Reading First projects to Project Recovery. She will devote 50% time during the academic year (25% course release, 25% from research/service portion of regular faculty appointment), and 66% time during the summer to project responsibilities, with a primary focus on supervision of personnel, curriculum alignment, and support for professional development of reading coaches and classroom teachers especially in the areas of emergent writing and children's phonological awareness and knowledge of print. She is coauthor, with Judith Schickedanz, of *Writing in Preschool: Learning to Orchestrate Meaning and Marks,* published by IRA and NAEYC. Her research is focused on children's emergent writing and the use of nonfiction in early childhood settings to increase children's concept knowledge and vocabulary. She has served as an external evaluator for two ERF Projects, one in Alabama and one in Mississippi, over the past six years, and is currently serving as a consultant on Project BEYOND in Mississippi. Prior to joining the faculty at Louisiana State University, she was a faculty member at Tulane University where she was a co-principal investigator on a Ford Foundation grant to develop and research a parent education program focused on early literacy and language. Her most recent position was professor and chair of the Department of Curriculum and Instruction at the University of New Orleans, where she administered a large department budget serving fifteen faculty members. Her five years in that position have prepared her for the budget and personnel oversight responsibilities of Project Recovery.

April Bedford, Ph.D., Co-Principal Investigator brings extensive literacy curriculum, instruction, assessment and early childhood experience to Project Recovery. She will devote 25% of her time during the academic year. During summer, Dr. Bedford will devote one month as well as days between the spring and summer semesters and the summer and fall semesters to work on this grant. She will also coordinate the summer transition program for one classroom in each site. Dr. Bedford's research and teaching roles are focused on literacy development and responses to children's literature. She has extensive experience working directly with pre-service and in-service teachers in schools and has served as an external evaluator for Project CORE, an ERF project in Mississippi.

Prior to joining the faculty in Curriculum and Instruction at the University of New Orleans, Dr. Bedford was a public school teacher for four years. She received both reading specialist certification and a kindergarten endorsement along with her Bachelor of Science degree from Texas A&M University in 1985 and a Master of Science degree in Curriculum and Instruction from Baylor University with a certification in Gifted Education in 1991. She has worked as an Education Specialist at an Education Service Center, helping 70 school districts of all types develop K-12 programs for gifted students from under-represented and minority populations. She has used her knowledge of gifted education to help pre-service and practicing teachers plan and implement differentiated curriculum and instruction. Since coming to New Orleans, Dr. Bedford has worked extensively in urban public schools. She supervised a cohort of teachers at a local elementary school, Fisk Howard, by developing their degree plans and delivering much of their instruction on their school campus. Currently, she is developing the PK-8 literacy programs at two UNO charter elementary schools.

Abbreviated vitae for principal investigators and other key project personnel are included in the Appendix C.

Selection Criterion 2, Factor 2: Qualification of Key Personnel

Two reading coaches will be hired to offer ongoing support for preschool teachers in all three years of the project, and also kindergarten teachers in years two and three. These coaches will have at least a master's degree in education, preferably with a concentration in early literacy. Coaches will also be required to have significant experience teaching four-year-olds, knowledge of effective language and literacy instruction, and experience coaching teachers. Early Reading First funding is critical to this aspect of the program, as none of the sites currently has the means to hire reading coaches or offer the level of professional development this project will provide. **Two intervention teachers** will be hired to assist teachers in differentiating instruction for children with special needs and those whose screening and monitoring assessments show them to be among the lowest performing among peers in their classrooms. These teachers will have at least a bachelor's and preferably a master's degree in education with certification and experience in special education. They will be responsible for providing thirty minutes instruction to small groups of 2-3 children identified as at risk in each classroom. A total of 20% of project children will be served during each year of the project.

Selection Criterion 2, Factor 2: Qualification of Contracted Personnel

Project Recovery will contract with three experts in early literacy and program evaluation:

Dr. Lea McGee has directed two Early Reading First grants, one in Alabama and one in Mississippi. Children in her projects achieved significant gains on all measures of early literacy implemented over five years. She currently holds the Marie Clay Endowed Chair in

Early Literacy at the Ohio State University where she works with the Reading Recovery Program and teaches courses in earl literacy. She is the author of numerous books about early literacy and has served as the president of the National Reading Conference, the premiere literacy research organization in the country.

Dr. Judith Schickedanz is also a nationally noted early literacy scholar who has worked extensively as a consultant on many Early Reading First projects. She is coauthor of a scientifically based early literacy curriculum, *Opening the World of Learning (OWL)*, and has published numerous books, journal articles, and chapters addressing preschool literacy learning and teaching.

Dr. Rochelle Dail is currently directing Project Beyond, an Early Reading First Project in Natchez, MS. She will collaborate with the two PI's to provide access to personnel in that project and in her recently completed project, Project CORE in Adams County Mississippi for professional development purposes. She will also serve as an external observer for program/curriculum implementation, and will collect CLASS data, drawing on her training in the use of that instrument and her certification as a CLASS trainer. She also has expertise in parent and family literacy, and will provide professional development for project personnel and teachers in effective facilitation of parent activities.

Dr. Karen Burstein has extensive expertise in special education and child development. She is currently director of the Southwest Institute for Families and Children with Special Needs, and serves as a program evaluator for Early Reading First. Her particular area of expertise in early childhood education is language development in young children and the use of curriculum based measurement to monitor preschool children's achievement.

Abbreviated vitae for these contractors are included in the appendices.

Selection Criterion 3, Factor 1: Demonstrated Commitment of Partners

The signed memorandum of agreement included in Appendix D documents stakeholders' support. With the support of site administrators, teachers have agreed to transform their classrooms into language-, literature-, and print-rich environments, implement the OWL curriculum, adapt their schedules to include whole group, small group, and extended free play opportunities, participate in weekly coaching cycle, and allow project personnel, consultants, evaluators, and parents / caregivers free access to their classrooms.

Selection Criterion 3, Factor 2: Adequacy of Resources

Adequacy of costs relative to impact: The *OWL* curriculum and Science Learning Center Library offer cost-effective means of enhancing the literacy component of the existing curricula in place in the two school sites. Each contains all of the primary materials required for major literacy instructional activities. Additional supplemental materials such as literacy games, alphabet puzzles, and writing tools and implements are non-consumable and will enhance the literacy environment of the classrooms long after the three years of ERF funding have ended. Furnishings to be supplied with ERF funds are restricted to those pieces required to transform the literacy environment and facilitate literacy learning in the seven classrooms, and will likewise remain in place after the project is complete. Thus, while the program will serve 140 children each year for three years, for a total of 420 children directly impacted, additional children will reap the benefits of these dramatically improved classroom environments for years to come.

Adequacy of costs relative to significance of improvement: Data from other Early Reading First projects indicate that significant, lasting improvements in classroom language and literacy environments and early literacy instruction result when similar approaches and

strategies to those proposed for Project Recovery are used (Casbergue, McGee & Bedford, 2007[37]; Casbergue, Bedford, & McGee 2008[28]; McGee & Casbergue, 2006[39]). Extensive research of the effectiveness of specific strategies (Justice & Pullen, 2003[40]; Senechal, 1997[41]; Tabors, Paez, & Lopez, 2003[42]) further suggests that improvements in programs can be expected when these strategies are incorporated into the ongoing instructional program. Added improvements in the overall classroom environment in response to coaching on CLASS dimensions will further enhance the significance of improvements given the strong connections between children's achievement and CLASS scores (Mashburn, et. al,2008)[43]

Adequacy of costs relative to student achievement: Evidence of the adequacy of costs for Project Recovery as related to potential for improving student achievement can also be derived from Early Reading First projects employing similar approaches (McGee & Casbergue, 2006[44]; McGee & Casbergue, 2005[45]). Project Recovery will provide $2,911,525.00 in personnel including fringe and travel, supplies, and service (total costs minus indirect costs) to a total of 420 children in seven preschool classrooms over a period of 3 years. The cost per pupil will be $6,932,00. At least 95% of project children are expected to end kindergarten achieving established or emerging levels on all DIBELS assessments. Project staff will track children's literacy learning throughout kindergarten using DIBELS scores derived from state mandated assessment. Equally important, preschool teachers should be able to sustain high levels of effective language and literacy instruction, thus impacting more preschool children after the project has ended, further reducing per pupil costs if those children are included in the estimate.

Selection Criterion 4, Factor 1: Adequacy of Management Plan

Drs. Casbergue and Bedford and their team of consultants are responsible for oversight of Project Recovery. The Management Plan that follows clarifies tasks, responsible staff and the timeframe by calendar year. In order to ensure feedback and continuous improvement, the primary management tracking vehicle is Program Evaluation Review Technique (PERT). PERT provides a graphical and written system that: (a) identifies specific activities and milestones/benchmarks; (b) determines proper sequence of activities, constructs series of a network diagrams of each objective, and estimates time for each activity; (c) determines Critical Path (a hierarchical fixed time estimate for each activity): (d) routinely updates the team; and (e) serves solving tools to rethink and revise plans and schedules as necessary. The PERT will be maintained by Dr. Casbergue and the evaluator and updated bi-monthly at Project Recovery Group meetings. The activities listed below will be used to demonstrate measurable progress to achieving Goals and Objectives across the three years of the project by quarters.

Table 2: Management Plan

Specific Activities	Responsibility	Timeline	Objective Indicators
Form Leadership Team	Co-PIs	October, 2008	Roster of team members.
Schedule initial classroom visits/ collect pre-ELLCO data	ERF Project manager and Co-PIs	October, 2008	Schedule for classroom visits
Establish policies for budget and scheduling	ERF Project manager and Co-PIs	October, 2008	Policy and procedure guidelines
Develop detailed job descriptions and advertisements	ERF Project manager and Co-PIs	October/ November 2008	Job descriptions and ads
Purchase OWL and Science Learning Center Libraries	ERF Project manager	November, 2008	Purchase orders
Order PALS-PreK and PPVT	ERF Project manager	November, 2008	Purchase orders
Hire project staff	Co PIs	December, 2008	Hiring records
Analyze pre-ELLCO assessment scores to determine needs for furnishing and	Co-PIs, Evaluator	November – December 2008	Scores for each classroom

supplies			
Order required furnishings and supplies	ERF Project Manager	December, 2008 - January, 2009	Purchase orders
Initiate technology integration	Co-PIs	December, 2008	Web pages and discussion board shell
Establish schedule for weekly planning meetings	Leadership team	January, 2009	Schedule

Goal 1: Accelerate children's language and literacy development

Specific Activities	Responsibility	Timeline	Objective Indicators
Hire research assistants	ERF Leadership Team	December, 2008 – January, 2009	Appointment documents
Train staff on all screening and monitoring assessments	Karen Burstein, Southwest Institute	January, 2009	Certificates of completion
Conduct initial pre-assessments	Research Assistants	February, 2009	Pre-assessment data

Goal 2: Implement and integrate enhanced language and literacy curriculum

Specific Activities	Responsibility	Timeline	Objective Indicators
Align curriculum with Louisiana Curriculum and Creative Curriculum	Co-PIs	December, 2008	Curriculum alignment grids
Order supplemental unit materials and integrate with standards	Project manager / Co-PIs	December, 2008	Purchase orders and alignment grids
Prepare guidelines for curriculum use	Leadership team	January, 2009	Written guidelines
Develop implementation checklists	Leadership team	January, 2009	Checklists

Goal 3: Increase daily planned literacy instruction time

Specific Activities	Responsibility	Timeline	Objective Indicators
Make adjustments to daily schedule to achieve 60-75 minutes/day literacy instruction	Leadership team	February, 2009	Schedules
Monitor lesson plans for adherence to required time for literacy instruction	Reading coaches	March, 2009 – May, 2011	Weekly reports from coaches
Monthly observations using implementation checklist	Co-PIs and GAs	March, 2009 – May 2011	Checklists

Goal 4: Increase quantity and quality of teachers' language interactions with children
Goal 5: Improve language, literacy, and print-rich environments in all classrooms

Specific Activities	Responsibility	Timeline	Objective Indicators
Provide initial professional development focused on physical environment	Co-PIs	February, 2009	Records of professional development sessions
Provide initial professional development focused on focused on literacy and language interactions.	Co-PIs	March, 2009	Session attendance
Observations using CLASS and ELLCO	Reading coaches	March, 2009 – April, 2011	Completed observation protocols
Provide feedback and ongoing professional development based on observations	Consultants and reading coaches	March 2009 – May, 2011	Documentation of feedback and professional development sessions

Goal 6: Increase teachers' and assistants' effectiveness in delivering instruction

Specific Activities	Responsibility	Timeline	Objective Indicators
Pre-assess teachers use of key instructional activities	Co-PIs, reading coaches, GAs	January, 2009	Assessment protocols / observation records
Develop coaching goals for each teacher	Leadership team	February, 2009 and ongoing	Monthly individual professional development goals
Deliver professional development	Consultants, Co-PIs, reading coaches	February, 2009 and ongoing	Records of professional development activities

Selection Criterion 5, Factor 1

Quality of Project Evaluation: Rigorous and feasible evaluation provides Project Recovery with a reliable and valid road map to successful completion. The purpose of the evaluation is two-fold. It provides observable and measurable data that clearly documents project implementation (formative evaluation) and valid measures of change in systems, teachers, parents, and children across time that reflects the impact of the project (summative evaluation). It will produce a synthesis of quantitative and qualitative data usable by the partners, and ERF to demonstrate novel approaches, effective strategies and best practice. The Project Recovery Leadership team and the evaluator will share the responsibility for the formative evaluation driven by the PERT model. The evaluator will conduct the summative evaluation. She will provide training to the PD team on the ELLCO and CBDM; on-site

oversight during ELLCO, CLASS, and semi-annual child assessments; and professional development to teachers on data-based decision making and use of the CBDM tool. Annually, she will provide three reports (initial data, mid- year data, year-end summary) as well as individual class and child reports at year end. She will also assist with the preparation and submission of the ERF Annual Performance Report and other data as requested.

Selection Criterion 5, Factor 2: Qualitative and Quantitative Data

Overview of Analyses: Preliminary analyses of all measures (*Teacher/Environment*: CLASS, ELLCO, pre to post test gains on Teacher Knowledge, fidelity protocols; *Child*: PPVT, EOWPVT, GRTR, PALS Letter Naming, CBDM, TOPEL) will include exploratory and confirmatory factor analyses to refine the teacher, parent and child measures and assess reliability. Correlations among standardized assessments and quarterly CBDM are conducted at each time of testing and will be calculated to determine the distinctiveness among constructs as well as to obtain evidence of construct validity. Descriptive statistics (frequency distributions, means, standard deviations, correlations, indices of skew, scatter plots) will be computed initially for all measures to determine whether floor or ceiling effects characterize the distributions of scores and whether the distributions meet assumptions of particular inferential statistical procedures. One-way Analysis of Co-variance of gain scores controlling for initial score, will be used to determine group differences and effect sizes exist between participating sites and a across years.

DIBELS scores of participating children will be analyzed the year after preschool exit to determine project impact on early reading. Scores of participating children will be compared to non-participating peers at initial, mid-year and year-end kindergarten to determine if there is any residual or latent effect of the Project Recovery preschool program.

Growth Curve Analyses (Hierarchical Linear Modeling; HLM) The evaluation will examine three data points (preschool entry, preschool exit, kindergarten exit) to measure children's school readiness and cognition using HLM. HLM takes into account the disparity in children's ages at the point of exit testing, the effects of missing data (a problem in longitudinal analyses), and rapid periods of growth followed by a leveling of effects. Moreover, HLM estimates intercepts (e.g., initial skill level or pre-test) as well as slopes, e.g. growth trajectories based on the three spring assessments (Bryk & Raudenbush, 1992).[46] Thus, comparisons of the three staggered cohorts will test the assumption that the groups begin the project with similar skills and level of readiness. Hence, the experimental and comparison groups should not differ at the outset. Tests are expected to reveal significant differences between their slopes (i.e., learning trajectories) across time. To address whether the science driven curriculum results in greater gains on outcome indices of oral language, phonemic awareness, print awareness, alphabet knowledge, a series of 2-level models will be examined in which Level-1 child outcome trajectories will be predicted by TIME and GROUP ASSIGNMENT (treatment classrooms vs. control classrooms). The resulting intercept and slope parameters will be predicted by group (cohort 1 vs. cohort 2 vs. cohort 3 vs. control). Additionally, child-level characteristics will be entered at Level-2 to test for effects of age, hours in ERF program, and disability/delay. Three-level models examine possible classroom effects, such as teacher participation (cohorts 1, 2, 3). Teacher-level variables will be entered into the third level of the model, as children are nested within classrooms.

Teacher Analyses: Four components of teaching are evaluated: 1) Teacher Knowledge- Twice annually, we evaluate teacher knowledge by administration of the previously

described assessment protocols; 2) Teacher skill- Teacher's skill at implementation and fidelity to curriculum, as well as professional development are measured by quarterly administration of protocols that measure the existence and quality of specific behaviors, attributes, events, and actions within classrooms. Furthermore, an observation 'Walk-About for local administrators, Project Recovery Leadership Team members and the evaluators will be a general measure of fidelity to curriculum, lesson plans, and themes that will be used ad hoc; 3) Teachers' Change of Belief and Practice- Teachers' adoption of the science based methods will be evaluated using Hall and Hord's (2001)[48] Concerns-Based Adoption Model (CBAM) which has been used extensively in assessing paradigm change in education. Twice annually, teachers complete the CBAM Stages of Concern and Levels of Use metrics in order to identify change in adoption patterns of new information and use; and 4) Teacher Satisfaction with Professional Development- Sessions are evaluated by teachers as to satisfaction with of presentation, materials, comprehensiveness of content, cultural effectiveness, and alignment with curriculum.

Qualitative data will include records of professional development, repeated interviews with administrators, patents, and teachers; minutes of Leadership Team meetings, plans for sustainability, documentation of PERT changes and resolution of changes, and teacher CBAM results. These data serve to support and validate the quantitative findings and vice versa. Annually, the Project Recovery PD team and evaluator will collaborate and use both formative and summative data to develop the ERF Performance Report. The final ERF Report will be developed and disseminated widely. As we anticipate highly favorable outcomes, the ARS team will are collaborate on the preparation of numerous scholarly articles, technical reports and presentations for submission to conferences and journals.

Appendix A
Description of School Sites

Algiers Charter Preschool Settings*

Centers	#	Age	Demographic	SES	Needs	Average Attendance	Funding Source	Program	Staff*
Martin Behrman 715 Opelousas Ave New Orleans, LA 70114	20/ class	4	97% African American	96% Free or Reduced Lunch	Educational Opportunities School Experience Oral Language	7 Hrs/Day; 5 Days/Week; 9 Mo./Year	State	Louisiana Comprehensive Curriculum / Creative Curriculum	1 Teacher; 1 Assistant Teacher
William Fischer 1801 Whitney Ave. New Orleans, LA 70114	20/ class	4	100% African American	94% Free or Reduced Lunch	Educational Opportunities School Experience Oral Language	7 Hrs/Day; 5 Days/Week; 9 Mo./Yea	State	Louisiana Comprehensive Curriculum / Creative Curriculum	1 Teacher; 1 Assistant Teacher
Harriet R. Tubman 2013 Gen. Meyer Ave. New Orleans, LA 70114	20/ class	4	98% African American	95% Free or Reduced Lunch	Educational Opportunities School Experience Oral Language	7 Hrs/Day; 5 Days/Week; 9 Mo./Year	State	Louisiana Comprehensive Curriculum / Creative Curriculum	1 Teacher; 1 Assistant Teacher

UNO Charter Preschool Settings*

Centers	#	Age	Demographic	SES	Needs	Average Hours Attendance	Funding Source	Program	Staff*
Medard Nelson 3121 St. Bernard Ave. New Orleans, LA 70119	20/ class	4	99% African American	99% Free or Reduced Lunch	Educational Opportunities School Experience Oral Language	7.5 Hrs/Day; 5 Days/Week; 9 Mo./Year	State	Louisiana Comprehensive	1 Teacher; 1 Assistant Teacher
Gentilly Terrace 4720 Painters St. New Orleans, LA 70122	20/ class	4	99% African American	82% Free or Reduced Lunch	Educational Opportunities School Experience Oral Language	7.5 Hrs/Day; 5 Days/Week; 9 Mo./Yea	State	Louisiana Comprehensive	1 Teacher; 1 Assistant Teacher

RSD Traditional Preschool Setting*

Centers	#	Age	Demographic	SES	Needs	Average Attendance	Funding Source	Program	Staff*
Henry Schaum-burg 9501 Grant St. New Orleans, LA 70127 (Two classrooms at this school)	20/ class	4	99% African American	83% Free or Reduced Lunch	Educational Opportunities School Experience Oral Language	8 Hrs/Day; 5 Days/Week; 10 Mo./Year	State	Louisiana Comprehensive Curriculum / Creative Curriculum	1 Teacher; 1 Assistant Teacher

*All lead teachers in each site have bachelor or master degrees and are certified in early childhood education. Five of the seven teachers are also certified for elementary grades.

Appendix B

Research Citations

1. Dodge, Colker & Heroman (2002). *Creative Curriculum for Preschool.* Washington, DC: Creative Curriculum Press.
2. Schickedanz, J. & Dickinson, D. 92004). *Opening the World of Learning (OWL).* New York: Pearson.
3. NICHHD (2002). Report of the National Reading Panel: Teaching Children to Read.
4. National Research Council. (1998). Preventing reading difficulties before kindergarten. In C. E. Snow, M. S. Burns & P. Griffin (Eds.), *Preventing reading difficulties in young children* (pp. 137-172). Washington, DC: National Academy Press.
5. Harms, T. & Cliford, R. & Cryer, D. (1998). *Early Childhood Environment Rating Scale* (rev. ed.). New York: Teachers College Press.
6. NICHD (2002). Report of the National Reading Panel: Teaching Children to Read.
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11. Whitehurst, G. J., Crone, D. A., & Zevnbergen, A. A., Schultz, M. D., Velting, O. N., & Fischel, J. E. (1999). Outcomes of an emergent literacy intervention from Head Start through second grade. *Journal of Educational Psychology, 91,* 261-272.
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18. Adams, M. (1990). *Beginning to read.* Cambridge, MA: MIT Press.
19. Schickedanz, J. (1999). *Much more than the abcs.* Washington, DC: National Association for the Education of Young Children.

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22. Edwards, S. (2005). Constructivism does not only happen in the indiviual: Sociocultural theory and early childhood education. *Early childhood Development and Care, 175,* 37-47.
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(Alabama Early Reading First Project). International Reading Association, Chicago, IL, May, 2006.

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41. Senechal, M. (1997). The differential effect of storybook reading on preschoolers□ acquisition of expressive and receptive vocabulary. *Journal of Child Language, 24,* 123-138.
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Appendix C
Personnel Qualifications

CURRICULUM VITA

RENEE MICHELET CASBERGUE

Director, Project Recovery, Algiers Charter Schools Association
Department of Education Theory, Practice and Policy
Louisiana State University

EDUCATION

University of New Orleans
Ph.D. Language and Literacy, Special Education Minor, 1984
M.Ed. Curriculum and Instruction/Reading Specialist, 1980
B.A. Elementary Education, 1976

PROFESSIONAL EXPERIENCE

2006 – present	Associate Professor, Department of Curriculum and Instruction, Louisiana State University.
2005 - 2006	Professor, Department of Curriculum and Instruction, University of New Orleans. Department Chair, 2005 – 2006.
1998 - 2005	Associate Professor, Department of Curriculum and Instruction, University of New Orleans. Department Chair, 2001 – 2005.
1993 - 1998	Assistant Professor for Doctoral Enhancement, Department of Curriculum and Instruction, University of New Orleans

Selected Publications

Books

Schickedanz, J. & Casbergue, R. (2005). *Writing in Preschool: Learning to Orchestrate Meaning and Marks*. Newark, DE: International Reading Association.

Kieff, J. & Casbergue, R. (2000). *Playful Learning and Teaching: Integrating Play Into Preschool and Primary Programs*. Boston: Allyn & Bacon.

Book Chapters

Casbergue, R., McGee, L. & Bedford, A. (2007). Characteristics of Classroom Environments Associated with Accelerated Literacy Development. In L. Justice and C. Vukelich (eds.), *Every Moment Counts: Achieving Excellence in Preschool Language and Literacy Instruction*. New York, NY: Guilford.

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Casbergue, R. (1998). How do we foster young children's writing development? In S. Neuman & K. Roskos, *Children Achieving: Best Practices in Early Literacy*. Newark, DE: International Reading Association, 198 - 222.

Recent Journal Articles

Zadina, J.N., Corey, D.M., Casbergue, R.M., Lemen, L.C., Rouse, J.C., Knaus,T.A.,Foundas, A.L., (2006) Lobar Asymmetries in Subtypes of Dyslexicsand Controls. *Journal of Child Neurology. 21,* 922-931.

Participation at Professional Conferences (National / International)

McGee, L., Casbergue, R., Bedford, A., Surman, S., Morrow, L. At-Risk Preschool Children: How do we Determine Who is At Risk? What is the Consequence? National Reading Conference, Los Angeles, CA December, 2006.

McGee, L. & Casbergue, R. Accelerating Literacy Development Through Early Reading First With a Focus on Adapting the Environment and Literacy Routines, Pre-K (Alabama Early Reading First Project). International Reading Association, Chicago, IL, May, 2006.

Casbergue, R. Infusing Literacy into Every Center: Creating Literacy-Rich Preschool Classroom Environments. First Annual Statewide Preschool Conference, Montgomery, Alabama, March, 2006.

Casbergue, R. & Bedford, A. *Early Language and Literacy Classroom Observation Toolkit: Comparing the Literacy Environment Checklist to Classroom Environment Research.* National Reading Conference, Miami, FL, December, 2005.

McGee, L. & Casbergue, R. *Do Differences on the Literacy Environment Checklist Predict Differences in Early Literacy Achievement?* National Reading Conference, Miami, FL, December, 2005.

Schickedanz, J. & Casbergue, R. *IRA Spotlight on Writing Research: Writing in Preschool – Learning to Orchestrate Meaning and Marks.* International Reading Association Annual Conference, San Antonio, TX, May, 2005.

Schickedanz, J. & Casbergue, R. *A Close Look at Preschooler's Writing.* International Reading Association Annual Conference, Reno, NV, May, 2004.

Zadina, J., Knaus, T., Corey, D., Casbergue, R., Lemen, L. & Foundas, A. *Heterogeneity of Dyslexia: Behavioral and Anatomical Differences in Dyslexia Subtypes.* American Educational Research Association, San Diego, CA, April 2004.

McGee, L. & Casbergue, R. *How are Print- and Language-Rich Environments for Preschoolers Defined and Measured in the US?* Research session: Who Do We Think We Are? Conference on Language and Literacy in the Four Countries of the UK. Glasgow, Scotland, April 2004.

Casbergue, R., Snow, C., & Barone, D. *The Harvard Statewide Literacy Initiative Project: Stories from Two States.* National Reading Conference, Scottsdale, Arizona, December 2003.

Zadina, J. N., Knaus, T., Corey, D. M., Casbergue, R. M., Lemen, R. C., &Foundas, A. L. *A cognitive-anatomic study of dyslexia subtypes.* Society for Neuroscience. New Orleans, LA, 2003.

OTHER SCHOLARLY ACTIVITIES

National

Editorial Review Board , Association of Childhood Education International, *Childhood Education,* March, 2007 – present.

Editorial Board, *Reading Psychology,* 2006 – present.
Manuscript reviewer, *Journal of Early Education and Development*, March, 2006.
Reviewer, Grant Proposals. U.S. Department of Education, Early Childhood Educator Professional Development Program, 2004.
External evaluator, Project CORE: State of Mississippi Early Reading First grant. 2004-2005. Plan and conduct evaluation of early literacy environment for preschool classrooms.
External evaluator, State of Alabama Early Reading First grant, 2003 – 2006. Evaluate early literacy environment for classrooms funded by Early Reading First.
Invited participant, Harvard Institute for Statewide Literacy Initiatives, Cambridge, MA, August, 2002.

GRANTS AND CONTRACTS

1993-1994	Families and Classrooms Together - Demonstration and Evaluation Project, Orleans Parish School System. Louisiana Board of Regents - $89,000. Co-authored grant; serving as consultant.
1991 - 1993	Families and Classrooms Together: Early Literacy Intervention. Louisiana Educational Quality Support Fund - $104,000. Co-principal investigator with Susan Burns.
1990 - 1992	Families and Classrooms Together: Early Literacy Intervention. The Ford Foundation - $200,000. Co-principal investigator with Susan Burns.

Vita
April Whatley Bedford

(b)(6)

EDUCATION

Texas A&M University, College Station, Texas
Ph.D., Curriculum and Instruction, Language, Literacy, and Culture; Women's Studies, 1997

Baylor University, Waco, Texas
M.S.Ed., Curriculum and Instruction, Gifted Education, 1991

Texas A&M University, College Station, Texas
B.S.Ed., Curriculum and Instruction, Elementary Education, Reading, 1985

EXPERIENCE

Current	Department Chair, Curriculum and Instruction and Associate Professor, University of New Orleans, New Orleans, Louisiana
Summer, 2006	Adjunct Professor, University of Texas at Arlington Adjunct Professor, Washington State University
2004-2006	Associate Professor, University of New Orleans, New Orleans, Louisiana
Summer, 2004	Adjunct Professor, University of Texas at Arlington Adjunct Professor, Washington State University
2003-2004	Lecturer, Reading Program, University of North Texas
1999-2003	Associate Professor, University of New Orleans, New Orleans, Louisiana (Received Promotion and Tenure, Fall, 2002)
1997-1999	Assistant Professor, Berry College, Rome, Georgia
1996-1997	Student Teaching Supervisor, East Tennessee State University, Johnson City, Tennessee
1994-1996	Research and Teaching Assistant Texas A&M University, College Station, Texas

PUBLICATIONS

Bedford, A. W. (in press). Lessons for elementary teacher educators: A conversation with gay and lesbian teachers. In Killoran, I., & Jimenez, K. P. (Eds). *Talking about sexual orientation and gender diversity in education.* Olney, MD: Association of Childhood Education International.

Bedford, A. W., & Landry, S. T. (in press). Narrative research: Interpreting lived experience. In Sheparis, C. J., Young, J. S., & Daniels, M. H. (Eds). *Counseling research: Quantitative, qualitative, and single subject design.* Upper Saddle River, NJ: Prentice Hall.

Casbergue, R. M., McGee, L., & Bedford, A. W. (in press). Characteristics of classroom environments associated with accelerated literacy development. In Justice, L., and

Vukelich, C. (Eds). *Creating preschool centers of excellence in language and literacy*. New York: Guilford Press.

Giorgis, C., Mathis, J., & and Bedford, A. W. (in press). Finding our stories through her stories: Strong females in the global tapestry. In Hadaway, N., & McKenna, M. (Eds). *Ten years of the notable books for a global society: Crossing the bridge*. Newark, DE: International Reading Association.

Bedford, A. W. (2007). Children's literature in a post-Katrina world. *Language Arts, 84*(3), 300.

Bedford, A. W. (2007). Once upon a time in Chicago: A conversation with Jeanette and Jonah Winter. *Dragon Lode, 25*(1), 59-65.

Bedford, A. W. (2006). The add-a-page assignment. *Childhood Education, 82*(4), 226-G-226-J.

Bedford, A. W. (Summer, 2006). My name matters! *Focus on Teacher Education Quarterly.*

Bedford, A. W. (2006). The view from New Orleans. *Educational Horizons, 84*(4), 262-264.

Albright, L. K., & Bedford, A. W. (2006). A master class in teaching children's literature: From resistance to acceptance —introducing books with gay and lesbian characters. *Journal of Children's Literature, 32*(1), 9-15.

Corbin, S., Bedford, A. W., Ernst, S., Giorgis, C., Hadaway, N., Lamme, L. L., Mathis, J. G., & Napoli, M. (2006). 2006 Notable Books for a Global Society. *Dragon Lode*, *24*(2), 63-79.

Bedford, A. W., & Cuellar, R. (2006). Enraptured by stories: The Tomas Rivera Mexican American Children's Book Award. *Book Links*, *15*(3), 24-26.

PARTICIPATION AT PROFESSIONAL MEETINGS

Promoting Compassion and Understanding Through Picture Books International Reading Association, Chicago, Illinois, May, 2006

Early Language and Literacy Classroom Observation Toolkit: Comparing the Literacy Environment Checklist to Classroom Environment Research—a Symposium on Defining Language- and Print-Rich Classroom Environments for Preschoolers

A Master Class in Teaching Children's Literature: Introducing Books with Gay and Lesbian Characters—From Resistance to Acceptance. National Council of Teachers of English, Pittsburgh, Pennsylvania, November, 2005

A Master Class in Teaching Children's Literature: From Charlotte's Web to the World Wide Web—Technology and Children's Literature. National Council of Teachers of English, Indianapolis, Indiana, November, 200

Autobiographical Literacy Methods. International Reading Association, Reno, Nevada, May, 2004

The Community as Classroom: A Fresh Look at Field Trips. Association of Childhood Education International, New Orleans, Louisiana, April, 2004

Authentic Environmental Inquiry Model: An Approach to Integrating Science and Social Studies in Under-resourced Urban Elementary Schools in Southeastern Louisiana. American Educational Research Association, New Orleans, Louisiana, April 2002

More Than the Housekeeping Center: How and Why to Use a Second Dramatic Play Center
Alabama Pre-Kindergarten Conference, Auburn University Montgomery, Montgomery, Alabama, March, 2006

OTHER SCHOLARLY OR CREATIVE ACTIVITIES

Evaluator, Early Reading First Grant, Butler County Schools, Alabama, Fall, 2004-Spring, 2006

Proposal Reviewer for Annual Conference
National Reading Conference, Miami, Florida, December 2005
International Reading Association, San Antonio, Texas, May, 2005
National Reading Conference, San Antonio, Texas, December 2004
National Reading Conference, Scottsdale, Arizona, December 2003

Publications Committee, Elected, Association of Childhood Education International, 2004-present

Member of Editorial Review Board for the *Journal of Children's Literature*, the journal of the Children's Literature Assembly of the National Council of Teachers of English. 2004-2007.

Member of Editorial Review Board for *Journal of Research in Childhood Education,* a publication of the Association of Childhood Education International. 2004-present.

Member of Editorial Review Board for *Reading Research and Instruction,* a publication of the College Reading Association. 2003-2004.

President, Children's Literature Special Interest Group, International Reading Association, 2006-2007

Chair, Notable Books for a Global Society Award Committee, International Reading Association, 2007-2008

Secretary, Children's Literature Assembly, National Council of Teachers of English, 2005-2007

Hans Christian Anderson Award Committee, United States Board on Books for Children, 2004-2006

Co-editor of the *Journal of Children's Literature*, 2007-2010.

Co-editor of *Focus on Elementary*, 2006-2008.

Co-editor of the *Journal of Children's Literature*, 2001-2004.

Judith A. Schickedanz
School of Education, Boston University

1. Academic Degrees

University of Illinois, Urbana 1973	Ph.D.	Early Childhood Education
University of Illinois, Urbana 1969	M.S.	Child Development
University of Illinois, Urbana 1967	B.S.	Secondary Education

2. Academic Positions

College of Education	
University of New Hampshire, 1973-75	Assistant Professor
College for Human Development	
Boston University 1975-79	Assistant Professor
School of Education	
1979-92	Associate Professor
1992-present	Professor
SED/BU Lisbon, Portugal Fall, 1983	Associate Professor

3. Administrative Experience

Director, ECE Lab, Boston University, SED
1983-2001

Coordinator, Early Childhood Education Program
1978-1997

Director, Boston University Pre-elementary Reading
1976-80

Improvement Project, U.S. Office of Education

4. Publications (selected) (Books, Book Chapters, Journal Articles, Curriculum Guides)

Schickedanz, J. A. (in press). Getting to the bottom of children's comprehension confusions. In L. Justice & C. Vukelich (Eds.). *Creating preschool centers of excellence in language and literacy*. New York: Guilford.

McGee, L. M., & Schickedanz, J.A. (2007). Repeated interactive read alouds in preschool and kindergarten. *The Reading Teacher*, 60 (8), 742-751.

Lee, Y.J, Lee, J., & Schickedanz, J.A. (2006). A comparative study on the structure development and cohesive devices of personal and fictional narratives between Korean and American Children. The *Journal of the Korean Open Association for Early Childhood Education*, 11, 361-389.

Morrow, L.M., & Schickedanz, J.A. (2005). Dramatic play and literacy in preschool: We need to learn more. In D.K. Dickinson & S.B. Neuman (Eds.), *Handbook of early literacy research*. New York: Guilford.

Schickedanz, J. A., & Casbergue, R. (2004). *Writing in preschool: Learning to orchestrate meaning and marks*. Newark, DE: International Reading Association.

Strickland, D., Morrow, L.M., Neuman, S.B., Roskos, K., Schickedanz, J., & Vukelich, C. (2004). The role of literacy in early childhood education. (A framework and suggested guidelines for prekindergarten content standards.) *The Reading Teacher*, ***58*** (1), 86-100.

Strickland, D., &, Schickedanz, J. (2004). *Learning about print in preschool: Working with letters, words, and beginning links with phoneme awareness.* Newark, DE: International Reading Association.

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Schickedanz, J.A., Schickedanz, D. I., Forsyth, P.D., & Forsyth, G. A. (2001). *Understanding children and adolescents: 4th Edition.* Boston: Allyn & Bacon.

Schickedanz, J.A. (1999). ***Much*** *more than the ABCs: The early stages of reading and writing.*
Washington, D.C.: National Association for the Education of Young Children.

Schickedanz, J.A., Pergantis, M.L., Kanosky, J., Blaney, A., & Ottinger, J. (1997). *Curriculum in early childhood: A resource guide for preschool and kindergarten teachers.* Boston: Allyn & Bacon.

Schickedanz, J.A. (1999). What is developmentally appropriate practice in early literacy?
Considering the question with the case of teaching preschoolers about the alphabet. In S. Neuman &
Kathy Roskos (Eds.), *Children achieving: Instructional practices in early literacy* (pp. 20-37). Newark, DE: IRA.

Schickedanz, J.A. (1989). The place of skills in an experience-based early childhood program. In D. Strickland & L. Morrow (Eds.), *Yearbook in early education: Early childhood programs in language and literacy* (Vol. 4., pp. 141-155). New York: Teachers College Press.

Schickedanz, J.A. (1994). Helping children develop self-control. *Childhood Education,* ***70*** (5), 274-279,

Curricula, Manuals, Guides.

Schickedanz, J.A., in collaboration with the Ohio Department of Education, Office of Early Learning and School Readiness (2005). *A way of knowing: A teacher's guide to classroom-based assessment of young children.* Columbus, OH: Ohio Department of Education.

Schickedanz, J., Dickinson, D.K., in collaboration with Charlotte-Mecklenburg, N.C. Schools (2004). *OWL (Opening the World of Learning): A comprehensive early literacy program.* New York: Pearson Early Learning.

DeBaryshe, B., Gorecki, D., Dickinson, D.K., Schickedanz, J., & Charlotte-Mecklenburg Schools (2004). *Evaluating language and literacy in four-year-olds: A practical guide for teachers.* New York: Pearson Early Learning.

5. Funded Projects (Grants)

Co-PI (with James Flood). Pre-elementary Reading Improvement Project, U.S. Office of Education, Right-To-Read Program. 1976-1980.

Co-PI on NSF Grant: Neurophysiological, Computational, and Educational Studies of Sequence Learning and Cognitive Planning. With Stephen Grossberg (PI, BU), Howard Eichenbaum (Co-PI, BU),

Earl Miller (Co-PI, MIT), and Elizabeth Spelke (Co-PI, MIT). Grant Award for 1997-2000.

6. Invited Lectures and Panels, and Media and Conference Presentations (selected)

New Mexico PreK Institute II. "Identifying the sources of children's confusions in the story reading context; Text, teacher talk, illustrations, and limited background knowledge and reasoning capacity" and "Strategies for developing print awareness and alphabetic skills in the preschool classroom." December 5,2006, Albuquerque, NM.

Head Start's Eighth National Conference. "The importance of rigorous professional development and on-going support: The Springfield, MA Early Reading First Project." Paper presented with Susan Catron, Louisa Anasataspoulos, &a Nancy Clark Chiarelli. June 25, 2006. Washington, DC.

Annual Meeting of the International Reading Association. Poster presentation: "A comparative study of the structure and development of personal and fictional narrative in Korean and American young children." Lee, Y., Lee, J., Schickedanz, J. A., & Han, M. May 2, 2006.. Chicago, IL.

Preconference Institute of the Annual Meeting of the International Reading association. "Supporting story comprehension in preschool children: Use of comprehension asides." April 30, 2006. Chicago, IL.

Annual Meeting of the International Reading Association. "Characteristics of two styles of teacher talk in a content-based teaching context: Quizzing versus explaining." Paper presented in a conference session (with Dorothy Strickland). May 1, 2006. Chicago, IL.

7. Service to the Public and the Profession (selected)

Co-Editor, *The Journal of the Pacific Early Childhood Education Research Association*. July, 2006-present.

Teaching Standards Committee. National Association for the Education of Young Children, Accreditation Revision Commission. 2003-2004.

Commonwealth of Massachusetts, Department of Education. Committee to develop the Massachusetts Test, Foundations of Reading (PreK-Grade 6). Marlborough, MA, 2001-2002.

Editorial Board member, *International Journal of Early Childhood Education*, published by the Korean Society for Early Childhood Education (March, 1996 - present)

8. Consultancies (selected)

Chicago, IL. University of Illinois-Chicago, Early Reading First Project. Literacy foundations and curriculum training for teachers and mentors. November 20, 2006, and January 8-10, 2007. Chicago, IL.

Mobile, AL. ERF Project. Increasing preschool children's comprehension of stories through the use of comprehension asides and expository texts in follow up discussions and activities. August 2-3, 2006. Mobile, AL.

New Tazewell, TN ERF Project. "Understanding Writing in the Preschool." March 20, 2006. New Tazewell, TN.

KAREN SULLIVAN BURSTEIN, PH.D.

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EDUCATION

BAE - Special Education - Arizona State University, 1976

MA - Arizona State University, 1984

PhD –Arizona State University, 1996

Affiliations

American Psychological Association

Society for Research in Child Development

American Educational Research Association

International Academy on Learning Disabilities

International Reading Association

Council for Exceptional Children

Awards

Educator of the Year, International Dyslexia Association, 2000

Outstanding Graduate Teaching Assistant, 1992- Graduate Student Association ASU

Regents' Scholarship Recipient 1994- 1995- Arizona State University

Distinguished Humanitarian Award, Jaycees International, 1988

Floyd Adams Distinguished Humanitarian Award, NCCJ, 1987

EXPERIENCE

-2001-Current-Director – Southwest Institute for Families and Children with Special Needs

-2007- Program Evaluator- Early Reading First- US Department of Education

2007- Principal Investigator- Steps Toward Caring Communities- Assessing the Strengths of Communities in Maricopa County- Valley of the Sun United Way

-2007-2009- Evaluation consultant- John Carroll University/Lorain City Schools- US Dept of Education

-1997-2003- Instructional faculty, Arizona State University - College of Education, taught graduate and undergraduate courses in special education, reading, and assessment/research

-2006-2009,Project Evaluator- Research Analyst, Integrated Service Enhancement Grant, HHS/HRSA/MCHB.

-2005-2008-Project Evaluator- University of Delaware- Delaware Early Reading First,

-Project Evaluator, Arizona Centers of Excellence in Early Education, U. S. Department of Education Early Reading First Initiative, 2003-2006

-2002-2006, Principal Investigator, Building Community Health in Arizona, HHS/HRSA/MCHB

-2002-2005 Principal Investigator, Medical Homes for Arizona's CSHCN, HHS/HRSA/MCHB

-2001-2005, Co-Principal Investigator, Racing to the Future, Transition of Arizona's Youth with Special Health Care Needs, HHS/HRSA/MCHB

-1997-2002Principal Investigator, Improving Managed Care for CSHCN by Including Parents as Partners in the Medical Home, 1 HHS/HRSA/MCHB

-1996-2000, Co Principal Investigator, Parent-centered Approach to Early and Prescriptive Assessment of Children at Risk for Learning Disabilities and Behavior Disorders

Selected Current PUBLICATIONS

Atwill, K., Blanchard, J., Gorin, J., & Burstein, K. (In press). The influence of L1 receptive vocabulary ability on cross-language transfer of phonemic awareness in kindergarten children. *Journal of Educational Psychology.*

Chao, Pen-Chiang, Burstein, K., Bryan, T., Berger, K., & Hirsch, D. (2006). Communication patterns of primary care pediatricians, parents, and children with and without special health care needs. Journal of Developmental and Physical Disabilities. in press.

Burstein, K., Bryan, T., & Chao, B.P. (2006). Promoting self-determination skills among youth with special needs using participatory action research. Journal of Developmental and Physical Disabilities,

Bryan, T., & Burstein, K. (2004). Improving homework completion and academic performance: Lessons from special education. Theory Into Practice, 43(3), 1-7.

Bryan, T., Burstein, K., & Ergul, C. (2006). Using Curriculum based measurement to monitor preschool children's early literacy development. In L. Justice & C. Vukelich (Eds.), *Creating preschool centers of excellence in language and literacy*. NY: Guilford.

Burstein, K., Bryan, T., Chao, P. C., & Ergul, C. (2006). The relationship between health status, language development, and behavior in young children. *Physical Disabilities: Education and Related Services, 24*(2), 7-20.

Burstein, K., Chao, P. C., Bryan, T., & Ergul, C. (2006, January 19). Family-centered intervention for young children at-risk for language and behavior problems. *Early Childhood Education Journal, 1* [Online]. Available:

http://www.springerlink.com.ezproxy1.lib.asu.edu/openurl.asp?genre=article&id= doi:10.1007/s10643-005-0032-4

Bryan, T., Burstein, K., & Ergul, C. (2004). The social-emotional side of learning disabilities: A science-based presentation of the state of the art. *Learning Disability Quarterly, 27,* 45-52. [SSCI]

Burstein, K., Bryan, T., & Chao, P. (2004) Promoting self-determination skills among youth with special health needs using participatory action research. Journal of

Bryan, T., Burstein, K., & Bryan, J. (2001). Students with learning disabilities: Homework problems and promising practices. Educational Psychologist, 36, 167-180.

Burstein, K., & Bryan, T. (2001). A family-centered medical bill of rights. *Exceptional Parent.* 33,

Bryan, T,. & Burstein, (2000). Assessing your child's medical status. *Exceptional Parent.* 31,

Bryan, T., & Burstein, K., (2000). Choosing a pediatrician. *Exceptional Parent.* 30, 76-80.

GRANTS AND FINANCIAL AWARDS OVER $10,000 (Served as either Principal Investigator or Project Evaluator)

- Authored *Dine for Our Children*, MCHB Integrated Services Grant, Project Evaluator, 15 time commitment. $1,005,000, 2006-2009
- Authored *Navajo Early Educators Partnership,* US Dept of Education, $2,500,000, 2004-2006
- Authored *Chinle Center of Excellence*, Indian Education Demonstration Grant, U.S. Department of Education, Indian Education, $1,250,000, 2003-2006 Completed
- Authored *Arizona Centers for Excellence in Early Education*, U.S. DOE Early Reading First; $3,568,000 2003-2006 Completed
- Authored *Youth Leadership Training Project,* Funded by Arizona Governor's Council on Developmental Disabilities 2003-2004.
- Authored *Building Community Health in Arizona*, Funded by HRSA/MCHB $1,200,000 2002-2006.
- Authored *Medical Homes for Arizona's CSHCN*, Funded by HRSA/MCHB $800,000 2002-2005.
- Authored *Racing to the Future: Transition of Arizona Youth with Special Needs*, Funded by HRSA/MCHB, $1,600,000 2001-2005.
- Parent-centered Approach to Early and Prescriptive Assessment of Children at Risk for Learning Disabilities and Behavior Disorders. $450,000 Funded by OSERS 1999-2001,
- Authored *Improving Managed Care for Children with Special Health Care Needs by Including Parents as Partners in the Medical Home*, $1,200,000 Funded by HRSA/MCHB 1997-2001.
- Trans-disciplinary Community-based Early Intervention Services for Infants and Toddlers in Maricopa County, Part H, 1988-1990.

SCHOLARLY LECTURES, PRESENTATIONS, AND KEYNOTE ADDRESSES

NUMEROUS PRESENTATION ANNUALLY INCLUDING INTERNATIONAL READING ASSOCIATION, AMERICAN PSYCHOLOGICAL ASSOCIATION, COUNCIL FOR EXCEPTIONAL CHILDREN, ASSOCIATION OF MATERNAL AND CHILD HEALTH PROVIDERS, AND THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION.

INVITED LECTURE- EARLY READING FIRST ANNUAL MEETING- 2005

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EDUCATIONAL BACKGROUND

Ph.D. 2004	Education and Human Development (Language and Literacy) Vanderbilt University
Ed.S. 1994	Administration and Supervision Middle Tennessee State University
M.Ed. 1990	Reading Education Middle Tennessee State University
B.S. 1989	Elementary Education Middle Tennessee State University

PROFESSIONAL EXPERIENCE

2005- present	Assistant Professor, Literacy Education, University of Alabama Tuscaloosa, Alabama
2002-2005	Sixth Grade Teacher) Castle Heights Upper Elementary Lebanon, Tennessee
2002, 1990	G.E.D. Teacher (Level 3) Wilson County School System Lebanon, Tennessee
2000-2001	Special Education teacher (1999-2000) Sixth Grade Teacher (2000-2001) Castle Heights Upper Elementary Lebanon, Tennessee
1995- 1999	Graduate Research/Teaching Assistant Department of Teaching and Learning Vanderbilt University

1990	G.E.D. Teacher (Level 3) Wilson County School System Lebanon, Tennessee
1989 - 1995	Fourth Grade Teacher Coles Ferry Elementary School Lebanon, Tennessee

PUBLICATIONS

Dail, R., McGee, L. M.., & Edwards, P. A. (In Preparation). The role of community book club in family literacy.

McGee, L. M., & **Dail, R.** (In Press). Transition to kindergarten: Reaching back to preschoolers and parents through shared summer school. Childhood Education.

Champion, T. B., Katz, L., Muldrow, R., & **Dail, R.** (1999). Storytelling and storymaking in an urban preschool classroom: Building bridges from home to school culture Topics in Language Disorders 19(3), 52-67.

Bloome, D. & **Dail, A. R. K.** (1997). Toward (re)defining miscue analysis: Reading as a social and cultural process, Language Arts, 74(8), 610-617.

FUNDED PROPOSALS

2007-10 **Dail, A. R.,** Principal Investigator. Department of Education: Early Reading First Grant: Project BEYOND. $3,512,166.

2006-8 **Dail, A. R.**, Principal Investigator. Department of Education: Early Reading First Grant: Project CORE. (Originally awarded to L. M. McGee 2004-2006), $1,944.373.

2006-8 **Dail, A. R.**, Principal Investigator. National Council of Teachers of English: Cultivating New Voices Fellowship: Supporting young children's literacy development: A study of literacy practices of African American families with limited resources, $9,600.

2006-8 **Dail, A.R.**, Principal Investigator. The University of Alabama: Research Advisory Committee Grant: Project CORE Parent Program, $5000.

PRESENTATIONS

Dail, A. R., McGee, L. M., Edwards, P. A., & Gales, S. O. (2007, November). The transforming power of community book club. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Dail, A. R., Hughey, S., & Wilson, P. (2007, November). Meeting the challenge: Accelerating at-risk preschool children's literacy achievement. In M. A. Poparad conducted at the annual meeting of the National Reading Conference, Austin, TX.

Dail, A. R. (2007, November). Idea to project: The Role of mentoring. In J. E. McLean (Chair), Promoting Faculty Contract and Grant Productivity.

Dail, A. R. (2007, March). Literacy learning. In L. Luster (Chair), *African –American identity in the teaching of writing*. Concurrent session at Conference on College Composition, New York, New York.

Dail, A. R. (2006, December). Mothers' library book selections for their children. In D. W. Rowe (Chair), *You Can Judge a Book: Studies of Children's Book Selection*. Symposium conducted at the annual meeting of the National Reading Conference, Los Angeles, CA.

Dail, A. R. (2006, November). Supporting young children's literacy development: A study of literacy practices of African American families with limited resources. Poster session presented at the annual convention of the National Council of Teachers of English, Nashville, TN.

Dail, A. R. (2006, November). *Learning to use books*. Paper presented at the 96th annual convention of the National Council of Teacher of English, Nashville, TN.

Rowe, D. W., Peter, J. A., & **Dail, R.** (1996, December). Investigating the literate potentials of classroom interactions: Connecting sociocognitive and sociocultural approaches to literacy research. In J. Green, (Chair), T*eaching and learning reading and writing as reflective, social practices: A framework for conceptualizing and researching the teaching and learning of reading and writing*. Symposium conducted at the annual meeting of the National Reading Conference, Charleston, SC.

REVIEW SERVICE

Manuscript Proposal Reviewer, Corwin Press, July 2007. Book Proposal.
Proposal Reviewer, National Reading Conference, March 2007
Proposal Reviewer, National Reading Conference, March 2006.
Manuscript Proposal Reviewer, Corwin Press, January 2006. Book Proposal.

PROFESSIONAL AFFILIATIONS

International Reading Association
National Council of Teachers of English
National Reading Conference

GRANTS.GOV

Grant Application Package

Opportunity Title:	Early Reading First 84.359A and B: Full Application
Offering Agency:	U.S. Department of Education
CFDA Number:	84.359
CFDA Description:	Early Reading First
Opportunity Number:	ED-GRANTS-050708-002
Competition ID:	84-359B2008-1
Opportunity Open Date:	05/07/2008
Opportunity Close Date:	06/10/2008
Agency Contact:	Pilia Parker Education Program Specialist E-mail: pilia.parker@ed.gov

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

☐ I will be submitting applications on my behalf, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

*** Application Filing Name:** 33126: Project Recovery ERF Initiative

Mandatory Documents

- ED Abstract Form
- Project Narrative Attachment Form
- Other Attachments Form

Move Form to Submission List ==>

Move Form to Documents List <==

Mandatory Completed Documents for Submission

- Application for Federal Assistance (SF-424)
- ED GEPA427 Form
- Dept of Education Supplemental Information for SF-424
- Dept of Education Budget Information for Non-Construction Pro
- Assurances for Non-Construction Programs (SF-424B)
- Grants.gov Lobbying Form

Open Form

Open Form

Optional Documents

Move Form to Submission List ==>

Move Form to Documents List <==

Optional Completed Documents for Submission

Open Form

Open Form

Instructions

1 Enter a name for the application in the Application Filing Name field.

- This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
- You can save your application at any time by clicking the "Save" button at the top of your screen.
- The "Submit" button will not be functional until the application is complete and saved.

2 Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

-It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.

-The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".

-To open an item, simply click on it to select the item and then click on the "Open" button. When you have completed a form or document, click the form/document name to select it, and then click the => button. This will move the form/document to the "Completed Documents" box. To remove a form/document from the "Completed Documents" box, click the form/document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.

-When you open a required form, the fields which must be completed are highlighted in yellow. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.

3 Click the "Submit" button to submit your application to Grants.gov.

- Once you have properly completed all required documents and saved the application, the "Submit" button will become active.
- You will be taken to a confirmation page where you will be asked to verify that this is the funding opportunity and Agency to which you want to submit an application.

Application Submission Verification and Signature

Opportunity Title:	Early Reading First 84.359A and B: Full Application
Offering Agency:	U.S. Department of Education
CFDA Number:	84.359
CFDA Description:	Early Reading First
Opportunity Number:	ED-GRANTS-050708-002
Competition ID:	84-359B2008-1
Opportunity Open Date:	05/07/2008
Opportunity Close Date:	06/10/2008
Application Filing Name :	33126: Project Recovery ERF Initiative

Do you wish to sign and submit this Application?

Please review the summary provided to ensure that the information listed is correct and that you are submitting an application to the opportunity for which you want to apply.

If you want to submit the application package for the listed funding opportunity, click on the "Sign and Submit Application" button below to complete the process. You will then see a screen prompting you to enter your user ID and password.

If you do not want to submit the application at this time, click the "Exit Application" button. You will then be returned to the previous page where you can make changes to the required forms and documents or exit the process.

If this is not the application for the funding opportunity for which you wish to apply, you must exit this application package and then download and complete the correct application package.

Sign and Submit Application

Exit Application

Karen Baccarinda for
JAMES L. BATES
Director, Office of Sponsored Programs