U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080005
Grants.gov Tracking#: GRANT00471627

Closing Date: JUN 10, 2008

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

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

Application for Federal Assistance SF-424

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
06/05/2008	

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Grand Rapids Community College

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
38-2980195	780427324

d. Address:

* Street1:	143 Bostwick N.E.
Street2:	
* City:	Grand Rapids
County:	
* State:	MI: Michigan
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	49503

e. Organizational Unit:

Department Name:	Division Name:
Child Development	Arts and Sciences

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

Prefix:	Prof.	* First Name:	Rebecca
Middle Name:			
* Last Name:	Brinks		
Suffix:			

Title: Child Development Program Director

Organizational Affiliation:

Grand Rapids Community College

* Telephone Number:	616-234-4084	Fax Number:	616-234-3370

* Email: bbrinks@grcc.edu

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

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

Grand Rapids,Kent County, Michigan

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

Early Accent on Reading and Learning for Young Children (EARLY)

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: MI-003

* b. Program/Project: MI-003

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

17. Proposed Project:

* a. Start Date: 10/01/2009

* b. End Date: 09/30/2012

18. Estimated Funding ($):

* a. Federal	4,499,866.20
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	4,499,866.20

*** 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 06/09/2008.

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

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

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

○ Yes ● No

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

☑ **** I AGREE**

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

Authorized Representative:

Prefix:	Prof.
* First Name:	Rebecca
Middle Name:	
* Last Name:	Brinks
Suffix:	
* Title:	Child Development Program Director
* Telephone Number:	616-234-4084
Fax Number:	616-234-3370
* Email:	bbrinks@grcc.edu
* Signature of Authorized Representative:	Judith Larsen
* Date Signed:	06/05/2008

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name **Mime Type**

AdditionalProjectTitle

File Name **Mime Type**

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Grand Rapids Community 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	$ 722,160	$ 754,417	$ 777,014	$ 0	$ 0	$ 2,253,591
2. Fringe Benefits	$ 401,720	$ 435,705	$ 480,799	$ 0	$ 0	$ 1,318,224
3. Travel	$ 11,000	$ 11,000	$ 11,000	$ 0	$ 0	$ 33,000
4. Equipment	$ 21,000	$ 0	$ 0	$ 0	$ 0	$ 21,000
5. Supplies	$ 122,550	$ 52,200	$ 52,200	$ 0	$ 0	$ 226,950
6. Contractual	$ 107,000	$ 87,000	$ 87,000	$ 0	$ 0	$ 281,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 1,385,430	$ 1,340,322	$ 1,408,013	$ 0	$ 0	$ 4,133,765
10. Indirect Costs*	$ 110,834	$ 107,226	$ 112,641	$ 0	$ 0	$ 330,701
11. Training Stipends	$ 11,800	$ 11,800	$ 11,800	$ 0	$ 0	$ 35,400
12. Total Costs (lines 9-11)	$ 1,508,064	$ 1,459,348	$ 1,532,454	$ 0	$ 0	$ 4,499,866

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2011 (mm/dd/yyyy)
Approving Federal agency: [ ] ED [X] Other (please specify): HHS
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Grand Rapids Community 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	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Judith Larsen	* TITLE Child Development Program Director
* APPLICANT ORGANIZATION Grand Rapids Community College	* DATE SUBMITTED 06-05-2008

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

Tracking Number: GRANT00471627

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

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

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: Grand Rapids Community College * Address: 143 Bostwick N.E. Grand Rapids MI: Michigan 49503 Congressional District, if known: MI-003	
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: NA NA * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: NA NA
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Signature: Judith Larsen * Name: Judith Larsen Title: Director of Grants and Resource Development Telephone No.: 616-234-3910 Date: 06-05-2008

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

Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Attachment Information

File Name	Mime Type
2896-2008_GEPA_Statement.pdf	application/pdf

Grand Rapids Community College (GRCC) will ensure that the activities undertaken as a result of the Early Accent on Reading and Learning (EARLY) project will be designed and delivered to ensure equal access to and participation in the program for all students, teachers and program beneficiaries with special needs. Students and staff are selected and services are provided in accordance with Section 427 of the General Education Provisions Act (GEPA). Every EARLY applicant, without regard to race, color, national origin, gender or disability, is considered equally for employment and admission to EARLY, dependent on the eligibility requirements set by law. Students of all races and religions are encouraged to apply and are selected as participants. Services to all participants are provided equally as determined by their needs. Special efforts are made to accommodate the needs of students with disabilities with monthly child studies taking place to identify and strategize how to effectively meet their needs. Efforts are made to keep children in the least restricted environment. To address the program priority to serve English language learners, all outreach and program materials are created in Spanish and the program strives to employ a Spanish speaking teacher in each classroom. Special outreach is conducted to families in neighborhoods with large Hispanic populations with flyers distributed door-to-door. In addition, employment and program information is provided to local Hispanic media outlets.

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 Grand Rapids Community College
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Prof. * First Name: Rebecca Middle Name: * Last Name: Brinks Suffix: * Title: Child Development Program Director
* SIGNATURE: Judith Larsen * DATE: 06/05/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Ms.

Rebecca

J.

Brinks

PhD

*** Address:**
143 Bostwick NE

Kent
County

Grand Rapids

MI: Michigan

49503

USA: UNITED STATES

*** Phone Number:**
616-234-4084

Fax Number:
616-234-3370

Email:
bbrinks@grcc.edu

2. Applicant Experience:

_Yes • No _ Not applicable to this program

3. Human Subjects Research

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

•Yes _No

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

• Yes Provide Exemption(s) #: #1, #2, #4

_No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName	MimeType
1794-2008_Exempt_Research_Narrative.pdf	application/pdf

Grand Rapids Community College
Department of Education Supplemental Information Form for the SF424
Exempt Human Research Narrative

The evaluation component of this project involves research that meets the following exemptions from rules on protection of human subjects in research.

Exemption 1: This proposed project meets exemption 1 because it will conduct research on human subjects in an established educational setting; in classrooms, labs and courses offered by Grand Rapids Community College (GRCC). The research involves normal educational practices research on the effectiveness of instructional techniques and curricula.

Exemption 2: The research involves conducting surveys and interviews of faculty, staff and students and evaluating results of educational tests administered to students. Individual student records will be queried electronically to determine the existence of educational plans and participation in student support services. The resulting data will be presented in summary format with no identifying student information attached. Survey data will be collected anonymously. Interview data will be analyzed without any identifying information attached. Participation in student surveys or interviews will be voluntary. The request to complete a survey or interview may be made in writing, using email, or face to face. All students will have the option of not participating. The data collected will not pose any risk or damage to the individuals whose responses and test scores are compiled to yield the data. Thus, it meets exemption 2.

Exemption 4: The research involves the collection and study of existing data that are publicly available in public records of GRCC. The resulting data will be presented in summary format only with no identifying information attached. Thus, it meets exemption 4.

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **9210-2008_Abstract.pdf**

Early Accent on Reading and Learning for Young Children (EARLY) will develop Centers of Early Childhood Educational Excellence at five sites that serve 144 children each year of the program in urban Grand Rapids, Michigan. EARLY is a partnership between Grand Rapids Community College (GRCC), Grand Rapids Public Schools (GRPS), and the YMCA of Greater Grand Rapids (YMCA). The project is based upon a theory of change focusing on scientifically based reading research (SBRR) literacy practices and leading to school readiness for at-risk children. EARLY meets ERF Invitational Priority 1 as intensive full-time services are delivered to at-risk preschoolers, ages four to five, at sites that feed into Reading First schools. Priority 2 is met by focusing on increasing school readiness for children with limited English proficiency. Invitational Priority 3 is met through intentional inclusion of the YMCA of Greater Grand Rapids, a non-profit, faith-based organization built on Christian principles.

EARLY activities address the following ERF goals: (1) ***Classroom environments will be improved*** through use of the Classroom Literacy Enrichment Model (CLEM), grounded in SBRR, that infuses literacy into all aspects of the classroom environment and emphasizes assessment as a part of common classroom practice. This builds on the experience and success of the 2002 ERF grant and Great Start Professional Development Grant. (2) ***Professional development*** for educators will be provided through an initial coursework learning opportunities, cohort monthly workshops, site-based mentoring (coaching) and individualized education plans that will lead to improved instruction in oral language, phonological and print awareness, and alphabet knowledge. (3) ***Services and instructional materials*** will develop language, cognitive and early reading skills through use of the CLEM integrating SBRR literacy practices. (4) ***Screening assessments*** (Pre-LAS, PPVT III, Pals PreK, TROLL) will identify needs of individual children and drive instructional strategies. Classroom environments will be assessed using ELLCO and improved to ensure tools for learning are available.

External evaluation will be conducted to provide on-going assessment data, assessment of change in educator knowledge and practice, and use of home literacy activities by families. Data will be used to ensure program efficacy and to improve the project on an ongoing basis.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **2674-Mandatory_2008_Full_Application_Narrative.pdf**

Selection Criterion 1, Factor 1: EARLY has been specifically designed to incorporate language and literacy activities based on ***scientifically based reading research (SBRR)*** to support age-appropriate development of oral language, phonological awareness, print awareness and alphabet knowledge. We will accomplish this by building on the successes of the 2002 ERF grant grounded in SBRR. Our previous ERF project (2002 recipient) effectively raised literacy rates in children entering Kindergarten. Children involved in the project scored 14% better than non-participants based on the GRPS Kindergarten literacy assessment in the areas of letter identification and phonological awareness; the two biggest indicators of reading success (McCardle, et al., 2001); (Adams, 1990). The 2005 Great Start Early Childhood Educator Professional Development grant results indicated that greater classroom educator practice significantly contributed to growth in children's receptive language skills (Neuman, et al., 2008).

Oral Language, speaking and listening skills build a foundation for later success with reading and writing (Adams, 1990); (Neuman, et al., 2006); (Committee on the Prevention of Reading Difficulties in Young Children, 1998). Intentional, purposeful learning opportunities will be implemented to develop oral language skills (Strickland, et al., 2004). Strategies such as modeling, questioning, vocabulary building, and use of quality children's literature, will be used to ensure that children's vocabulary is increased and opportunities for conversation are expanded to lessen the gap for children whose exposure to rich oral language experiences puts them at risk (Hart, et al., 1995). **Phonological awareness** has been shown to be the second most critical predictor of future reading success (McCardle, et al., 2001) and needs to be supported during the preschool years to improve later ability to read and spell (Adams, 1990); (Adams, et al., 1998); (Lieberman, 1989); (National Institute of Child Health and Human Development, 2000). Rhyming, alliteration and segmentation activities are known to be among the best ways to develop phonological awareness (Bradley, et al., 1983); (Meuter, et al., 2002). Strategies to integrate phonological awareness will include modeling and segmenting speech sounds, emphasizing beginning sounds to

increase the child's awareness of the meaning and purpose of the sounds of speech and extending the use of noises and sounds through rhyming and alliteration activities. **Print awareness** develops during the preschool years through repeated exposure to and experiences with books, charts, and other types of functional print (Adams, 1990); (Strickland, et al., 2004). Children's background knowledge about the world and print concepts are fostered through experiences with books and shared book reading experiences. (Teale, et al., 1989); (Strickland, et al., 2006). Reading aloud to children is cited as the single most important activity for developing skills essential for reading success (Whitehurst, 1994); (Bus, et al., 1995). Print materials will be incorporated into all areas of the classroom (i.e. environmental print in dramatic play, blueprint paper in the block area, chart templates in the science area, labeling objects throughout the classroom) and intentionally integrated into daily activities. **Letter knowledge** is one of the best predictors of success in first grade reading (Adams, 1990). Research has shown that at-risk children must be exposed to letter knowledge in the preschool classroom (Strickland, 1998); (Wasik, 2001). Letter knowledge can be integrated by providing props that help children explore symbols, shapes and letters to learn their meaning. Written expression begins in early childhood as children are exposed to the writing process and adults can help develop these skills by observing, modeling, extending, and providing support (Lenski, et al., 2000); (McCarrier, et al., 2000); (Neuman, et al., 1998); (Schickedanz, 1999). Children learn written language through active engagement with objects and events in their world. A well stocked writing center providing materials such as templates, sensory letters, a variety of writing tools, and letter stamps helps children form letters. Conversations and questioning strategies help children recognize letters in the environment.

Preschool educators are in a key position to influence the development of early literacy skills by providing literacy rich classroom environments and using intentional instructional strategies (Bodrova, et al., 2003); (Neuman & Dickinson, 2006); (Strickland, et al., 2004). Strong professional development

related to literacy improves classroom educators' knowledge, skills and daily practices (National Research Council, 2001); (Costa, et al., 2002); (Joyce, et al., 1982); these studies identify the importance of continual, intensive and individualized training. Joyce and Showers (1996) discussed the importance of providing feedback and in-class coaching in addition to theory demonstration to help classroom educators transfer training to their daily instructional practice. An intensive strategy such as coaching is essential for practicing preschool classroom educators. Coaching has been described as providing "ongoing consistent support for the implementation and instruction components" (Poglinco, et al., 2003).

A primary focus is to help individuals grow and gain expertise in their current positions. Professional development resource personnel need to be site-based and accessible to classroom educators in order to develop relationships and be effective (Hayes, et al., 1999); (Scroggins, et al., 2004); (Smith, 2002). Professional development research related to literacy points to strategies and characteristics of in-service training that improve classroom educators' knowledge, skills and daily practices. Such in-service training must be continuous, intensive, and individualized in order to be effective (National Research Council, 2001); (Hayes, et al., 1999); (Joyce, et al., 1996).

Professional development must aim at cognitive processes (Bodrova, et al., 2003); (Costa, et al., 2002); (Garmston, 2000); (Guskey, 1995); (Joyce, et al., 1980). Adult learners have different learning styles and strengths and have more life experience to draw on than younger learners (Heibert, et al., 2004); (National Staff Development Coucil, 2001). Classroom educators must experience first hand as learners the instructional approaches they in turn will be using with their students (National Staff Development Coucil, 2001). To this end, coaching and cohort workshops provide classroom educators with these experiences and present vivid examples of teaching methods they may practice and adopt as their own.

Selection Criterion 1, Factor 2, Purpose 1: EARLY will develop Centers of Early Childhood

Educational Excellence at five sites that serve 144 children annually in the urban area of Grand Rapids, Michigan. See Appendix 1 for specific numbers of children served at each site, as well as additional demographic details. All classroom sites have demonstrated capacity to become an ERF preschool center of educational excellence as described below:

Preschool classrooms are ***appropriately equipped*** at the five program sites. Each classroom provides a fully appointed, age-appropriate physical environment for both individual and small group involvement with a variety of equipment and materials. Each classroom has developmentally appropriate play areas for large and small motor development with manipulatives, blocks, dramatic play, books, puzzles, table games, water and sand, puppets, and large muscle activities. Indoor and outdoor learning centers include adequate space for larger motor activities and include equipment for sliding, climbing, crawling, balancing, running, and imaginative play. There are both quiet and active areas to accommodate children's different temperaments and needs. Materials contained in the learning centers are changed to reflect themes or areas of interest to the children. Spaces are arranged to accommodate movement of children among equipment and interest. Play items encourage learning with appropriate supplies and tools to implement creative ideas (e.g. writing materials, stencils, scissors, writing desks, books on tape, listening center equipment, head sets, tape recorder).

All programs have ***high rates of daily attendance*** for enrolled children, averaging 91% daily.

Classroom ***educators have the qualifications necessary*** to implement a language and literacy focused project. As shown in Appendix 1, each of the 18 lead and assistant educators at the program sites have a degree in Early Childhood Education (ECE) or Child Development.

All program sites have ***low staff turnover rates***. GRPS employs 13 staff members at its four proposed sites with tenure ranging from a minimum of 2 years and average length of employment is 14.5 years. The YMCA opened at the current location in 2005. The lead classroom educator is in her 2nd year with 5

years of previous experience and the assistant classroom educator is in her 3rd year with the program.

The preschool programs at both GRPS and YMCA are based on a ***developmental approach*** that implements the philosophy that the child becomes a whole person through growth in the social, emotional, intellectual, sensory, language, and motor areas. All are equally important and treated as such. Exploration and discovery allow children to create firm foundations in all realms and increase chances for school success. GRPS is completing its fourth year of an intentional focus on literacy throughout grades preK-12. Preschool classroom educators have undergone rigorous training in the development of early literacy and the importance of a balanced literacy approach. The YMCA's definition of quality is formed utilizing standards and criteria established by the YMCA of the USA, NAEYC, and most importantly, the needs of the individual children and families served.

Current capacity is further demonstrated through the quality standards maintained at each site. All sites are licensed by the Michigan Department of Human Services. 3 of the 4 GRPS classrooms hold NAEYC accreditation; and the fourth program, recently moved to a new location, will undergo accreditation self-study as it becomes eligible. In addition, all classrooms have aggregate scores in the 4 to 4.5 (out of 5) range using High Scope's Program Quality Assessment (High/Scope Educational Research Foundation, 2003). Currently, the YMCA is at its capacity of 114 children. Since the program opened in 2005, the center has been awarded the Mission Driven Quality Promise through the YMCA of the USA. This award includes a quality evaluation which is done through a self-assessment that examines high quality standards that exceeds local and state regulations. The Quality Child Care Evaluation tool designed by the YMCA of the USA for YMCA preschool programs include philosophy and goals, interactions between staff and children, program content and programming with children, staff-parent partnerships, leadership staff and volunteers, administration, facilities and equipment, health, safety and nutrition, and evaluation. The program is in the process of achieving NAEYC accreditation and will be

submitting materials in October.

As shown in Appendix 1, the vast majority of children to be served by this project come from disadvantaged backgrounds. Currently, an average of 92% of students at the proposed sites are from low income families as they are eligible for free and reduced lunch, 6.3% of students have special needs and 33% of students have a home language other than English. All students enrolled have been deemed at risk for educational failure by the Michigan Department of Education. Emergent literacy skills are assessed as students enter GRPS and, although progress has been made in the past few years as preschool programs have intensified their literacy instruction, more than 80% of these entering Kindergarten students do not meet the district's readiness standard necessary to insure success in reading and writing.

Overall risk factors for young children are high in Grand Rapids: the city has one of the highest rates of infant mortality in Michigan at 12.1 per 1000 births, one of the largest percentages of births to mothers with less than 12 years of education (32%) and 12% of births are to mothers under the age of 20 (Kids Count Michigan, 2004-2006 averages). 38% of people living in poverty are under the age of 5. Currently, Michigan is in dire economic straits with the highest unemployment rate in the country (6.9%, April, 2008). Michigan's child poverty rate rose three times faster than the national average between 2000 and 2005; 36% compared with 12% across the country (Annie E. Casey Foundation, 2005). The EARLY project will provide equitable opportunities to learn for preschool aged children. The emphasis of the project is to serve those children who are considered most at risk and in need of early intervention.

Selection Criterion 1, Factor 2, Purpose 2 & 3: The EARLY classrooms have many elements that connect them, including a SBRR approach to programming that emphasizes assessment as a part of their common practice. Excellence in literacy will be ensured by the use of the ***Classroom Literacy Enrichment Model (CLEM)*** a SBRR curriculum model that encompasses literacy development in all areas of the Preschool classroom. ***CLEM*** has been successfully implemented both through EARLY

(2002 ERF grant) and as a part of the Great Start Early Childhood Educator Professional Development grant (project director: Susan Newman, PhD, University of Michigan) where it was field tested by independent experts at four community colleges throughout Michigan. The research from these two grants in terms of child outcomes was described in *Selection Criterion 1, Factor 1*.

The Classroom Literacy Enrichment Model (CLEM) builds from a child-centered foundation using classroom routines and learning centers as the platform for planning intentional literacy instructional strategies. It overlays and unifies existing curricula based on state and national standards using a **Balanced Literacy** approach. The model takes what many preschool classroom educators already know about how to plan an effective program and integrates this knowledge with the lessons we have learned from research on early literacy instruction related to the goals of ***phonological awareness, oral language, written expression, alphabetic knowledge and print concepts***. It is an early literacy approach which actively engages preschoolers in guided play and intentional instruction. The emphasis placed on literacy in this model stems from the belief that early literacy development is an integral and comprehensive part of the early learning classroom. A literacy rich environment provides opportunities for children to play and explore their environment. This involves providing the experiences, activities, and materials that are suitable for children based on their age, developmental stage, and culture. Learning is interactive and primarily takes place through children's play and exploration. The CLEM is based on respect for children as learners and for classroom educators as professionals, providing information about teaching strategies and specific activities, but also inviting classroom educators to learn from their children and use their own creativity to make this model match the needs of their own classrooms. The model is divided into two parts. The first section provides information and strategies for enriching literacy during ***Routine Times***. Ideas for augmenting literacy experiences during ***Group Experiences, Transitions, Food Experiences,*** and ***Rest Time*** are provided to maximize learning during the daily routine. Table 1 describes the flow of

the day. As illustrated, at least 90 minutes per day will be spent developing each child's language, cognition, and early reading skills through targeted instruction.

Table 1 – Flow of the Day

Morning	Afternoon
Children arrive at school • Children sign themselves into classroom • Check in materials from home – Literacy parent take home bags built around quality children's books • Answer question of the day	**Lunch** • Menus are available to reinforce print concepts. • Opportunity to review morning and foster discussions with and between adults and children
Morning Meeting • Whole Group Instruction emphasizing concepts, new words, word walls • Morning message • Shared read-aloud • Daily check in with children	**Rest Time** • Chapter Books/Books read aloud • Classical Music • Books on Tape
Center Time with Small Group Instruction • All centers open with literacy embedded throughout classroom	**Open Center Time/Large Muscle** • Children join group as they finish rest • Small groups of children (2, 3, or 4 children at a time) working on areas identified through assessment in language and literacy)
Outdoor Play/Large Muscle • Print and photos are used to support directions and use of materials	**Afternoon Greeting** • Music and Movement-Intentional activities that included reinforcement of print awareness, oral language and phonological development
Circle Time with Whole group • Emphasis on community building through storytelling, puppets, songs, poetry, building on shared experience etc.	**Center Time** • All centers open with literacy embedded throughout classroom
	Clean-Up • Labels are used throughout the classroom to increase awareness of print

The second part of the model focuses on strategies for supporting literacy throughout the classroom environment. Each **Learning Center** fulfills specific goals to provide for the varying needs and interests of individual and small groups of children, promoting independence and initiative. Centers are equipped with a variety of intentionally chosen learning materials, experiences and activities to encourage children to become creative problem solvers and construct knowledge. Classroom educators actively engage with

children in the learning centers, following their lead and finding opportunities to enrich and build on their literacy experiences. Table 2 provides ***examples*** of Learning Centers from CLEM.

Table 2 – Learning Centers

Art Center	
Purpose	Children explore an assortment of materials such as markers, crayons, paint, clay, collage materials, scissors, glue and wood scraps. The classroom educator introduces and uses vocabulary related to color, shape, texture, pattern and styles of art to expose children to new terms related to their experiences with art.
Enrichment Strategy(ies)	Signs and written directions, letter art using tape, letter stamps or sponges, and art text (writing down what child says about creation).
Book Extension	A book such as **Mouse Paint by Ellen Stoll Walsh**, can be extended by mixing colors in clear cups, using eye droppers to explore the colors on coffee filters, using color matching cards in sequence, and giving children mouse templates for tracing and painting.
Block Center	
Purpose	The Block Center Includes materials such as blocks of various shapes and sizes, small figures of people and animals, costumes and props, writing tools, and printed materials such as signs and blueprints. Classroom educators introduce and use vocabulary related to structure, design, size, measurement, distance and shape to introduce children to new words.
Enrichment Strategy(ies)	"New Kids on the Block" personalizes block play with photos of each child cropped and taped to a unit block. Children are encouraged to add "themselves" to the buildings, roadways or vehicles they build and make up stories. Their stories can be written in a special notebook and kept it in the block center. Maps and signs, writing prompts such as blue prints, and opportunities to build large letters out of blocks are other good choices.
Book Extension	A book such as **A Day in the Life of a Construction Worker by Heather Adamson,** can be extended by examining house plans and blue prints, making plans with children using graph paper and pencils, measuring items around the classroom using hand and foot cutouts, and pretending with props such as hard hats, safety goggles, and building sets.
Classroom Library	
Purpose	Good children's literature enables children to expand and learn about their world. Children progress through stages as they explore books moving from attending to pictures to oral stories to "reading" by looking at the pictures, to attending to print.
Enrichment Strategy(ies)	Together, classroom educators and children celebrate books as children interact with alphabet books, classroom language experience books, flannelboard stories, puppets, and storytelling props independently or with other children on a daily basis.
Book Extension	The book, **Families by Ann Morris,** can be extended by exploring children's own family photos, and playing with multi-cultural family puzzles, family figurines and puppets.
Dramatic Play Center	
Purpose	The dramatic play center provides a place for children to engage in pretend play using props, actions or language to represent realistic or imaginary experiences.
Enrichment Strategy(ies)	Literacy enrichment activities include storybook theater, making word books, functional writing props such as an order form for a restaurant, and prop boxes.
Book Extension	The book, **The Three Little Pigs by Patricia Siebert,** can be extended by providing a related prop box to act out the story, emphasizing the vocabulary, sequence and rhyming in

	repetitive phrases, and using building materials such as cardboard brick boxes.
Gross Motor Center	
Purpose	The preschool age is an important time for children to develop fundamental movement skills such as running, jumping, climbing, throwing and catching.
Enrichment Strategy(ies)	Literacy enrichment includes word cards and signs, listen and move games using rhyming and sound matching, writing tools such as large paint brushes and sidewalk chalk, a letter, symbol shape hunt, and an alphabet bean bag toss.
Book Extension	A book kit such as **From Head to Toe by Eric Carle** can be extended by identifying body parts, engaging in pretend play with a doctor's kit and filling in a check-up sheet.
Math and Manipulatives Center	
Purpose	Preschoolers' mathematical experiences are rooted in everyday interactions with the environment. Classroom educators pay a critical role by supplying a variety of concrete materials and encouraging children to use their senses to learn about order and meaning. Preschoolers are just beginning to discover concepts such as classifying, comparing, ordering, measuring, organizing and presenting information, shape, spatial relationships, patterning, and numbering.
Enrichment Strategy(ies)	Literacy enrichment includes word and number cards and puzzles, graphs, charts and surveys, rhyming and alliteration games and constructing shapes and letters.
Book Extension	The book, **Inch by Inch by Leo Lionni**, can be extended by using inchworms or measuring tape to measure things in the classroom, sorting inchworms by size, graphing measurement or sorting results, and beginning to estimate lengths of objects.
Science and Sensory Center	
Purpose	Preschoolers are natural scientists as they continually use their senses to explore their environment and ask questions about and show interest in everything they encounter. Classroom educators introduce children to interesting materials and experiences related to all areas of science. Life Sciences (Biology) involve learning about animals, plants, health and the human body. Earth Sciences (Geology, Astronomy, and Weather) focus on learning about air, water, land and space. Physical Sciences involve exploring magnets, simple machines, and chemistry, primarily in the form of cooking.
Enrichment Strategy(ies)	Literacy enrichment includes sequence cards, observation notebooks, letters in the sensory table, exploring and comparing sounds.
Book Extension	The book, **Stranger in the Woods by Carl R. Sams and Jean Stoick**, can be extended by using word cards in the writing center, building homes for animals in the block area, putting birdseed in the sensory table and writing children's name in glue to dip in the seeds, and observing birds at a birdfeeder outside a classroom window.
Technology Center	
Purpose	Technology is a major influence in the lives of preschool children. It is crucial that adults choose technology tools carefully and integrate them into the classroom with intentionality. A technology center includes appropriate computer furniture that provides space for 2 or 3 children to work together, including a computer system, printer and paper, TV/VCR and/or DVD, cassette and /or CD player, child friendly head phones, and electronic learning tools such as the Leapdesk Workstation.
Enrichment Strategy(ies)	Literacy enrichment includes making books, engaging in listening center experiences, and letter and number searches on the keyboard.
Book	The book, **Bed Hogs by Kelly DiPucchio**, can be extended by listening to the book on tape,

Extension	preparing and eating sloppy snacks like "mud pies", singing and acting out "six in a bed", and looking for letters, numbers or words in the book that are a different color.
Writing Center	
Purpose	A writing center includes a variety of materials to write on such as an array of sizes, colors, and textures of paper, a variety of writing tools such as pencils, pens, chalk, markers, and crayons, envelops and cards, tools such as scissors and hole punches, materials for putting paper together such as tape, glue, brads, and staples, stamps, stencils, a display of the alphabet at children's eye level, word/picture cards, photo/name cards and labeled bins.
Enrichment Strategy(ies)	Mail centers, letter props, and intentional writing prompts provide ongoing writing assessment.
Book Extension	The book, **ABC Kids by Laura Ellen Williams**, can be extended by making and matching upper and lower case alphabet sticks out of tongue depressors, playing with magnetic letters on a cookie sheet, and making a letter collage using magazines and newspapers.

As outlined in *Selection Criterion 1, Factor 2* and table 3 below, EARLY supports ERF target areas.

Table 3 – Project Goals

1. Promote oral language by systematically incorporating intentional activities in daily routines.
a. Assess oral language skills (receptive & expressive) and adjust instructional strategies to meet the developmental needs of children based on results.
b. Incorporate oral language into routine activities such as group experiences, transitions, rest time, and food experiences by using strategies such as reading aloud, storytelling, story reenactment, music and song, rhymes, finger plays, and talking with children.
c. Introduce and reinforce specific vocabulary related to concepts explored in the learning centers throughout the classroom (i.e. art, block area, dramatic play, writing center, etc.)
d. Implement intentional activities to promote oral language in all learning centers using names and photos on blocks, providing props for storytelling and strategies such as flannel boards or story theater.
e. Purposefully select fiction and nonfiction books using the criteria in Young Children's and Picture Books (Jalongo, 2004) for learning centers and small/large group experiences. Incorporate them to encourage expressive and receptive language skills with a particular emphasis on the use of oral language for English language acquisition.
2. Promote phonological awareness skills by systematically incorporating intentional activities in daily routines.
a. Assess phonological awareness skills and adjust instructional strategies to meet the developmental needs of children based on these results.
b. Develop children's listening, rhyming, alliteration, segmenting and blending skills during daily routines, including group experiences, transitions, rest time, food experiences, and daily play.
c. Implement intentionally planned activities to develop children's ability to listen for a purpose: targeting attention, discrimination, memory and association skills.
d. Select books based on the criteria in the Young Children's and Picture Books (Jalongo, 2004) for each learning center and use them to encourage phonological awareness skills.
3. To increase alphabetic knowledge by systematically incorporating intentional activities in daily routines.
a. Assess children's letter knowledge and adjust instructional strategies to meet the developmental needs of children based on these results.
b. Introduce, implement, and reinforce alphabet concepts in all learning centers.
c. Select ABC books based on the criteria in the Young Children's and Picture Books (Jalongo, 2004), and

use them to promote alphabetic awareness.
d. Assess children's writing skills and adjust instructional strategies to meet the developmental needs of children based on these results.
e. Establish centrally located writing centers in each classroom and incorporate writing prompts and materials in learning centers (i.e. message pads in dramatic play area, blueprints in block area).
f. Provide daily opportunities for writing during free play and structured activities (i.e. journaling).
4. To promote print awareness by systematically implementing intentional activities to develop children's understanding of the forms, functions, and meaning of print.
a. Assess children's knowledge of print concepts and adjust instructional strategies to meet the developmental needs of children based on these results.
b. Introduce and reinforce print concepts through the use of books, word cards, signs, everyday print materials (newspapers, etc.)
c. Provide a print rich environment emphasizing use of children's names throughout the classroom and other appropriate vocabulary, using English and native languages of the children.
d. Develop language experience books and documentation panels incorporating print and photos.

Oral Language, phonological awareness, print awareness, and alphabetical knowledge will all be assessed quarterly. Classroom educators and Literacy Coaches will adjust instructional strategies to meet the needs of children based on this data. Through ***direct instruction*** educators will be able to move children to more ***independent practices***; develop children's ability to listen for a purpose, including targeting attention, discrimination, memory and association skills; and support ongoing change in the environment. The use of CLEM, ELLCO, TROLL, PPVT, and PALS between sites and the connection provided by weekly debrief meetings between Literacy Coaches will provide for continuity between EARLY programs. Educators will use this support to know what they need to accomplish with the children on a daily basis.

The use of assessment data, classroom educator reflection, observation, coaches, and professional development will be critical in the implementation of project goals. Each of the elements will guarantee a well rounded comprehensive plan. Since all programs included in the project are ***full-day sites***, targeted instruction in the areas of language and literacy will be provided for at least 90 minutes each day. A full day schedule affords time and framework to have literacy embedded throughout the day with targeted times such as message board, story times, large group, small group, and routine activities.

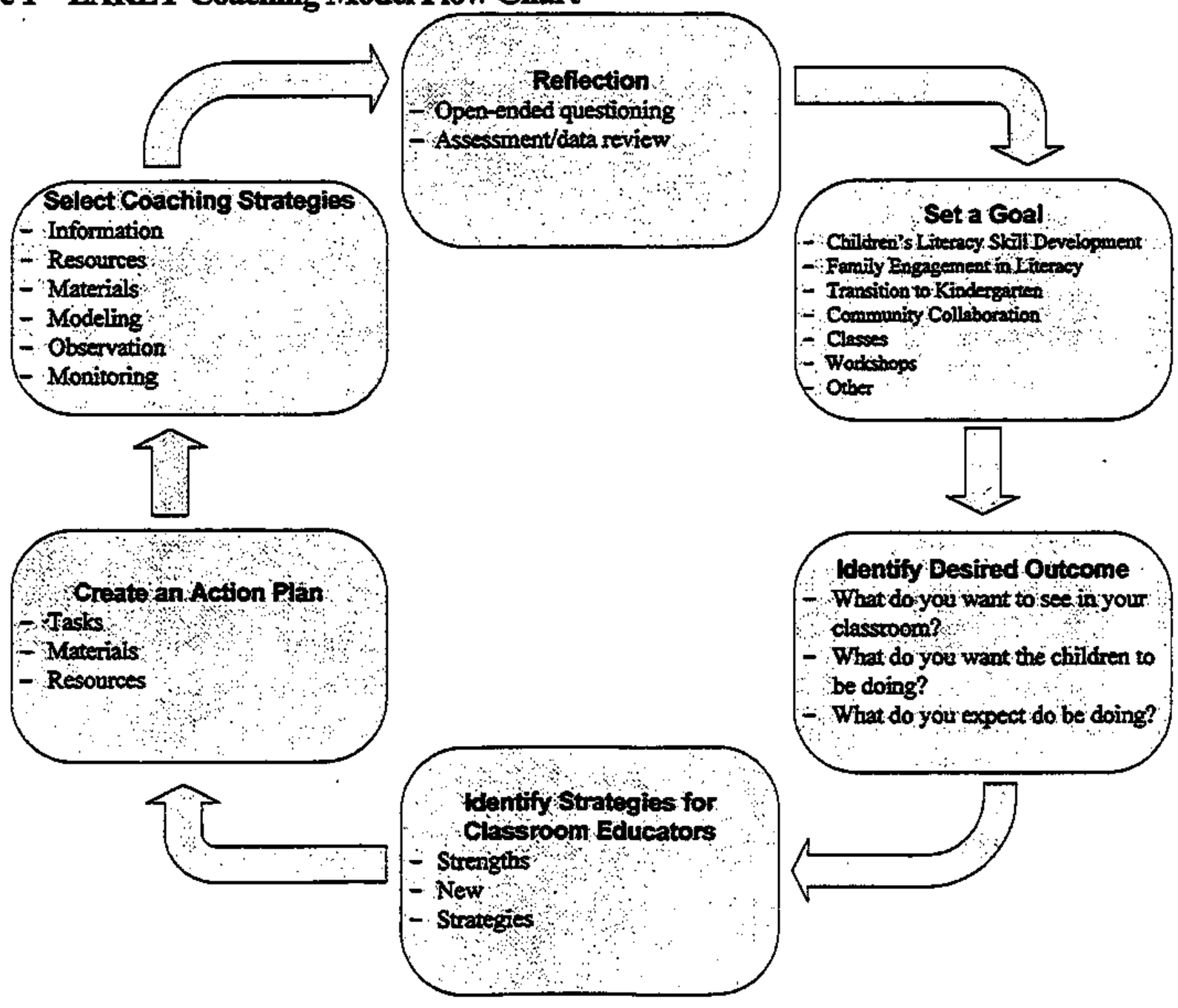
Selection Criterion 1, Factor 2, Purpose 4: The ***professional development goals*** of the project are to increase early childhood educators' scientifically-based research knowledge and practice related to literacy. The research in *Criterion 1, Factor 1* outlines the basis for professional development ***content scope and sequence*** that include: intensive coaching, monthly cohort workshops, individualized professional development planning, educational and training opportunities, and networking experiences. An online hybrid literacy course through GRCC provides a common framework of SBRR and instructional practices to classroom educators and Literacy Coaches at all sites. The course, using online and in person sessions, was developed through a Great Start Early Childhood Educator Professional Development grant to four Michigan Community Colleges who worked closely with Susan Neuman at the University of Michigan. An online forum will also be developed during the course and continue to be available throughout the project. This course will begin immediately and be completed in the Fall. The Great Start initiative found that this combination of course work and coaching resulted in significant gains in both classroom educator knowledge and classroom educator practice (Neuman, et al., 2008).

Additional education experiences include pursuing college coursework within a program directly related to literacy and using a classroom educator resource library. Coursework could be taken at all levels (Associates, Bachelors, Masters, and Doctorate) that are within a program directly related to literacy. The grant will pay tuition costs not covered by the educator's employer up to a combined maximum of twelve credits per calendar year. The classroom educator resource library will be available to classroom educators at a central location. The library is equipped with books and periodicals; equipment such as a laminator and die cut machine; a book binder for creating books; and materials and resources for creating flannel board and magnet stories, and math and literacy games.

Intensive formal coaching is a key professional development strategy and each educator will be supported in their classroom by a coach for ***one day*** each week. Coaches hired for the project will have

educational and classroom expertise related to both Early Childhood Education and Literacy (see Appendix 2 for Literacy Coach job description). Employing Literacy Coaches who meet these ***high educational and experiential requirements*** was a key to the success of the 2002 ERF grant. Coaching assists educators to "transfer" their learning into their own classrooms (Joyce, et al., 1981). With coaching, classroom educators will reflect on current practices, set goals, identify desired literacy outcomes and strategies to reach those outcomes, create and implement an action plan, select coaching strategies, and reflect collaboratively. The process will be documented on coaching cycle forms that incorporate each of these steps. This coaching model (illustrated in Figure 1) was implemented successfully in both the 2002 ERF grant and the Great Start grant and resulted in improved practices leading to greater child growth on important outcomes as measured by PPVT III.

Figure 1 – EARLY Coaching Model Flow Chart



Individualized professional development planning (IPDP) is an effective strategy that will be used to identify and assess key strengths and competencies individuals need to develop to improve teaching, and to determine specific actions needed to achieve their goals (Sparks, et al., 1989). A Professional Development Specialist (PDS) will work closely with educators to create an IPDP that will guide an intentional set of professional development activities. Formal meetings will take place ***twice a year*** and plans will be reviewed on an ***ongoing basis***. The PDS will lead a team of site directors, the ERF/RF Coordinator, and GRCC faculty to coordinate ongoing professional development efforts. The PDS will have educational (MA or MS) and classroom expertise related to both Early Childhood Education and Literacy, as well as additional leadership experience.

Monthly classroom educator cohort workshops, led by college instructors, Literacy Coaches, classroom educators, and nationally known speakers, will be scheduled during the academic school year to teach new instructional approaches that can be implemented in the classrooms. Follow-up coaching will build on content introduced in the monthly meetings. Workshops will be rotated among the sites to encourage classroom educators to visit other classrooms. Each educator will receive a professional membership to either National Association for the Education of Young Children (NAEYC), the National Black Child Development Institute (NBCDI), or the International Reading Association (IRA) with benefits including professional journals.

Ongoing networking experiences will include visitations to preschool and kindergarten classrooms, peer partnerships with other classroom educators within the project, online discussion boards, and bi-monthly newsletters. Classroom visitations allow educators to observe environments and instructional practices of other early childhood professionals. Peer partnerships aim at promoting relationships between participants and building a professional learning community. The online discussion board provides a vehicle for asking questions, communicating with each other, and discussing issues as they arise. The bi-

monthly newsletters will connect classroom educators with their colleagues and help them to see what is happening in the grant as a whole.

The professional development experiences will be ***classroom focused*** and built around the CLEM materials and strategies explained in *Purpose 2 & 3.* This ensures that the scope and sequence of professional development will mirror the instruction in the classroom.

Classroom educators who participated in and continue to sustain the work from the 2002 ERF grant at the GRCC Lab Preschool will serve as mentor educators. These classroom educators have a wealth of lessons learned that will be of value to new ERF classroom educators. All mentor educators have at least a B.A. or MA in early childhood education, over 5 years of classroom experience, and participated in all three years of the 2002 ERF grant. One of the mentor educators was a Literacy Coach for the 2002 ERF grant. The classroom educators will observe mentor classroom educator classrooms followed by reciprocal visits from the mentor educator to observe their classrooms. Observational findings will be explored during debrief sessions framed by the coaching model flow chart. The mentor educator will use strategies from the coaching model (Figure 1 in *Selection Criterion 1, Factor 2, Purpose 4*). The coach will connect with the mentor educator to create a systematic approach. The follow-up support will be individualized for each educator. An ongoing dialogue will be facilitated through on-line discussion boards, small group meetings, shared professional development, and continued visits. A mentor coordinator will organize the efforts of the mentor educators by working closely with the PDS/Coach Coordinator and Literacy Coaches to identify appropriate mentor/educator relationships for specific goals.

As detailed in *Purpose 1*, an average of 92% of the children at the EARLY sites is from low-income families. The professional development provided to their educators through EARLY will create additional opportunities to enhance the students' early language, literacy, and prereading development.

Selection Criterion 1, Factor 2, Purpose 5: As indicated Table 4 below, we have structured our

internal evaluation to provide multiple strategies, both formal and informal, formative and summative, to assess the pre-literacy knowledge of children, thereby ensuring that classroom educators have timely information to help them plan appropriate instructional strategies for groups and individuals. The quarterly classroom educator observations collected with the TROLL will be cross-tabulated with the data from PALS and PPVTIII to help the classroom team target interventions for specific children as needed. The ELLCO components of the classroom environment assessment and the observation of adult/child interactions will be used to inform the day-to-day work of the Literacy Coaches and to assist with professional development planning. The external evaluation will complement internal evaluation activities (see *Selection Criterion 5*). ELLCO was found to be valuable by educators during the 2002 grant as it helped them to identify areas of the classroom needing enhancement. The intensive professional development used in this project resulted in significant improvements in the mean scores for all areas of the ELLCO when comparing baseline to the final scores in year three (Brinks, 2007).

Table 4 – Internal Evaluation Tools

Project Goal	Tool/ Assessment	Who/What Measured	Psychometrics	Frequency	Administrator
A. To advance children's emergent literacy skills.	TROLL	Children's Literacy development	Alpha:.77 - .92 for subscales	Quarterly	Classroom educators Internal Evaluation Team will train the classroom educators annually.
	PPVT III	Children's Receptive vocabulary	Alpha: .92 -.98 Test – retest: .91 - .94	2x per year	Certified Speech Pathologists trained to administer PPVT III
	PALS PreK	Letter knowledge, rhyme supply & awareness, name writing,	Test –retest: .69, $p < .001$	2x per year	Literacy Coaches Internal Evaluation Team will train.
	Pre-LAS	English Language proficiency	Alpha: .84 - .92 for subscales	2x per year	Year One - administration by GRPS ELL Specialist, who will train Classroom educators
	ELLCO	Classroom	Alpha: .83 - .90	2x per year	Internal Evaluation Team

		environment	(subscale)		–two team members are ELLCO trainers
Analysis/Improvement Strategies: Data from all assessments will be compiled into a report for each classroom. Data interpretation and feedback sessions will be held 2x per year. Literacy Coaches will facilitate the development of instructional improvement plans based on the data. The data will also be used to develop professional development plans for classroom educators.					
B. To increase early childhood educators SBRR knowledge and practice related to literacy.	Accountability Reports	Knowledge acquired through coursework and conference. Understanding of applicability to their work		Ongoing	All individuals engaged in EARLY funded professional development.
	ELLCO	Classroom environment		2x per year	Internal Evaluation Team
	Classroom Educator Survey	Classroom literacy practice		2x per year	External Evaluators
Analysis/Improvement Strategies: Data from these measures will be compiled into a report for each site. The Professional Development & Curriculum Team will use this information to develop workshops, and schedule networking and peer mentoring opportunities for classroom educators as described in *Purpose 4*.					

Selection Criterion 1, Factor 3: A particular strength of EARLY is the link with the GRPS (LEA) kindergarten curriculum specifically at the ***Reading First (RF) sites***. This will provide an important leverage as children transition in to Kindergarten. All of the GRPS classrooms chosen for the EARLY project are housed or directly feed to elementary buildings that are RF sites. Both the principals and the RF coaches are enthusiastic about the prospect of ERF in their buildings. They have signed an agreement (see Appendix 4) to work cooperatively and collaboratively with the EARLY coaches to insure a smooth transition of children from EARLY to RF. The GRPS Reading First programs use the Houghton Mifflin Reading series, Nation's Choice (Cooper, et al., 2003). The use of the explicit instruction of the CLEM will compliment the RF program that students will participate in when they enter Kindergarten.

Due to the expanding second language population served by EARLY, we will work closely with the second language department within GRPS. Our second language acquisition plan, located in Appendix 5, provides the outline for the operation of our approach. The GRPS ELL Coordinator will work closely with EARLY staff to insure that our preK strategies align with the K-3 to ensure a smooth transition to

kindergarten and the continuation of English language acquisition.

In addition to working directly with GRPS, EARLY is uniquely positioned to coordinate with and influence other local and state developments related to literacy. At the local level, the GRPS Early Childhood Director chairs the 0-5 committee for Greater Grand Rapids Reads (GGRR), a community literacy coalition, which includes the Kent Intermediate School District that EARLY coaches will join. At the state and national level, the GRCC Child Development Department Program Director was appointed by NAEYC to the team reviewing the Professional Development Conceptual Framework and Standards which will allow EARLY to access up to date research on best practice related to adult instructional pedagogy, and incorporate this into our professional development strategies.

Selection Criterion 2, Factor 1, 2, & 3: GRCC will ensure that the activities undertaken as a result of the EARLY project will be designed and delivered to ensure ***equal access to and participation in the program*** for all students, classroom educators and program beneficiaries with special needs. Students and staff are selected and services are provided in accordance with Section 427 of the General Education Provisions Act (GEPA). Every EARLY applicant, without regard to race, color, national origin, gender, or disability, is considered equally for employment and admission to EARLY, dependent on the eligibility requirements set by law. Students of all races and religions are encouraged to apply and are selected as participants. Services to all participants are provided equally as determined by their needs. Special efforts are made to accommodate the needs of students with disabilities with monthly child studies taking place to identify and strategize how to effectively meet their needs. Efforts are made to keep children in the least restricted environment. To address the program priority to serve English language learners, all outreach and program materials are created in Spanish and the program strives to employ a Spanish speaking classroom educator in each classroom. Special outreach is conducted to families in neighborhoods with large Hispanic populations with flyers distributed door-to-door. In

addition, employment and program information is provided to local Hispanic media outlets.

Table 5 addresses education/training and experience for key project personnel. This is a condensed version, highlighting experiences personnel have had that are most relevant to their role in this project. Posted requirements have been used as a reference for positions that have not yet been filled. While some of the staff have achieved higher levels of academic credentials, we chose to include vitae and/or job descriptions in Appendix 2 of the positions that will devote the highest percentage of time on this project and/or are in a position to impact the project.

Table 5 – Qualifications of Key Personnel

Position	Education/Training	Experience
Project Director *Rebecca Brinks*	See Appendix 2 for vitae	
Project Coordinator *Cheryl Endres*	See Appendix 2 for vitae	
GRCC Faculty *Deb Vilmont*	• MA in Early Childhood Education, Western Michigan University • BA in Family Studies, Central Michigan University	• 13 years teaching Infants, Toddlers, & Preschoolers • 8 years college instruction including: Human Growth and Development, Preschool Methods, & Student Teaching which all involve literacy components
GRCC Faculty *Tricia Siegel*	• MA in Elementary Education • BA in Elementary Education, Early Childhood Endorsement English Literature Major; Reading Minor	• 18 years teaching kindergarten • 8 years college instruction including: Human Growth and Development, & Emergent Literacy which all involve literacy components
ERF/RF Coordinator *Joanne Kelty*	• MA in Early Childhood Development, Early Childhood Endorsement	• 9 years public school administration • 12 years child care center director • 15 years early childhood teaching
ELL Coordinator *Michelle Williams*	• MA in Education • BS in Elementary Education, minors in Bilingual Education and Spanish	• 2 year ELL Coordinator • 7 years elementary bilingual classroom educator
YMCA Senior Director *Nicole Pratt*	• BS in Child Development, Central Michigan University	• 3 years preschool teaching • 13 years center director
YMCA Assistant Director *Heather Walczewski*	• AA in Child Development, Grand Rapids Community College	• 10 years preschool teaching • 3 years assistant center director
Mentor Coordinator *JaneAnn Benson*	• MA in adult learning, Grand Valley State University	• 9 years teaching Infants, Toddlers, & Preschoolers

	• BA in Early Childhood & Sociology, Grand Valley State University	• 5 years college instruction • 17 years center director
Family Engagement Coordinator *Diane Sparks*	• MA in Family Studies, Michigan State University • CD & Teaching, Michigan State University	• 16 years teaching Infants, Toddlers & Preschoolers • 7 years college instruction including: Human Growth and Development, Preschool Methods & Student Teaching which all involve literacy components
PDS/Coach Coordinator	See Appendix 2 for position description	
Literacy Coaches	See Appendix 2 for position description	
External Evaluation *PWK, Inc.*	See Appendix 2 for corporate resume	

Selection Criterion 3, Factor 1: To ensure an understanding of the scope of the EARLY project, GRPS and YMCA leadership met with all classroom educators who will be involved to articulate the goal to develop Centers of Early Childhood Educational Excellence. ***Staff committed to participation*** in group, and weekly individualized professional development grounded in SBRR leading to improved instruction; utilizing formal and informal screening reading assessments to identify needs of individual children and to drive instructional strategies; and enhancing parent education of the importance of literacy to ensure that parents understand their role as the first classroom educator; and providing them with tools to increase their knowledge and use of home literacy activities. Classroom and assistant educators were assured that the project would provide them with sustained professional development including classroom support; state of the art curriculum providing the tools needed to teach successfully; and infusion of materials and supplies to create effective classroom literacy environments and classroom centers. Center directors, classroom and assistant educators then signed a letter of commitment expressing their understanding of and desire to be involved with the EARLY project. (See Appendix 4 for Signed Letters of Commitment).

In addition to commitment to the project by center staff; EARLY project staff also signed letters expressing their understanding of the project goals and their role in reaching those goals. By signing the

letters, project staff understand that they will be asked to participate in grant committees; coordinate with the Literacy Coach(es) assigned to their site; attend trainings; and support classroom educators work related to the grant. In addition, each letter specifies the amount of time per week that each project staff member will be committing.

Selection Criterion 3, Factor 2: The project will serve 432 children and their families, and 18 classroom and assistant educators. The cost of the project per child is $10,417. The children and families served represent an at-risk demographic including race/ethnicity, socioeconomic status, children with learning differences, and English language learners.

Through this project, we anticipate that children served will be better prepared to be successful at learning in the K-12 system, and well-positioned to be lifelong learners. Data from the 2002 ERF grant indicate that children from participating sites met more of the kindergarten literacy benchmarks assessed at entry than the general GRPS population (see Table 6 below). We plan to use this data to improve our practices and work to increase the percentage of children meeting the kindergarten Benchmarks (note – the K Benchmarks are what is expected of children at the end of Kindergarten. This assessment is used by GRPS as a pre- and post-test for district benchmarks, which are aligned to the state benchmarks).

Table 6 – GRPS Kindergarten Benchmark – Pre-Assessments: Fall 2005

Item	K Benchmarks	Students Meeting Benchmark	
		Red Kick (n=113)	Total District (n=1,440)
Pre-Reading Strategies: Prediction	2 of 2 items	64%	51%
Concepts of Print: Parts of a Book	3 of 3 items	57%	43%
Concepts of Print: Directionality (left/right/top/bottom)	6 of 6 items	14%	12%
Concepts of Print: Words/Sentences	4 of 4 items	12%	6%
Concepts of Print: Identifies Upper & Lower Case Letters	September benchmark: 8 of 52	87%	73%
Phonemic Awareness: Rhymes (identifies rhyming pairs)	6 of 8 rhyming pairs	47%	34%
Phonemic Awareness: Rhymes (supplies rhyme)	6 of 8 rhyming words	35%	21%

In addition to supporting instructional improvement for classroom educators, EARLY will provide them with support to educate families on their role as their child's first classroom educator, the importance of pre-literacy skills for school success, and provide information to help them transition to the Reading First Program as effective partners in their child's ongoing learning. This will be accomplished through parent workshops, lending library and take-home book bags, and extension activities to reinforce concepts and skills that are presented to children in the classroom.

The ***projected costs*** are based on our experience, and ***are sufficient*** to ensure that: classroom educators and parents are knowledgeable about literacy; classrooms have optimal research-based curriculum and materials; classroom educators are knowledgeable of and skilled in SBRR instruction; and the classroom environment promotes learning and exploration.

Selection Criterion 4, Factor 1: GRCC is in an excellent position to be able to begin implementation immediately. The key positions have all been classified; the program director, program coordinator and external evaluators are committed and ready to begin. (See Appendix 2 for vitae and corporate resume). In addition, the online hybrid course has been designed and successfully piloted, and will be ready for implementation in the Fall. GRCC also has extensive experience in Literacy Coaching and in training Literacy Coaches. The coaching model described (see *Selection Criterion 1, Factor 2, Purpose 4*) was successfully implemented in the 2002 ERF grant and GRCC provided the training for coaches in the Great Start Professional Development grant as well. Table 7 illustrates the goals and related tasks to be accomplished to ensure ***full implementation by January 12, 2009***.

Table 7 – Year 1 Timeline

Task	Start Date	End Date
Key Personnel	**10/1/2008**	**11/28/2008**
1. Project coordinator begins	10/1/2008	10/1/2008
2. Open key positions posted	10/1/2008	10/17/2008
3. Resumes of applicants for key positions reviewed	10/20/2008	10/24/2008
4. Interviews for key positions conducted	10/27/2008	10/31/2008
5. Key positions filled	11/3/2008	11/7/2008

6. Necessary employment paperwork completed	11/3/2008	11/7/2008
7. Key personnel begin	11/10/2008	11/10/2008
8. Orientation conducted	11/17/2008	11/21/2008
9. Key personnel trained	11/24/2008	11/28/2008
Key Teamwork	**10/1/08**	**10/17/2008**
1. Team membership identified	10/1/2008	10/3/2008
2. Team members notified of involvement and provided with 1st meeting information	10/6/2008	10/10/2008
3. Teamwork begins	10/13/2008	10/17/2008
Professional Development	**12/1/2008**	**1/12/2009**
1. IPDP completed with classroom educators	12/1/2008	12/19/2008
2. PD opportunities identified to match classroom educator IPDPs	12/22/2008	12/26/2008
3. PD opportunities shared with classroom educators	1/5/2009	1/9/2009
4. PD opportunities begin	1/12/2009	1/12/2009
Baseline Assessment	**10/1/2008**	**12/19/2008**
1. Assessment administrators identified	10/1/2008	10/1/2008
2. Purchasing of assessment tools	10/6/2008	10/10/2008
3. Assessments scheduled	10/13/2008	10/13/2008
4. Baseline assessments completed	10/202008	11/14/2008
5. Data debriefing sessions scheduled	11/17/2008	11/17/2008
6. Data debriefing sessions conducted	11/24/2008	11/28/2008
7. Goals for improvement set based on baseline data	12/1/2008	12/5/2008
8. Improvement goals implemented with assistance of coaches and mentors	12/8/2008	12/19/2008
Print Rich Classrooms	**10/1/08**	**12/19/2008**
1. ELLCO administrators identified	10/1/2008	10/1/2008
2. Baseline ELLCO assessments scheduled	10/6/2008	10/10/2008
3. ELLCO assessments completed	10/13/2008	11/14/2008
4. Data debriefing sessions scheduled	11/7/2008	11/17/2008
5. Data debriefing sessions conducted	11/24/2008	11/24/2008
6. Classroom improvement goals set	12/1/2008	12/5/2008
7. Classroom improvement goals implemented with assistance of coaches and mentors	12/8/2008	12/19/2008
Curriculum Training	**10/1/08**	**12/19/2008**
1. Orientation for hybrid cohort course conducted	10/1/2008	10/10/2008
2. 1st hybrid course workshop held	10/13/2008	10/17/2008
3. 2nd hybrid course workshop held	11/102008	11/14/2008
4. 3rd hybrid course workshop held	12/8/2008	12/12/2008
5. Hybrid course completed	12/19/2008	12/19/2008

Further information regarding achieving the project goals, benchmarks, and responsibility are illustrated in Table 7 in *Criterion 4, Factor 2*.

Selection Criterion 4, Factor 2: Table 8 outlines the process and procedures for gathering and analyzing data to meet the program goals.

Table 8 – Goals, Benchmarks & Responsibility

Goals & Related Benchmark/Activities	Timeline	Measurement	Responsibility*
A1. Promote Oral Language			
• Assess Oral Language skills & adjust instructional strategies	Oct./May Quarterly	PPVT III, Pre-LAS, PALS, TROLL	SP, CE
• Incorporate Oral Language into daily routines	Monthly	CR*	CE
• Introduce & reinforce specific vocabulary	Monthly	CR	CE
• Implement intentional activities	Monthly	CR	CE
• Purposefully select books for each Learning Center	Monthly	CR	CE
A2. Promote Phonological Awareness			
• Assess Phonological Awareness Skills & adjust instructional strategies	Quarterly	TROLL, PALS	CE
• Develop children's Phonological Awareness skills during daily routines	Monthly	CR	CE
• Implement intentionally planned activities	Monthly	CR	CE
• Purposefully select books for each Learning Center	Monthly	CR	CE
A3. Increase Alphabetic Knowledge			
• Assess children's Alphabetic Knowledge & adjust instructional strategies	Oct./May Quarterly	PALS, TROLL	LC, CE
• Evaluate overall classroom environment	Oct./April	ELLCO	IET
• Introduce, implement, and reinforce Alphabet Concepts in all Learning Centers	Monthly	CR	CE
• Purposefully select ABC books for each Learning Center	Monthly	CR	CE
• Label materials and objects in the classrooms	Oct./April Monthly	ELLCO, CR	IET, CE
A4. Increase Writing skills			
• Assess children's writing skills & adjust instructional strategies	Oct./May Quarterly	PALS	CE
• Establish and equip writing centers	F'08 Ongoing	ELLCO	IET
• Incorporate writing prompts and materials in all Learning Centers	Oct./April Monthly	ELLCO, CR	IET, CE
• Provide daily opportunities for writing	Monthly	CR	CE
• Integrate developmentally appropriate fine motor activities	Monthly	CR	CE
A5. Promote Print Concepts			

• Assess children's knowledge of Print Concepts & adjust instructional strategies	Quarterly	TROLL, PALS	CE
• Introduce and reinforce Print Concepts	Oct./April Monthly	ELLCO, CR	IET, CE
B. Increase early childhood educators SBRR knowledge and practice.			
• Provide intensive introduction to Literacy in Early Childhood through a hybrid cohort course	End of Year 1	Completion of course requirements	GRCC CD Faculty
• Provide monthly workshops, book discussions, or support group meetings	Monthly	Workshop evaluations, CE PD goals, Coaching goal reports	PD workgroup
• Provide classroom educators with instruction on their role in evaluating and using data to inform instruction	Monthly	Workshop evaluations, Coaching goal reports, Educator survey	IET, CE
• Provide a Resource Library for educators	Monthly	Resource materials usage data	PD workgroup
• Provide and/or identify individual professional development activities	Monthly	IPDP & Coaching goals are reviewed quarterly to ensure needs are identified and addressed	PD workgroup
• Establish IPDP for participating early childhood educators.	Fall 08 Set-up IPDP; Revisit quarterly	IPDP reports, educator survey	PDS/Coach Coordinator
• Provide follow-up support for classroom educators	Monthly	Coaching goal reports, educator survey, CR	LC, CE
C. Increase classroom educators' ability to address literacy for ELL and Special Needs families			
• Develop classroom educator awareness related to ELL and Special Needs Literacy Development.	Ongoing	Workshop evals, Classroom educator survey	ELL workgroup
• Provide classroom educators with community resource information that parents can access to gain English skills.	Ongoing	# of resource guides distributed	ELL workgroup
• Develop and distribute ELL Family Take Home Kits to sites.	Fall 08, 09, 10	# of kits distributed	ELL workgroup

D. Provide classroom educators with resources that support and increase parent participation			
• Develop parent workshops	2 /site per semester	Workshop evaluations	PD workgroup
• Develop Lending Library Literacy Kits		Parent evaluations	PD workgroup
E. Provide classroom educators with resources that ensure families have a smooth and effective transition from preschool to kindergarten programs.			
• Develop materials for parent meetings to aid parents and classroom educators	Spring 08, 09, 10	Workshop evaluations	RF workgroup
• Develop Kindergarten Resource Books	Oct./ Feb.	Resource book evaluation	RF workgroup
• Provide networking meetings for project classroom educators and GRPS Reading First Classroom educators.	2x/year	# attending networking meeting, Educator survey	RF workgroup
• Provide opportunities for project and Reading First classroom educators to visit each other's classrooms.	2x/year	# of exchange visits, Educator survey	RF workgroup
F. Connect with RF to increase community collaboration & model a systematic early literacy approach.			
• Ensure continuity between the project and GRPS Reading First	Ongoing	Meeting attendance	LC, RF workgroup
• Participate in the Greater Grand Rapids Reads efforts	Ongoing	# of meetings attended; Community leader evaluation	Management Team
• Offer literacy workshops for state & community early childhood educators	Ongoing	Workshop evaluations	PD workgroup

** SP- Certified Speech Pathologist, CE- Classroom Educator, LC- Literacy Coach, CR- CLEM Rubric, IET-Internal Evaluation Team*

The EARLY project will systematically collect information on children's literacy knowledge and skills using both standardized and instructionally embedded methods. The required standardized assessments will be used as pre-post measures of children's progress at the beginning and end of each yearly cycle, while the embedded assessments will collect real-time information for instructional improvement. Frequent data debriefs as described in *Criterion 5, Factor 1 & 2* ensure that classroom educators and Literacy Coaches have the information needed for continuous improvement.

Selection Criterion 4, Factor 3: The overall goal in managing the project is to facilitate collaboration from all three partners at all levels of the project. The Budget Narrative provides full-time equivalencies

that key personnel will devote to the project. The Management Team is comprised of the EARLY Project Director, Project Coordinator, the GRPS Early Childhood Director, the YMCA Senior Director, and the PDS/Coach Coordinator. This team will meet regularly to review progress toward the project goals, budget implications, and make any revisions necessary in the timeline for accomplishing project tasks.

The Internal Evaluation Team, led by the EARLY Project Coordinator, is comprised of the GRPS Early Childhood Director, the Mentor Coordinator, and the YMCA Assistant Director. This team will meet regularly to plan assessment timelines and analyze resulting assessment data. This team will also facilitate the data debriefing sessions in which assessment data is presented to classroom educators to assist in the improvement of instruction.

The Professional Development and Curriculum Team, facilitated by the PDS/Coach Coordinator, is made up of four workgroups that meet individually each month. The workgroups then meet together on a monthly basis. The Professional Development workgroup members include the PDS/Coach Coordinator, a GRCC Faculty Member, and the YMCA Senior Director. This workgroup will review professional development opportunities for their link to the program goals. The Curriculum workgroup members will be a GRCC Faculty Member, a Literacy Coach, and the YMCA Assistant Director. This workgroup will assist in implementation of the project goals by providing needed materials, resources, and support; and create a connection between EARLY families and the curriculum, providing take home bags and educational materials. The ELL workgroup is comprised of Literacy Coaches assigned to the centers with high percentages of ESL children, and the GRPS ELL Coordinator. This workgroup will adapt the curriculum to the needs of the ELL population and provide resources for families of ELL children. The Reading First Coordination workgroup is comprised of a GRCC Faculty Member, a Literacy Coach, and the ERF/RF Coordinator. This workgroup will coordinate efforts to engage families of the children served in their child's early literacy development and facilitate a smooth and effective transition from the

EARLY program to respective RF Programs.

The GRCC child development faculty will use release time to work collaboratively with the project partners and on the project teams to ensure that the project is theoretically sound. The faculty will facilitate portions of in-service training, and consult with the Literacy Coaches regarding curriculum components.

Selection Criterion 5, Factor 1 & 2: This project will use internal and external evaluation strategies. Internal evaluation will be conducted by members of the Internal Evaluation Team to document the delivery and implementation fidelity of all five categories of EARLY activities. In addition, the Internal Evaluation Team coordinates and administers all aspects of objective child progress monitoring/outcome measures and progress monitoring of classroom literacy practice as well as serving as a learning liaison between project operations and the external evaluation. The external evaluation will focus on the administration of educator/family surveys and interviews as well as on the analysis of data provided by the Internal Evaluation Team on the classroom environment, educator practices and preschool literacy achievement to determine project progress toward impact. The External Evaluation Team will provide technical assistance in the development of objective, valid, and reliable measures and surveys. In addition; the External Evaluation Team will serve to facilitate learning processes among the EARLY staff in ways that catalyze the use of data/evidence (qualitative and quantitative) to engage in continuous improvement.

The ***internal evaluation*** of EARLY will encompass the measures indicated on the chart included in *Selection Criterion 5, Factor 2.* ***Screening reading assessments*** with known psychometric properties have been selected to identify children at-risk, to monitor change in children's knowledge and to inform instruction. The formal, GPRA required standardized assessments are: Peabody Picture Vocabulary Test III (PPVTIII), a measure of receptive vocabulary, and the PALS Pre-K Uppercase Alphabet Recognition subtest. Additional subtests of PALS Pre-K (i.e. sound and rhyme awareness, print, and word awareness)

will be used to ensure an awareness of the literacy progress of individual children. Each of these assessments has ***proven reliability and validity*** as indicated in Table 3 in *Selection Criterion 1, Factor 2, Purpose 5*. In addition, the Pre-LAS will be used to screen the ELL population. The Pre-LAS has been recommended by the GRPS ELL Specialist for its ability to provide information to inform instruction.

GPRA measures of effectiveness will be addressed as indicated in Table 4 and will be correlated annually to gain scores on the PPVT III. The cost per child (measure 1) is described under Selection Criterion 3, Factor 2.

As Morrow (2007) notes, "the purpose of assessment is to find out how well a child is progressing, but more important, to organize an instructional plan to meet the child's needs." Morrow indicates that this type of assessment, known as ***authentic assessment***, is more sensitive to classroom instructional strategies and can be conducted formally and informally ***to gauge children's progress*** on a regular basis, and to guide instructional planning for large and small group instruction, as well as individualized instruction.

Instructionally embedded authentic assessment strategies will include observations, daily performance samples, checklists or inventories of behavior and skills, and portfolio assessments. This type of assessment is more sensitive to change over time, and can be performed more frequently than standardized assessments, which provide point in time information on a child's ability. This data will be used by educators to complete the Classroom educator Rating of Language and Literacy (TROLL). The TROLL (Dickinson, et al., 2001) was used by classroom educators during the 2002 ERF grant, and was found to be useful as a mechanism for compiling information to give an overall view of children's general language acquisition that is collected using embedded assessments.

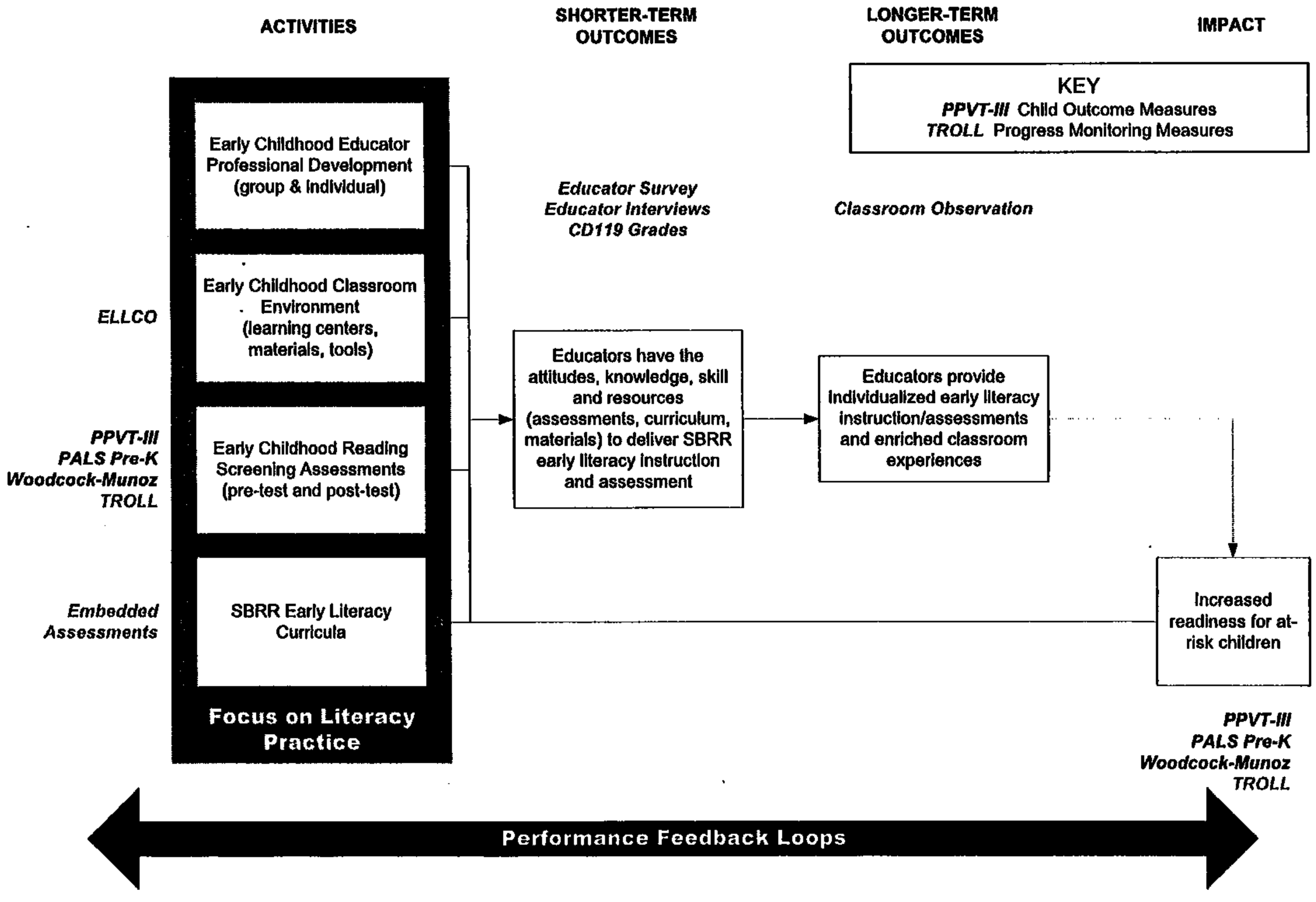
The TROLL will used as part of the quarterly data debrief sessions (described below) to provide an overview of the abilities of each individual child and how they compare to classmates, as well as to those

in other classrooms. During development, TROLL was field-tested on over 900 high-risk children. Data from the formal and informal assessments will be compiled into a report for each classroom educator and used to frame the quarterly data debrief sessions. The Internal Evaluation Team will review the data with each classroom educator, Literacy Coach, and site director to interpret the findings, and develop a plan to adjust instruction if needed. These meetings will be improvement oriented, and focus on creating the best environment to ensure children are ready for school. The RF/ERF Coordinator, ELL Coordinator from GRPS will participate in these planning meetings to advise on alignment of goals with grade level content expectations for kindergarten, and RF curriculum.

The **External Evaluation** will serve formative and summative purposes. Frequent formative feedback for the purpose of program improvement will be provided on the quality and frequency of project activities. Progress toward shorter term outcomes for children will be shared for the purpose of instructional adjustment throughout the year. Annual summative feedback on the early literacy achievement of participating children will be provided to serve accountability (GPRA measures).

A logic modeling approach was used to develop the evaluation plan—where a simple graphic theory of change logic model illustrates the hypothesized connection between the main program activities, the desired results/outcomes, and the formative/summative measures (see Figure 3). This model serves as the guiding framework to illustrate how evaluation will be used to shape the development of the project from beginning to end of the grant. It is used to specify the overarching measures needed to monitor progress toward specific project design and implementation objectives as well as the desired cascade of time-ordered and interdependent outcomes for educators, families, and children over the life of the project. In addition, the model provides a simple "map to success" against which timely and regular evaluation data discussions will be focused for the purpose of continuous program learning and improvement at the project, site and classroom levels.

Figure 2 – Logic Model



The logic model illustrates the ***connection between Progress Monitoring and Child Outcome Measures.*** The five categories of EARLY intervention activities will contribute to improved attitudes, knowledge, skills and literacy enrichment practices among educators of preschool children. The extent to which the early literacy skills of at-risk children (child outcome measures) targeted by the project will improve will depend on the quality and quantity of project implementation as well as the extent to which educators and families demonstrate the knowledge, skills and behaviors determined to be essential antecedents (progress monitoring measures). Child outcome measures (italic black on the Logic Model) serve two purposes—as baseline or pre-test to inform individualized instruction and as a post-test to capture evidence of effect. More frequent progress monitoring measures (italic gray on the Logic Model) will be used to show the status of key antecedent contributors to impact such as classroom environment, educator literacy instruction knowledge and classroom practices. By tracking those key aspects of implementation and linking them with progress toward desired outcomes, the project will be able to tailor its actions to best support the educators and influence the literacy skills of at-risk children.

The summative evaluation will test the assertion that the literacy instruction and enrichment provided by EARLY to participating sites and selected classrooms will result in higher scores on child outcome measures relative to comparison groups. The formative evaluation will primarily address the antecedent success outcomes for educators and families illustrated in the logic model: (1) more frequent use of SBRR enrichment preschool teaching practices by participating educators, (2) more frequent use of SBRR enrichment home-based practices by participating families and (3) implementation fidelity and participation for project activities. In addition, the formative evaluation will explore the kindergarten transition process and the development of relationships among EFR sites and their feeder relationship with targeted RF schools. Support for performance feedback and improvement loops will be addressed with formative inquiry relative to lessons learned and sustainability.

Table 9 outlines the qualitative and quantitative data collection methods by evaluation question.

Table 9 – Evaluation Support – Question to Method Matrix

Evaluation Question- To what extent and in what ways have the:	Internal				External						
	ACH	Observation, Logs & Grades			Surveys			Interviews			Mtgs
	PPVT-III, PALS, Pre-LAS, TROLL, ELLCO	Literacy course	Participation & Coach Log	Classroom Observation	Workshop Eval	Parents	Classroom Educator	Classroom Educators	Directors/Coaches	RF Staff/Parents	Learning Events/Use
Summative (Child Outcome and Progress Monitoring Measures)											
Emergent preschool literacy skills improved?	✓										
Formative (Project Progress Monitoring Measures)											
Preschool educators shown increased SBRR based knowledge, skill/practice?		✓	✓	✓			✓	✓	✓		
Targeted parents shown increased SBRR attitudes, knowledge, skill & practices?						✓				✓	
Parents, educators and administrators reported improved kindergarten transition?						✓	✓	✓	✓	✓	
Processes, events and services implemented and accessed as planned?			✓		✓				✓		
What has been learned about what it takes to do and sustain this work (process + outcome)?											✓

Progress monitoring measures for classroom environment, educator, and family practices will be collected two times annually (pre-post treatment). Progress monitoring measures for instructional adjustment will be collected three to nine times annually. The timeline for data collection against each of the planned measures is provided in Table 6 in *Selection Criterion 4, Factor 2.*

The EARLY evaluation will supplement the GPRA required measures (PPVT-III, PALS PreK) with

three other instruments with known psychometric properties (Pre-LAS, TROLL, ELLCO, see Table 3 in *Selection Criterion 1, Factor 2, Purpose 5*). The project will use the embedded assessments for the purposes of ongoing individualized instruction and instructional adjustment. One qualitative method, interviews with educators, coaches, project staff, and parents will be used to capture rich description of the project's journey to enrich the classroom, and home-based early literacy experiences for children. The content/construct validity is confirmed for the coaching logs, workshop feedback forms, interview protocols, and self-report educator survey in that each was developed and field tested in close consultation with EARLY staff during the previous grant cycle. Close alignment with the project purposes and the research-based CLEM assures that these instruments are measuring what they intend and that the processes of interpretation/use of data collected take reasonable other threats to and types of validity into account. Given the small sample, it is not possible to conduct internal consistency nor other reliability testing on these custom tools developed for this specific use. The ELLCO will be utilized as an additional objective measure to verify the frequency and quality of enriched literacy classroom practices.

The external evaluation will emphasize the use of non-equivalent groups design principles (pre- post-test measures and comparison groups) to assess the impact of EARLY program activities on the attitudes and practices of preschool classroom educators, families, the preschool classroom environment, and the performance of preschool children on kindergarten literacy assessments. All 14 EARLY classrooms and at least two comparison groups (with representative context and demographics) will be included.

As previously described, the Internal Evaluation Team will distribute child assessment data (outcome measures) as soon as is possible after each administration and will facilitate in-depth discussions with key stakeholders for the purposes of project and classroom planning based on the findings. In addition, the internal and external evaluation teams will work together to design timely reporting and reflection/discussion opportunities.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **8180-Mandatory_2008_Appendices.pdf**

PR/Award # S359B080005

Grand Rapids Community College
Program Information

Appendix 1

Name and Address of Pre-School Programs	Ages/ Number Served	Demographic Information (race/ ethnicity)	Socioeconomic Information (income, risk levels)	Types of Special Needs	Hours/day Days/week Months/year	Primary Funding Source	Basic Instructional Program	Number of Staff/ Qualifications
GRPS								
Dickinson ECC 448 Dickinson GR, MI	32 children 2 classrooms 4 years by Dec. 1	Black: 71% Hispanic: 24% White: 5%	Free: 85% Reduced: 3% **88%**	1 Speech	Mon-Fri 8:30am 5:30pm	Michigan School Readiness Funding	Theme Based with Strong Early Literacy Emphasis	Lead-BS ECE Asst.-BA Community & Family Services
Harrison Park ECC 1440 Davis GR, MI	32 children 2 classrooms 4 years by Dec. 1	Black: 34% Hispanic: 45% White: 21%	Free: 87% Reduced: 10% **97%**	1 Speech/OT	Mon-Fri 8:30am 5:30pm	Michigan School Readiness Funding	Theme Based with Strong Early Literacy Emphasis	Lead-MA EC Asst.-AA CD
Martin Luther King, Jr. ECC 645 Logan GR, MI	32 children 2 classrooms 4 years by Dec. 1	Black: 84% Hispanic: 4% White: 4%	Free: 87% Reduced: 8% DHS: 2% **97%**	2 Speech	Mon-Fri 8:30am 5:30pm	Michigan School Readiness Funding	Theme Based with Strong Early Literacy Emphasis	Lead-BS ECE Asst.-CDA
Stocking ECC Address: 863 7th GR, MI	32 children 2 classrooms 4 years by Dec. 1	Black: 19% Hispanic: 62% White: 19%	Free: 65% Reduced: 8% DHS:19% **92%**	4 Speech	Mon-Fri 8:30am 5:30pm	Michigan School Readiness Funding	Theme Based with Strong Early Literacy Emphasis	Lead-BA ECE, MA EC Asst.- AA CD
YMCA								
David D Hunting YMCA MSRP Classroom 475 Lake Michigan GR, MI	16 children 1classroom 4 years by Dec. 1	Black: 17% Hispanic: 11% White: 58% Multi: 11%	Free: 18% Reduced: 47% DHS: 17% **82%**	1 Speech/ Behavioral	Mon-Fri 6:00am- 6:00pm 52 weeks/year	Michigan School Readiness Funding	Creative Curriculum	Lead-BS ECE Asst.-AA ECE

Rebecca J. Brinks

EDUCATION

Western Michigan University, Kalamazoo, MI *2007*
Doctorate in Higher Education Leadership Ph.d., GPA of 4.0
Dissertation: Intensive Professional Development in Early Literacy Instruction for Preschool Teachers, *UMI 3293158*

Western Michigan University, Kalamazoo, MI *1987*
Masters Degree in Early Childhood Education
Mckee Graduate Fellowship Recipient, GPA of 4.0

Western Michigan University, Kalamazoo, MI *1982*
Bachelor of Science, WMU Honors College
Summa Cum Laude, GPA of 4.0
Minors: Elementary Education with an Early Childhood Emphasis
Science and Math Teaching
English Teaching

CHILD DEVELOPMENT DEPARTMENT WORK

Child Development Program Director, 1998- Present
Child Development Instructor, 1985-Present
Responsibilities:

- Provide leadership to the Child Development Program, Paraprofessional Education Program, Pre-professional Teacher Education Program, Lab Preschool and grant projects.
- Act as Budget Control Officer for the Child Development Program, Lab Preschool, and related grants.
- Coordinate labs for students in Child Development Lab Classes, placing over two hundred and fifty students each semester at the GRCC Lab Preschool and appropriate lab sites at local preschool, special needs, elementary, middle and high school sites. This involves leadership through the Child Development Advisory Committee, as well as work with community organizations
- Instruct Child Development courses
- Advise Students
- Develop Courses and lead overall curriculum development
- Develop New Programs such as the Paraprofessional Program: This involved developing and analyzing a needs assessment survey, reviewing programs in other states, taking the program through the college approval process, and applying for Perkins approval.
- Lead Early Childhood Associate Degree Accreditation Self-study process

GRANTS

Early Reading First Grant (2002-2006)
GRCC's Child Development Program partnered with Grand Rapids Public Schools, United Methodist Community House and Michigan Family Resources Head Start for Kent County to successfully write and now implement an Early Reading First program. Responsibilities include:

- Project Manager – oversee $2.6 million budget
- GRCC Administrative representative on the Management Team
- Member of the Curriculum Team which developed a "best practices" Classroom Literacy Enrichment Model
- Member of the Professional Development Team focusing on developing the research base for the Professional Development Model

Great Start Professional Development Grant (2005-2006)
GRCC's Child Development Program partnered with the University of Michigan and three other community colleges. This grant involved offering introductory and literacy focused courses in different forms: online/online hybrid and face to face to at child care providers. Some of these students also received intensive coaching. Responsibilities:

- Hire and lead literacy coaches
- Provide Professional Development for Coaches across all sites
- Coordinate with TEACH, U of M and the coaches
- Administer scholarship funds
- Participate on the Advisory Council

GRCC Lab Preschool Grants
Worked with the Lab Preschool Director to obtain, oversee, and act as Budget Control Officer for a number of grants that provide tuition for low income GRCC Students' children. The following grants have been instrumental to our ability to meet the students' childcare needs, raising the percentage of college student's children in the preschool population from about 25 to 40%, and maintain a diverse population at our Lab Preschool:

- Michigan School Readiness Program Competitive Grant (1994-present)
- Michigan School Readiness Program Full Day Grant (2000-2002 only years available)
- Three Year Old Child Development Block Grant (2000-2002 funds are no longer available in *Michigan)*
- Child Care Access Means Parents in School (1998-present)
- Head Start Collaborative Grant (2001-present)

Frey Professional Development System Grant (1998-2002)
This grant focused on developing a systematic approach to education and training for Early Childhood Care and Education Professionals.
Main responsibilities:

- Develop and lead the Kent County Training Consortium
- Work with the professional development leadership team
- Establish transfer programs with vocational and university early childhood programs

- Develop a network of collaboration for Community College Early Childhood Programs

MCCVLC Kellogg Grant

- Worked with colleagues at North Central Michigan Community College to develop online courses to meet the formal training hour requirements for a national Child Development Associate credential
- Developed and taught two online courses: CD 118, Human Growth and Development has been taught entirely online and CD 119, Methods in Preschool Education offered as an online hybrid course

EXAMPLES OF COLLEGE, PROFESSIONAL AND PUBLIC SERVICE

Associate Degree Early Childhood Teacher Education Accreditation Commission Chair (2006 – present)
Chair the Commission and facilitate meetings to recommend programs for accreditation based on self-study reports and peer review visit reports.

National American Associate Degree Early Childhood Educators (ACCESS) Secretary (2006-2007)
Secretary of National ACCESS professional organization

Michigan American Associate Degree Early Childhood Educators (ACCESS) Affiliate President (2002- 2006)
President of the ACCESS Michigan Affiliate

Teachers of Future Teachers (2002- present)
Chair of this group that includes instructors and counselors who work with elementary education transfer students.

Academic Senate (2001 – 2005), **Academic Governing Council** (2005 – present)
Represent Child Development Department in Academic Leadership positions.

EARLY CHILDHOOD TEACHING EXPERIENCES

Preschool Lab Instructor, Assistant Director, Grand Rapids Community College Lab Preschool, 1985 - 1992

Nursery School Director/Teacher, Hudsonville Nursery School, 1984-85

Nursery School Teacher, The Parent Cooperative Nursery School in Portage MI, 1983

Cheryl L. Endres

EDUCATION

Western Michigan University, Kalamazoo, MI
1995-Present
Doctoral Candidate Educational Studies, Research, Measurement and Evaluation, ABD

Grand Valley State University, Allendale, MI
1999
Master of Public Administration Management Emphasis

Grand Valley State University, Allendale, MI
1986-1990
Bachelor of Arts

SEMINARS/COURSEWORK

- Systems Thinking in Evaluation – American Evaluation Association, *2006*
- Social Network Analysis - Inter-University Consortium for Political and Social Research at U of M. *July, 2005*
- Geographic Information Systems for Community Based Organizations: University of Michigan Department of Urban, Technological & Environmental Planning, *October, 1999*
- Checkpoints in Evaluation: Certificate program through Michigan State University, *April, 1998*
- Advanced Program Evaluation for Human Service Providers, University of Michigan *June, 1992*
- Leadership Forum, Herman Miller, April, *1993*
- Strategic Planning, Direction Center, *1994*
- National Issues Forum Moderator Training, *1994*
- Total Quality Management, Direction Center, *1994 and 1995*
- Joiner Training in Total Quality Management, *1997*
- Leading Successful Project Teams in the 21st Century, *1998*

EXPERIENCE

Kent Intermediate School District
Early Literacy Coordinator
November 2006-Present

- Conduct environmental scan of the early childhood practices of the 26 local school districts in Kent County, Michigan.
- Develop professional development strategies for districts.
- Provide technical assistance as needed related to early literacy.

- Research best practices related to early literacy and early childhood.
- Coordinate partnership efforts related to early literacy and serve on the Greater Grand Rapids Reads Coalition.

Grand Rapids Community College
Project Coordinator/Internal Evaluator Early Accent on Reading and Learning for Young Children *March 2006-June 2006*

- Coordinated and managed project goals for a $2.5 million, inter-organizational collaborative grant funded by Early Reading First (US DOE).
- Responsible for: documenting progress, creating policies and procedures, and facilitating coordination across organizations and work teams.
- Organized, coordinated and facilitated the work of project personnel, including management staff from partner organizations.
- Managed internal evaluation, including supervision of contracted personnel responsible for administering standardized assessments to children.
- Analyzed data and design data debrief sessions for teaching staff.
- Managed the external evaluation, serving as the liaison between evaluators and project management.
- Conducted research to inform the work of the project.

Grand Rapids Community College
Early Childhood Professional Development System Project Coordinator
November 1999-March 2003

- Coordinated and managed of project goals including: development of a process to develop core competencies for early childhood professionals, development of a web-based registry system to track professional accomplishments, and the implementation of an individualized professional development planning process.
- Participated in various community committees to further the project's visibility and goals. Responsible for research to identify best practices in the field.
- Developed communications plan. Coordinated the research and evaluation processes.

Community Learning Enterprise/Institutional Research and Planning
Assessment and Evaluation Coordinator
May 1999-November 1999

- Project manager for the development of a cross-sector participatory process to identify and measure community quality of life indicators for a community report card (project currently known as Delta Strategy).
- Responsible for the identification, through collaborative meetings, of data to support the chosen indicators, and development of a prototype for the annual report card on quality of life in the Greater Grand Rapids area.
- Collected data, developed surveys, and reports.
- Provided evaluation support to include statistical methods and interviews for the ongoing contracts for learning histories of the Community Learning Enterprise.
- Coordinated interactive learning sessions for stakeholders and participants of the programs.

Heart of West Michigan United Way
Team Leader-Performance Measurement-
July 1991-May 1999

- Project manager for the design, coordination, and implementation of an ongoing evaluation and Program Effectiveness project.
- Coordinated and designed educational process for volunteers and funded agencies focusing on implementing a system to measure program outcomes.
- Monitored continuous improvement of agencies relating to measurement of outcomes, and provided technical assistance on an as needed basis.

EVALUATION EXPERIENCE

- **Grand Rapids Public Schools**–Life Skills Program in collaboration with the Kent County Jail
- **Circle Theatre**
- **Northview Public Schools/Ball Foundation**
- **Grand Rapids Opportunities for Women**
- **United Methodist Community House**
- **Area Agency on Aging**
- **Camp Fire West Michigan**
- **Spectrum Healthier Communities–Community Assessment Technology Changing Children's Health (CATCCH)**

Professional Development Specialist/Coach Coordinator (1 FTE)
Job Description

RESPONSIBILITIES

- Lead the planning, implementation and evaluation of literacy focused professional development activities including:
    - Plan and implement group and individual professional development opportunities including conferences, coursework and workshops
    - Establish and support individual professional development plans for classroom educators at pilot sites in concert with Literacy Coaches
    - Work cooperatively and in conjunction with classroom educators, site supervisors and project personnel to meet each person's need for professional development that advances literacy practices in the early childhood classroom
    - Assist project staff and sites in implementing literacy enriched curriculum
    - Monitor budget expenditures for professional development
    - Evaluate the impact of all professional development activities
- Act as primary coach for one classroom/site in the project.
- Coordinate the Literacy Coaches' activities.
- Facilitate the coach/mentor team meetings and serve as a liaison to other grant committees as assigned.
- Provide training and/or orientation for new staff members and classroom educators related to the grant
- Coordinate purchase of materials for the Teacher Resource Library with ESP.
- Serve as a resource for current research on professional development, including coaching and mentoring
- Participate in ongoing professional development
- Plan and carry out work assignments in a professional manner

REQUIREMENTS

- Master's degree in Child Development, Early Childhood Education, Child and Family Studies, Public Administration, or Adult Learning
- Experience as an advocate, administrator, and/or educator
- Knowledge of scientifically based reading research and best practice in early childhood education and care as evidenced by education and/or experience
- Research experience
- Proven written and oral communication skills
- Proven teamwork skills
- Ability to work with minimum supervision in a team environment, to meet deadlines and manage highly detailed work with accuracy
- Ability to communicate the philosophy and goals of the early reading first grant

Literacy Coach (1 FTE) – 3 Positions
Job Description

MAJOR RESPONSIBILITIES

- Work as a contributing member of the coaching team to meet project goals, keeping in mind the spirit of professionalism, mutual respect, and cooperation that the project is based on.
- Maintain and provide content knowledge, leadership, and resources about learning and teaching literacy in the preschool classroom using the EARLY framework including:
    - Teaching strategies,
    - Assessment techniques,
    - Assessment of reading skills,
    - Interpretation and use of assessment results to direct instruction,
    - Classroom routines, and
    - Practices that promote early literacy.
- Build and maintain positive coaching relationships with classroom educators.
- Present or aid in presentation of literacy information at literacy workshops for parents, staff or community members.
- Serve as an active contributor to assigned committees.
- Other duties as assigned.

ADDITIONAL RESPONSIBILITIES

- Distribute and create program materials for sites as needed, including activity kits, prop boxes, and other instructional materials when requested.

REQUIREMENTS

- Bachelor's degree in Family and Child Studies, Early Childhood Education, or an Elementary Certificate with a reading endorsement. Master's degree preferred. Note, we have been successful at hiring Literacy Coaches at a Master's degree level, but recognize that it will be difficult to find someone bi-lingual with a Master's degree
- A minimum of two (2) years of pre-school classroom experience and experience in classroom literacy instruction/enrichment or literacy mentoring, or experience in other literacy programs.
- Coursework or continuing education in literacy development.
- Excellent organizational, communication, and writing skills.
- Proven ability to work in a team environment as an active and contributing member.
- Self-starter with capacity to take initiative to complete projects without direct supervision.
- Experience working with parents.

GENERAL INFORMATION

GRCC is especially interested in candidates who have the right combination of professional expertise, attitude, and abilities and candidates who embrace technology and a variety of effective teaching methods. As a college community working to support learners, we value:

- Our community of learners as the essence of our work
- Integrity, accountability, and responsible risk taking
- A high quality learning environment that is nurturing and challenging
- A working environment characterized by collaboration and shared responsibility for the whole
- Innovation and creativity
- Diversity and respect for all people
- Strong community connections

Phillips Wyatt Knowlton, Inc.—External Evaluator Qualifications

Phillips Wyatt Knowlton, Inc. (PWK) principals combine complementary skills in evaluation, research, innovation, knowledge management, public policy, organizational development and strategic planning. Together, their experience includes more than three decades of proven performance specific to assisting grant funded programs use evaluation data to improve as well as communicate the effectiveness of their efforts. PWK provided summative and formative evaluation support for the previous EARLY project, which focused on capturing and connecting evidence of SBRR improvements in the preschool teaching and learning environment with improvements in preschool literacy. In addition, their work in education includes assessment of the effectiveness of collaborations, whole school change efforts and professional development.

PWK works directly with executive management, staff and stakeholders to conduct utilization and learning focused mixed method evaluations. They have designed and successfully implemented a variety of custom evaluation applications, strategic processes and products critical to the mission and function of many leading national and international organizations. In addition to strong research and evaluation expertise, PWK has considerable experience in capacity building, facilitation and program management support roles. They have a strong track record managing large projects and have exemplary communication skills that complement the ability to assimilate and process information for diverse audiences. Specific areas of evaluation specialization include customized:

- instrumentation for complex change projects
- indicator specification for formative assessment
- design that integrates both qualitative and quantitative techniques
- statistical analysis using HTLM, regression, and other modeling technologies
- support for knowledge management and organization/project learning

A list of selected PWK clients and work samples are available at: www. pwkinc.com.

Key Personnel

Cynthia C. Phillips, Ph.D. - Partner

Cynthia's education doctorate is in research, evaluation and measurement. Her work history includes extensive consultation with the W.K. Kellogg Foundation, Ball Foundation, Bill & Melinda Gates Foundation and the Ewing Marion Kauffman Foundations as well as with numerous U.S. Department of Education funded programs, in the design and implementation of large scale evaluation, evaluation training and knowledge management projects. Her work in education emphasizes assessing the impact of professional development and capacity building on reducing student achievement gaps. She is the author of the W.K. Kellogg Foundation *Logic Model Development Guide.* This publication is widely used and cited by major research institutions such as the National Science Foundation and Center for Disease Control to assure tight alignment between scientifically-based research design and complex system interventions. She is Co-chair of the Cluster, Multi-site and Multi-level Evaluation Topical Interest Group of the American Evaluation Association. Her areas of specialization and expertise include: evaluation/measurement; research design, statistics and data analysis (e.g., hierarchical linear and structural equation modeling), knowledge management; qualitative research and analysis methods (including use of software such as N*VIVO); electronic data collection and dissemination. Her roles at Phillips Wyatt Knowlton include principal investigator, project manager, idea engineer and research/measurement expert.

Lisa Wyatt Knowlton, Ed.D. - Partner

Lisa's education doctorate includes specialties in management and policy. She holds a M.P.A. and B.A. in International Relations. Her work history includes extensive assignments in programming and management of private, community and corporate philanthropy along with organization development and government relations. She has managed multi-million dollar education initiatives as an intermediary for the W.K. Kellogg Foundation along with special applied research and evaluation projects for the Aspen

Institute, Bill & Melinda Gates Foundation, Ball and Kauffman Foundations. She has served as a strategic planner, trainer, facilitator and coach to both the nonprofit and for-profit sectors the past two decades. Her areas of specialization include strategy, team learning, organization development and learning, social marketing, leadership, change management and systems thinking. Lisa's roles at Phillips Wyatt Knowlton include principal investigator, project manager and learning coach for organizational development and change. She also speaks Spanish.

Selected Publications

Barley, Z. A., & Phillips C. (1998). Closing the gap for girls: Gender differences in teachers' technological attitudes and proficiencies. *Journal of Women and Minorities in Science and Engineering* (4), 249-267.

Orosz, J, Phillips, C., & Wyatt Knowlton, L. (2002) *Agile philanthropy: Understanding foundation effectiveness*. Grand Rapids, MI: Grand Valley State University.

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Phillips, C. (2000). *Issues of factorial invariance inherent in conceptual change: Teachers' evolving perceptions of classroom practice*, Unpublished doctoral dissertation, Western Michigan University, Kalamazoo, MI.

Phillips, C. & Wyatt Knowlton, L. (2008). *The Logic Model Guidebook:Better Strategies for Great Results*, Thousand Oaks, CA: Sage.

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EARLY

Early Accent on Reading and
Learning for Young Children

MEMORANDUM OF COMMITMENT

TO: Early Management Team

FROM: Participating Grand Rapids Public Schools
Principals & Classroom Educators

SUBJECT: Letter of Commitment to EARLY

DATE: 6/5/2008

The staff of the Participating Grand Rapids Public Schools preschool programs are excited to participate in the Early Reading First grant known as EARLY. We understand that this represents a significant professional commitment on our part, and that by participating, we are committing to the goal of ERF and EARLY as indicated below.

The goal of EARLY is to develop Centers of Early Childhood Educational Excellence. The theory of change upon which the project is based begins with change in literacy practice and leads to school readiness for at-risk children.

Grand Rapids Public Schools Principals & Classroom Educators commit to:

1. Participation in group (i.e. monthly workshops) and weekly individualized (i.e. coaching, coursework, etc.) professional development grounded in SBRR leading to improved instruction;
2. Utilizing formal and informal screening reading assessments (Pre-LAS, PPVT III, and Pals Pre K) to identify needs of individual children and to drive instructional strategies;

3. Enhancing parent education of the importance of literacy to ensure that parents understand their role as the first teacher, and providing them with tools to increase their knowledge and use of home literacy activities;

We understand that the EARLY program will provide:

1. Sustained professional development including classroom support;
2. State of the art curriculum providing the tools needed to teach successfully;
3. Infusion of materials and supplies to create effective classroom literacy environments and classroom centers;

We have been informed of the strategies that EARLY will use to assist us, and are willing to participate in the project.

Sincerely,

GRPS Site	Principal / Reading First Coach	Lead Classroom Educator(s)	Assistant Classroom Educator(s)
Dickinson Early Childhood Center	(b)(6)		
Harrison Park Early Childhood Center			
Martin Luther King, Jr. Early Childhood Center			
Stocking Early Childhood Center			

EARLY

Early Accent on Reading and
Learning for Young Children

MEMORANDUM OF COMMITMENT

TO: Early Management Team

FROM: Participating David D. Hunting YMCA Child Development Center
Classroom Educators

SUBJECT: Letter of Commitment to EARLY

DATE: 6/5/2008

The staff of the Participating David D. Hunting YMCA Child Development Center preschool programs are excited to participate in the Early Reading First grant known as EARLY. We understand that this represents a significant professional commitment on our part, and that by participating, we are committing to the goal of ERF and EARLY as indicated below.

The goal of EARLY is to develop Centers of Early Childhood Educational Excellence. The theory of change upon which the project is based begins with change in literacy practice and leads to school readiness for at-risk children.

David D. Hunting YMCA Child Development Center Principals & Classroom Educators commit to:

4. Participation in group (i.e. monthly workshops) and weekly individualized (i.e. coaching, coursework, etc.) professional development grounded in SBRR leading to improved instruction;
5. Utilizing formal and informal screening reading assessments (Pre-LAS, PPVT III, and Pals Pre K) to identify needs of individual children and to drive instructional strategies;

6. Enhancing parent education of the importance of literacy to ensure that parents understand their role as the first teacher, and providing them with tools to increase their knowledge and use of home literacy activities;

We understand that the EARLY program will provide:

4. Sustained professional development including classroom support;
5. State of the art curriculum providing the tools needed to teach successfully;
6. Infusion of materials and supplies to create effective classroom literacy environments and classroom centers;

We have been informed of the strategies that EARLY will use to assist us, and are willing to participate in the project.

Sincerely,

Directors	Lead Classroom Educator(s)	Assistant Classroom Educator(s)
Nicole M Datt	(b)(6)	
Heather Valquadri		

The EARLY English Language Acquisition Plan (ELAP) will mirror the 2005 English Language Proficiency Standards developed by GRPS. These standards are correlated with the Teachers of English to Speakers of Other Languages (TESOL) PreK-12 English Language Proficiency Standards in the Core Content Areas and the Michigan English Language Proficiency Standards.

Each of the above documents states that:

1. Language acquisition and development are functional
2. Language processes develop interdependently
3. Language acquisition is a long-term process
4. Language learning is cultural learning
5. Native language proficiency contributes to second-language acquisition

For many English Language Learners (ELL), their first exposure to English occurs upon entry into the preschool setting. It generally follows the stages outlined in the following diagram (Hill & Flynn, 2006):

Stages of Second Language Acquisition		
Stage	**Characteristics**	**Approximate Time Frame for Stage**
Preproduction	The student ▪ Has minimal comprehension ▪ Does not verbalize ▪ Nods "Yes" and "No" ▪ Draws and points	0-6 months
Early Production	The student ▪ Has limited comprehension ▪ Produces one-or two-word responses ▪ Participates using key words and familiar phrases ▪ Uses present-tense verbs	6 months – 1 year
Speech Emergence	The student ▪ Has good comprehension ▪ Can produce simple sentences ▪ Makes grammar and pronunciation errors ▪ Frequently misunderstands jokes	1-3 years
Intermediate Fluency	The student ▪ Has excellent comprehension ▪ Makes few grammatical errors	3-5 years
Advanced Fluency	The student has a near-native level of speech	5-7 years

Movement through the above stages can be maximized by working within the student's zone of proximal development, the area between what the student is capable of at the moment and the point you want the student to reach next (Vygotsky, 1978). According to Vygotsky, you can work in a student's zone of proximal development by scaffolding language development, or providing the support a student needs as he/she progresses.

The EARLY project will support and scaffold the preschool student's movement through these stages in the following manner ***within*** the classroom:

1. Assess each student on entry and exit with the Pre-LAS Measurement. The Pre-LAS measures expressive and receptive language abilities in the areas of morphology, syntax, and semantics. The measure will provide formative assessment data to assist classroom educators in planning for instruction.
2. Use score on Pre-LAS to group ELL population for more intensive instruction.
3. Use the ESL Model, that follows, adopted from best practices by GRPS. This model provides support in the classroom through enhanced oral language opportunities, including an emphasis on rhyming, alliteration and developing phonological awareness. It employs best practice ESL strategies through sheltered instruction which includes direct instruction in vocabulary, use of realia and manipulatives in the classroom, physical exploration with hands-on activities and demonstrations and technology.
4. The CLEM curriculum strategies are also consistent with best practices of ESL instruction.
5. Access to a language acquisition specialist that will insure that ESL model is implemented with fidelity. This professional will use the EARLY coaching model.
6. Due to the age of the children involved and the importance outlined for family support, one of the adults in each teaching team will speak the native language of the child. This will enhance ability

to communicate with and include the family in the language acquisition process.

EARLY will further support the acquisition of English by building a strong home-school connection ***outside*** the classroom:

1. Creating lending libraries with books and materials in both English and the child's home language.
2. Hold workshops targeting the goal of educating parents on the importance of reading and talking to their children in their home language and English.
3. Provide each family with the 2002 ERF grant family engagement video which was developed in English and Spanish to emphasize the importance of being involved in their child's development of language and literacy. This video provides practical information to help parents understand how what they are doing that helps their children with literacy development (talking with them, questioning, etc.) and to give them information to expand and reinforce this through everyday activities such as shopping and meal preparation.
4. Provide opportunities to assist parents in making the transition to kindergarten.

The Grand Rapids community is reflecting national trends toward increased participation of ELL children in early childhood programs. The EARLY project has chosen to include a high percentage of children that are Hispanic. The recently released report entitled "Para Nuestros niños" has identified as our nation's highest priority as the expansion and improvement in the quality of early education for Hispanic children (National Task Force on Early Childhood Education for Hispanics, 2007). There has been little information for early childhood professionals in regards to strategies for helping these children succeed. If these children are to be successful and learn to read and write at the same level as their English speaking peers, we must give early childhood educators the tools to help these children's succeed.

Grand Rapids Community College
English Language Acquisition Plan

Appendix 5

Grand Rapids Public Schools–English As A Second Language School Model*

According to the ESL model,

- All instruction with ESL strategies (see addendum).
- Native Language is not used for Direct Instruction.
- All teachers must be trained in ESL strategies/techniques.
- Use Sheltered English Techniques, Scaffolding and Differentiated Instruction.
- Use Thematic Teaching.
- Include Language Objectives for all lessons. (These are above your standards/benchmarks and come from the State English Language Proficiency Standards, ELPS.)

Grade	Schedule/ Recommendations	Accommodations	Materials
Pre-K	• Opening • Concept Time: Math, Reading, Science, Art • Snack (Instructional Time) • Free Choice (Center Time) • Music • Story Time	• <u>Opening</u> • Establish routines; Show realia for vocabulary in songs; Use T.P.R. to act out songs; Picture/Color Labels for scheduling and areas of room; Use model writing for Daily Message and review letter concepts; Use pictures/number lines for calendar and patterning • <u>Concept Time</u> – • *Math* – Use manipulatives, pictures and realia for concepts; Pre-teach vocabulary; Use structured peer interaction • *Science* – Use manipulatives, pictures and realia for concepts; Pre-teach vocabulary; Use structured peer interaction • *Art* – Use manipulatives, pictures and realia for concepts; Pre-teach vocabulary; Use structured peer interaction; Use T.P.R. on directions; Emphasize oral language for colors, prepositional phrases, and placement • <u>Snack</u> – Use realia to teach common food words; Teach manners with T.P.R. and realia • <u>Movement/Outdoor Play</u> – Use TPR; Emphasize body vocabulary • <u>Story Time</u> – Use puppets, picture books, and predictable texts • <u>Free Choice</u> (Center Time) – Labels and pictures on centers; Include a listening center	• *Materials needed for Oral Language*

* This plan is the PreK portion of the newly adopted GRPS ESL Model

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **4031-Mandatory_2008_Budget_Narrative.pdf**

Personnel/Fringe Benefits

Partner	Position Title	Hours/ Week	Salary*	Fringe Benefits
GRCC	Project Director	10	$15,613	$3,849
	Project Coordinator	40	$65,837	$37,637
	PDS/Coach Coordinator	40	$38,225	$30,831
	Literacy Coaches (3; 1 being bi-lingual)	40	$131,000	$98,282
	Support Professional	10	$9,815	$5,826
	Roving Support Professional	40	$31,052	$28,475
	Child Development Faculty: *Including Mentor Coordinator & Family Engagement Coordinator*	14	$26,442	$6,514
GRPS	Early Childhood Director (ERF/RF Coordinator)	20	$51,128	$17,788.00
	Support Professional	6	$5,928	$3,780.00
	ELL Coordinator	4	$7,101	$2,471.00
	Lead Classroom Educators *(to bring program up to full time)*	3.5	$224,000	$102,794.00
	Assistant Educators *(to bring program up to full time)*	3.5	$70,000	$44,863.00
	Professional Development Attendance	18	$7,200	$0
YMCA	Senior Director	10	$13,099	$4,846.63
	Assistant Director	5	$4,371	$1,617.27
	Lead Classroom Educators *(to bring program up to full time)*	3.5	$11,576	$4,283.12
	Assistant Educators *(to bring program up to full time)*	3.5	$8,873	$3,283.01
	Professional Development Attendance	18	$900	$0

**Salary increases are 4% per year*

The ***Project Director*** will act as the fiduciary of the project and will sit on both the Management Team and the Professional Development Workgroup of the Professional Development and Curriculum Team. The full time ***Project Coordinator*** is responsible for analyzing progress toward the project goals and revising timelines and priorities as needed to ensure that all goals are achieved. Other responsibilities include overseeing and supervising work of project staff, research, collecting data and coordinating evaluations needed for the project. Other full-time staff include the ***Professional Development Specialist/Coach Coordinator*** and 3 full time ***Literacy Coaches*** (see job descriptions in Appendix 2) who will work on the planning, implementation, and evaluation of literacy focused professional development activities. A full-time ***Roving Support Professional*** will be hired to ensure accurate documentation of the project and free others to work toward project goals. ***GRCC Child Development Faculty*** will be given from 1-2 contact hours of release time each (1 contact hour is equivalent to 30

hours of work over the semester) to collaborate with GRPS and YMCA staff and to ensure that the model is being implemented effectively. The ***Mentor Coordinator*** will work closely with the Professional Development and Curriculum workgroups to coordinate mentoring between the 2002 ERF grant classroom educators and current program classroom educators. The ***Family Engagement Coordinator*** will work with the Professional Development and Curriculum workgroups to provide the link between the preschool programs and families, help create family educational materials and disseminate information regarding ELL and RF Transition.

The ***ERF/RF Coordinator*** will facilitate the RF workgroup of the Professional Development and Curriculum Team, facilitate the transition from the EARLY program to Reading First programs in GRPS, share assessment information with Reading First classroom educators, and sit on both the Management and Internal Evaluation Teams. The ***GRPS ELL Coordinator*** will act as a liaison between GRPS and the ELL workgroup of the Professional Development and Curriculum Team to give input on the needs of ELL children.

The ***YMCA Senior Director*** will serve on the Management Team and the Professional Development workgroup and represent the YMCA in curriculum and professional development work. ***The YMCA Assistant Director*** will be a member of both the Internal Evaluation Team and the ELL Workgroup and provide insight from the YMCA on assessment and needs of their ELL population.

GRPS and GRCC will both provide ***Support Professionals*** to the project to assist in planning and coordination of meetings, taking and distribution of minutes, and documentation of the progress toward project goals.

Funds for **Travel** will support mileage to cover expenses incurred by staff during home visits, travel between sites, and to parent meetings. Funds for conference costs (hotel, registration, transportation) will enable up to 33 classroom educators and project staff to attend conferences over the course of the project,

including the IRA Annual Convention, the NAEYC Annual Conference and Expo, the NAEYC National Institute for Early Childhood Professional Development, and the NBCDI Annual Conference. During year 1, select Management Team members will attend ERF Technical Assistance.

	Year 1	Year 2	Year 3
Conference Travel Expenses	$10,000	$10,000	$10,000
General Mileage	$1,000	$1,000	$1,000

Funds for **Equipment,** as specified below, will support the initial first year office set up materials for each of the five partner sites including desks, file cabinets, phones, computers and furniture. Year 1 classroom support equipment includes furniture, high quality books and computers to develop classrooms and classroom libraries for 11 classrooms. In year two, funds will support additional equipment in three new classrooms. Special requests for equipment needed in all classrooms will be funded in year three. Digital cameras will be used to document learning, as well as assist in labeling the classroom, and creating of class-made books. Purchase of curriculum materials includes the CLEM base set of materials for each Learning Center and Routine times, Breakthrough to Literacy materials as well as books that are recommended for each. Resource books will be purchased for each site and for the existing Resource Library located at GRCC that is used by classroom educators and project staff. Cell phones will be provided to both the PDS/Coach Coordinator and the Literacy Coaches to aide in cross site communication and collaboration.

	Year 1	Year 2	Year 3
Office Furniture & Equipment	$10,000	$2,000	$2,000
Cell Phones/Cell Phone Service	$2,000	$2,000	$2,000
Classroom Support Equipment:			
Classroom/Classroom Library Development	$6,000	$0	$0
Digital Cameras/Printer Docks/Supplies	$5,800	$3,600	$3,600
Learning Center Base Materials Kits	$15,000	$0	$0
Learning Center Book Kits	$15,000	$0	$0
Literacy Kits & Storage	$6,00	$0	$0
Site Resource Books	$1,300	$0	$0
LEAP Materials	$10,000	$0	$0

Supplies include educational materials distributed at parent meetings, supplies used to enhance the transition to a Reading First program, office supplies for all of the sites involved, refreshments for parent meetings, team meetings, and in-house professional development activities, and supplies needed to conduct child assessments. These materials will ensure the success of the activities planned.

	Year 1	Year 2	Year 3
Assessment Supplies:			
TROLL Administration Fees	$250	$0	$0
ELLCO Materials	$200	$100	$100
PPVT III Materials	$1,800	$1,300	$1,300
PALS Pre-K Materials	$600	$400	$400
Pre LAS Materials	$5,000	$1,500	$1,500
Family Engagement Materials:			
Site Lending Library Bags & Storage	$15,000	$500	$500
Family Take Home Bags	$20,000	$20,000	$20,000
Parent Educational Materials	$1,000	$1,000	$1,000
Transition Materials:			
Kindergarten Kits	$2,100	$2,100	$2,100
Kindergarten Prop Boxes	$1,800	$0	$0
Refreshments for Meetings/Workshops	$1,200	$1,200	$1,200
Office Supplies	$3,000	$3,000	$3,000

The **Contractual** section of the budget will fund a contract with PWK, Inc, to support external evaluation of the project. Funds for a licensed Speech Pathologist will support the PPVT Assessment. Classroom educators will be provided $50 stipends for completing child assessments. Classroom educators/project staff will present at local conferences and funds will support conference fees, materials and handouts. Expert speakers will be contracted with to provide workshops for staff and/or parents.

Operational funds will cover additional costs as programs transition from ½ day to full day instruction.

	Year 1	Year 2	Year 3
Assessment:			
External Evaluation (PWK Contract)	$100,000	$80,000	$80,000
PPVT Administration	$3,000	$3,000	$3,000
Speakers/Presenters for Workshops	$2,000	$2,000	$2,000

Other Direct Costs will include printing, postage, child care and substitute teacher pay(to allow

educators to attend professional development activities), child care for parent meetings and in-house professional development activities to maximize attendance.

	Year 1	Year 2	Year 3
Postage	$500	$500	$500
Printing	$15,000	$15,000	$15,000
Substitute Pay	$1,500	$1,500	$1,500
Child Care Pay (Workshops & Parent Meetings)	$500	$500	$500

GRCC has an approved **indirect cost** rate of 50% from our Federal Cognizant Agency (Health & Human Services). 8% in indirect costs are claimed for this project.

Scholarships will support classroom educators in continuing their education. The PDS/Coach Coordinator will work with each individual to identify how allotted funds will be spent.

	Year 1	Year 2	Year 3
Scholarships	$10,000	$10,000	$10,000
Professional Memberships	$1,800	$1,800	$1,800