

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

**EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080061
Grants.gov Tracking#: GRANT00473530**

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.).

Application for Federal Assistance SF-424

Version 02

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

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: Rocky Boy School Districts 87-J&L

* b. Employer/Taxpayer Identification Number (EIN/TIN): 81-0307426	* c. Organizational DUNS: 193012960
---	--

d. Address:

* Street1: RR 1, Box 620
Street2: _____
* City: Box Elder
County: Hill
* State: MT: Montana
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 59521

e. Organizational Unit:

Department Name: Federal Programs	Division Name: Head Start
--------------------------------------	------------------------------

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

Prefix: Mr. * First Name: Voyd
Middle Name: D.
* Last Name: St. Pierre
Suffix: _____
Title: Superintendent

Organizational Affiliation:
Not Applicable

* Telephone Number: (406) 395-4291 Fax Number: (406) 395-4829

* Email: voydsp@rockyboy.k12.mt.us

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

Rocky Boy's Indian Reservation (Hill and Choteau Counties), Montana

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

Rocky Boy Coalition Early Reading First

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="816,972.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="816,972.00"/>

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

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

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

- Yes
- No

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:
* Title:
* Telephone Number: Fax Number:
* Email:
* Signature of Authorized Representative: * Date Signed:

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

[Empty text input field]

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:
 Rocky Boy School Districts 87-J&L

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	\$ 245,072	\$ 254,731	\$ 264,778	\$ 0	\$ 0	\$ 764,581
2. Fringe Benefits	\$ 51,343	\$ 53,366	\$ 55,471	\$ 0	\$ 0	\$ 160,180
3. Travel	\$ 13,580	\$ 14,123	\$ 14,688	\$ 0	\$ 0	\$ 42,391
4. Equipment	\$ 22,586	\$ 0	\$ 0	\$ 0	\$ 0	\$ 22,586
5. Supplies	\$ 94,217	\$ 25,474	\$ 25,474	\$ 0	\$ 0	\$ 145,165
6. Contractual	\$ 302,883	\$ 302,307	\$ 282,608	\$ 0	\$ 0	\$ 887,798
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 23,566	\$ 23,566	\$ 23,566	\$ 0	\$ 0	\$ 70,698
9. Total Direct Costs (lines 1-8)	\$ 753,247	\$ 673,567	\$ 666,585	\$ 0	\$ 0	\$ 2,093,399
10. Indirect Costs*	\$ 63,725	\$ 56,984	\$ 56,393	\$ 0	\$ 0	\$ 177,102
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 816,972	\$ 730,551	\$ 722,978	\$ 0	\$ 0	\$ 2,270,501

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
 (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2008 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Montana OPI
 (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Rocky Boy School Districts 87-J&L

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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Prescribed by GMB Circular A-102

Tracking Number: GRANT00473532

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 Voyd St. Pierre	* TITLE Superintendent
* APPLICANT ORGANIZATION Rocky Boy School Districts 87-J&L	* DATE SUBMITTED 06-10-2008

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input checked="" type="checkbox"/> a. bid/offer/application</p> <p><input type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. Initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Rocky Boy School Districts 87-J&L</p> <p>* Address: RR 1, Box 620 Box Elder MT: Montana 59521</p> <p>Congressional District, if known: MT-001</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359</p>	
<p>8. Federal Action Number, if known:</p> <p>Unknown</p>	<p>9. Award Amount, if known:</p> <p>\$0.00</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: Not Applicable</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Not Applicable</p>	
<p>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.</p>		
<p>* Signature: Voyd St. Pierre</p> <p>* Name: Mr. Voyd D. St. Pierre</p> <p>Title: Superintendent</p>		

	Telephone No.: (406) 395-4291 Date: 06-10-2008
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Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

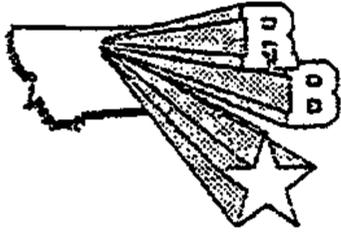
Attachment Information

File Name

1125-Signed_GEPA_ERF.pdf

Mime Type

application/pdf



Rocky Boy Schools

School Districts 87J&L
Box 620 RR#1
Box Elder, Montana 59521

"Home of the Stars"

* Northern Stars *
* Morning Stars *

NOTICE TO ALL APPLICANTS—GEPA REQUIREMENTS:

The Rocky Boy Reading First Coalition's *Early Reading First Project* meets all barriers under section 427 of GEPA. The six barriers will be addressed as follows:

- **Gender:** 49.3% of the student population is male and 50.7% female. Participants in this program will reflect this gender make-up. Through our gender equity efforts, we will provide services and activities that are equitable to both genders. We anticipate that gender will not be an issue in meeting the goals set forth in the application.
- **Race:** 99.6% of the students are American Indian. As a public school district we will not discriminate against any participant because of their race. Race has never been a barrier for our school district to overcome.
- **National Origin:** Approximately 4.0% of our students are dual citizens of the United States and Canada and will be eligible for all services. This has never been a barrier in our district because of the close relationship of Chippewa Cree tribal members with Canadian Cree Indians.
- **Color:** Although less than 1.0% of our student body is non-Indian, any non-Indian student that enrolls in our district will be eligible for all services. Color has never been a barrier for our school district to overcome.
- **Disability:** Approximately 14.0% of our population suffers from one or more disabilities. All facilities are accessible to the physically disabled and disabled students will be provided equitable services. Specific services for the physically challenged students will be provided on an equitable basis.
- **Age:** Services will be available for pre-Kindergarten students.

Voyd St. Pierre, Superintendent of Schools

June 4, 2008

Date

"The Mission of Rocky Boy Schools is to guide all students toward successful achievement of high quality standards in their education and in life."

Phone
(406) 395-4291

Fax
(406) 395-4229

Head Start
(406) 395-4690

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 Rocky Boy School Districts 87-J&L	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Mr. * First Name: Voyd Middle Name: D. * Last Name: St. Pierre Suffix: * Title: Superintendent	
* SIGNATURE: Voyd St. Pierre	* DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Mr.

Voyd

D.

St. Pierre

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2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Tracking Number: GRANT00473530

FileName

MimeType

Tracking Number: GRANT00473530

PR/Award # S359B080001

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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1008-Abstract_Final.pdf

Rocky Boy Public Schools (RB Coalition)

PROJECT ABSTRACT

Project Location & Selected Centers:

Rocky Boy Head Start: Early Childhood Education Center, Rocky Boy Agency, Montana
Brittany Raining Bird Center, Bonneauville, Montana

Proposed Project Period: September 1, 2008 to August 31, 2011

Short Description of Project Purpose:

The purpose of the Early Reading First project is to provide Rocky Boy's Head Start children with the pre-requisite skills needed to succeed in developing a healthy understanding of literacy concepts. Through the Early Reading First project, we will provide sustained and intensive professional development for our teachers and provide learning materials for the classrooms in order to create a literacy-rich environment.

The Rocky Boy Preschool Literacy Acquisition Coalition (**RB Coalition**) is a partnership among local education agencies (Rocky Boy and Box Elder School Districts), local Head Start provider (Rocky Boy Head Start), and Mid-continent Research for Education and Learning (McREL). The **RB Coalition** will improve the school readiness of 167 low-income, ethnically and language-diverse children in nine preschool classrooms throughout rural communities of the Chippewa Cree Indian Nation. Teachers and aides will be provided with research-based curricular materials (Houghton Mifflin *Where Bright Futures Begin*), ongoing research-based professional development (Mid-Continent Research for Education and Learning, *Scaffolding Early Literacy*), and instructional support via literacy coaches and model teachers to ensure that the children of the **RB Coalition** are prepared to enter kindergarten with the cognitive, early language and literacy skills needed for success in school: oral language, phonological awareness, alphabet knowledge, and print awareness.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 2646-Mandatory_ERF_Narrative_FINAL.pdf

1. PROJECT DESIGN

1.1 Current Knowledge from Research and Effective Practice

The Rocky Boy Preschool Literacy Acquisition Coalition (RB Coalition) is a partnership among local education agencies (Rocky Boy and Box Elder School Districts), local Head Start provider (Rocky Boy Head Start), and Mid-continent Research for Education and Learning (McREL). The RB Coalition will improve the school readiness of 138 low-income, ethnically and language-diverse children in nine classrooms located throughout the rural communities of the Chippewa Cree Indian Nation. While poverty is pervasive in this remote, rural area, the American Indian (AI) children to be served by the RB Coalition face additional educational challenges;¹ they must learn to negotiate and integrate two worlds—the tribal and the surrounding communities. These challenges can be overcome with early intervention, most importantly, ensuring that all children enter school ready to learn.²

RB Coalition will implement a curriculum, proven second language acquisition strategies, professional development, and valid and reliable assessments to create centers of excellence that increase children's language and literacy preparedness. The proposed project addresses the two invitational priorities by providing a full day, full year program to at-risk children, many of whom have limited English proficiency. As described in this proposal, the project approach is based on current scientifically-based research on how early reading develops, and how to prevent learning difficulties in general and reading difficulties in particular (see Table 1, page 3, for a summary of this research).

Curriculum. The project will use a research-based early literacy curriculum—*Where Bright Futures Begin (Bright Futures)*—developed by experts in early literacy. The *Bright Futures* curriculum is substantiated by current research, including recommendations from the National Early Literacy Panel research synthesis about skills children need to become successful readers.³

Results from a recent Early Childhood Education Professional Development Project showed that utilizing *Bright Futures* in combination with professional development increased oral language, phonological awareness, print awareness and alphabet knowledge for English- and Spanish-speaking children.⁴ Furthermore, *Bright Futures* meets National Association for the Education of Young Children (NAEYC), National Reading Council, and International Reading Association standards, is aligned with Head Start requirements, and has a scope and sequence aligned with Early Reading First goals (see Section 1.2.2, page 5).

Professional development for classroom instruction. The *Bright Futures* curriculum will be complemented by a research-based professional development program, *Scaffolding Early Literacy (SEL)*. *SEL* will provide teachers with instructional strategies that will improve preschoolers' early literacy and cognitive skills. As verified by outside reviewers, *SEL* derives from a substantial body of research in language acquisition and child development, aligns with current theory on early literacy development,⁵ and produces positive results for both teachers and students.⁶ Recent studies have documented the positive impact of *SEL* strategies and approaches on children's literacy skills, including oral language, and on executive functions (i.e., self-regulation), which are strongly associated with school readiness.⁷ *SEL* is designed to provide support in areas in which research indicates teachers require assistance and guidance, including understanding the core components of early literacy, how to teach and reinforce those components throughout the day, how to address literacy and print concepts in all learning centers, and how to encourage early writing skills.⁸ The professional development will help teachers learn to implement the *Bright Futures* curriculum effectively, and also to adapt and extend the curriculum to meet individual children's needs.

Proven second language acquisition strategies. As described in the English Language Acquisition Plan (see Attachment), teachers will use appropriate approaches for teaching

language, including English as a second language.⁹ Instruction will reflect the research-based understanding that the relationship between second language acquisition and first language competence requires a strengthening of phonological skills in the first language concurrent with beginning instruction in the second language and stimulating cognitive operations.¹⁰

Assessments. RB Coalition staff will use psychometrically sound assessments to screen and monitor children's development of pre-literacy skills. Assessments include *Get Ready to Read*, *PPVT*, and *PALS-PreK*, as well as curriculum-based assessments (see Sections 1.2.5 & 5).

Table 1. Research Base for the Project

Domain	Research
Oral language	Oral vocabulary predicts elementary reading comprehension, ¹¹ and the strength of the relationship increases progressively from 1 st through 7 th grade. ¹² Direct instruction of targeted words and ensuring children encounter targeted words frequently in different contexts promotes vocabulary growth in monolingual and multi-lingual children. ¹³ Extended exposure to and expected use of vocabulary other than nouns is also critical to improve the receptive and expressive vocabulary of at-risk preschoolers. ¹⁴
Phonological awareness	Phonological awareness (PA) is a critical precursor and predictor of reading achievement. ¹⁵ Although PA development is strengthened through recitations and playing with sound units, explicit instruction is required. ¹⁶
Alphabet knowledge	Knowledge of letter names predicts reading success and is a prerequisite for developing phonics as preschoolers use these names to access letter sounds. ¹⁷ Alphabet knowledge can be increased via direct, systematic instruction. ¹⁸
Print awareness	Print awareness, the knowledge of concepts and conventions of print, predicts later reading achievement. ¹⁹ Interactive reading effectively promotes this skill. ²⁰
Self-regulation	Children with poor emotion regulation have been shown to be more aggressive, disruptive, and less successful in school. ²¹ Self-regulation predicts children's academic achievement above and beyond intelligence. ²² Interventions during early childhood can be effective in developing children's self-control, emotion regulation, and planning ²³ (also termed 'effortful control'). ²⁴
Professional development	Effective professional development is one part of a comprehensive change process. It is effective when on-going, integrated into the school operations, and builds a theoretical understanding of content and pedagogical knowledge. ²⁵
Quality preschool instruction	Preschool classrooms need adequate structural elements in place to foster language and literacy development, such as print- and language-rich environments. ²⁶ The structural elements are a necessary, but not sufficient, means to improving child outcomes; preschoolers also need to be exposed to high quality teacher instructional practice in the form of quality and quantity of language interactions, read-aloud experiences, and sensitivity from both the lead and assistant teachers. ²⁷

1.2 Exceptional Approach for Meeting Statutory Purposes and Requirements

RB Coalition will provide intensive learning opportunities for three- to five-year-olds across

two full years for six and a half hours a day, five days a week. The specific strategies of the proposed exceptional approach are discussed in detail in sections 1.2.1–1.2.5.

1.2.1 Integrating SBRR instructional materials and literacy activities

The RB Coalition will support and improve the existing preschool programs serving the Rocky Boy Indian Reservation. Head Start services are currently provided to 138 preschool children filling nine classrooms in two centers—the Brittany Raining Bird and the Early Childhood Learning Centers. As demonstrated by NAEYC accreditation, all sites now (see Appendices for detailed information): (1) provide well-equipped preschool classrooms; (2) have well-qualified teachers; (3) have a history of low instructional staff turnover (on average 5-10%); (4) have high rates of attendance by enrolled children (85%+); and (5) use a developmentally appropriate curriculum (e.g., Creative Curriculum, High Scope) that helps them effectively attend to the developmental domains traditionally supported by preschool programs, including socio-emotional and physical. The staff in the RB Coalition have a vested interest in the community; most were born and raised on the Rocky Boy’s Indian Reservation, and are now serving their community by educating the youngest generation of the Tribe. In addition, many of the staff have children, grandchildren, or other family members enrolled in the Head Start. The logic model in Figure 1 illustrates the relationship among needs, proposed activities to address the needs, and observable and measurable outcomes for the project.

As shown in Figure 1, RB Coalition will enhance the literacy focus of the current programs with curriculum, professional development, and assessments that are designed to support development of oral language, phonological awareness, alphabet knowledge, print awareness, cognitive, and social/emotional skills. These skills provide the foundation needed to close the school readiness gaps, support the development of skills necessary for literacy success, and ease transitions from preschool to kindergarten for rural, at-risk children.²⁸

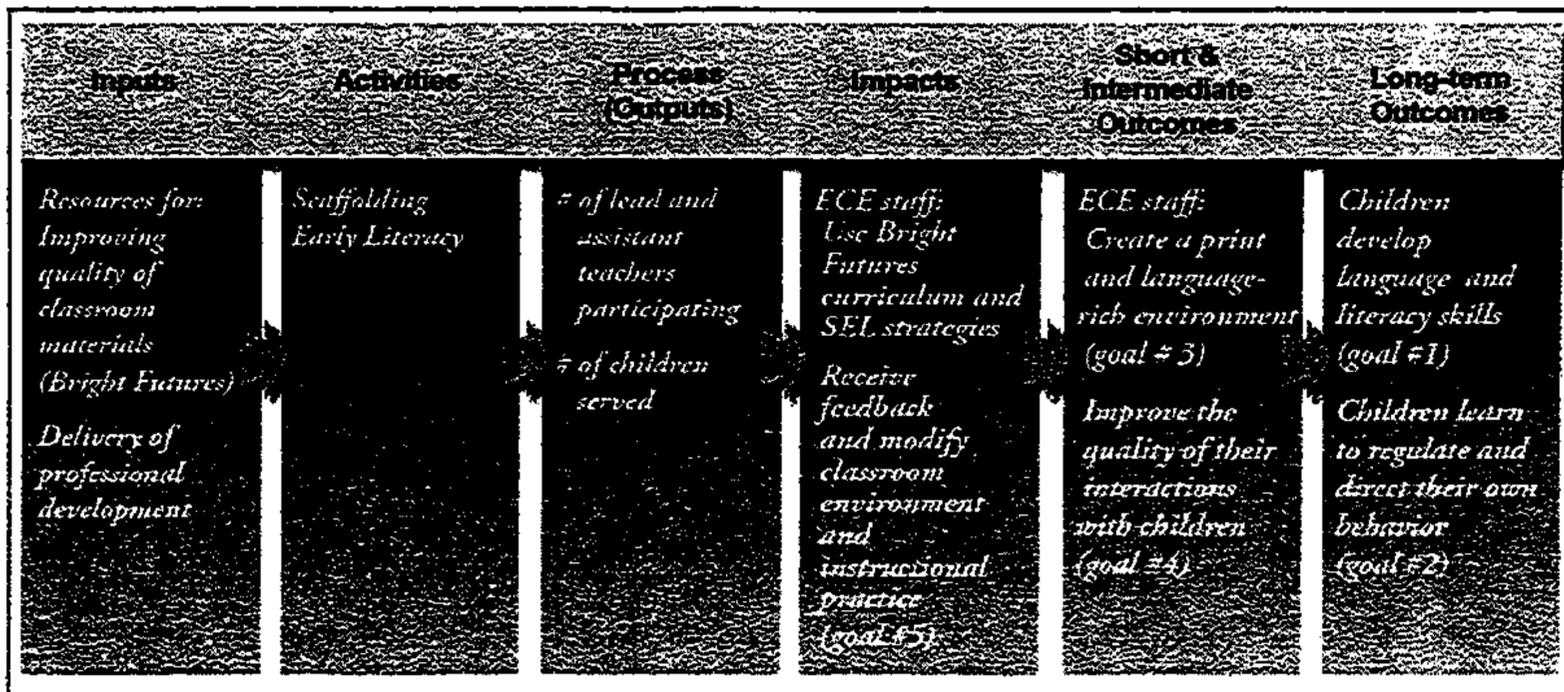


Figure 1. Logic model for RB Coalition

1.2.2 Demonstrating language and literacy activities based on SBRR

Goals for Purpose 2	
Goal 1	Increase children’s oral language, phonological awareness, print awareness, and alphabet knowledge as measured by increased numbers of children achieving benchmarks on PPVT, PALS PreK, & PreLAS.
Goal 2	Increase children’s level of social/emotional skills as measured by the Social Competence and Behavior Evaluation.

Curriculum scope and sequence. Project preschools will implement the *Bright Futures* curriculum and its supplements, *Reading Between the Lions* and *Language for Learning*, each of which is research based (see Section 1.1) and provides explicit daily activities through a structured, systematic scope and sequence aligned with Early Reading First goals (see Table 2). These materials promote a ‘hands-on, minds-on’ approach to early learning that supports both academic and social development.

Table 2. *Bright Futures* Overview

Goals and	Where <i>Bright Futures</i> Begin scope and sequence
Alphabet knowledge • identify / name letters • develop letter-sound relationships	<i>Letter Time</i> lessons will be used to explicitly teach alphabet recognition. Early themes will focus on alphabet sequence and identification and later on naming letters and associating letters with sounds. Letters are reinforced in the Big Book read-alouds as well.
Phonological awareness (including) phonemic	Nursery rhymes, songs, rhyme and chant posters, big books, transition activities, and audio CDs will support explicit instruction. Early

<p>awareness</p> <ul style="list-style-type: none"> • identify and manipulate the individual sounds in words 	<p>themes will focus on rhyming skills. Later themes include isolating beginning sounds, blending and segmenting onset and rime, blending and segmenting syllables, and blending individual phonemes.</p>
<p>Spoken language</p> <ul style="list-style-type: none"> • develop expressive and receptive spoken language • increase vocabulary and listening comprehension skill 	<p>Big book read-alouds, content area links, vocabulary cards, and think and talk questions will elicit rich language and teach new vocabulary associated with each theme. Words will be graduated, with easier words being introduced in early themes and difficult words in later themes. Teachers will scaffold language and vocabulary in large group, small group, and centers.</p>
<p>Conventions of print</p> <ul style="list-style-type: none"> • develop knowledge of the purposes and conventions of print 	<p>Print awareness is taught through interactive shared reading and writing. Specific questions focus children's attention on concepts of print in what they are reading and writing. Themes focus on functions of print, and then later on print conventions.</p>
<p>Social/emotional skills</p> <ul style="list-style-type: none"> • develop ability to regulate behavior 	<p><i>Let's Talk About It</i> lessons and <i>SEL</i> strategies focus on developing children's social and emotional skills as topics are discussed and opportunities to 'apply' self-regulation skills are provided.</p>

The *Bright Futures* developers view children as active agents of their own knowledge construction. To support children's natural curiosity, the curriculum is organized around broad themes (e.g., family, friends, nature) with specific strategies designed to develop children's pre-literacy skills. New themes are introduced in whole group settings, followed by guided practice in small, teacher-led groups. Independent learning takes place at theme-related, active-learning centers, both experimenting with and reinforcing new skills and concepts. Skills are practiced recursively along a continuum so that children have multiple experiences to build a foundation in language and literacy.

Teacher supports. *Bright Futures* has clear teacher manuals that explicitly detail how teachers support language and literacy preparedness.²⁹ Manuals also include instructions on how to accommodate for children who are English language learners (EL), students with special needs, and younger students (3-year-olds). *SEL* professional development will enhance the *Bright Futures* curriculum and teacher guides by helping teachers develop and implement instructional strategies that facilitate literacy acquisition for individual children. One mechanism of this facilitation is maximizing children's engagement through self-regulation, a domain that predicts children's academic achievement above and beyond intelligence.³⁰ *SEL* professional

development will help early childhood educators understand the development of both literacy *and* self-regulation.

During *SEL* professional development, teachers will learn how to write and implement lesson plans that integrate *Bright Futures* materials, effective instructional strategies, and ongoing assessment results to individualize and meet children's needs. Lead and assistant teachers will work with literacy coaches and professional developers to improve the quality of their interactions through in-class observations, modeled lessons, and feedback. Using the ELLCO results and analyses of videotaped lessons, *SEL* staff will provide teachers with individualized support including: model scripts for read-alouds; suggestions for incorporating new vocabulary in center activities and dramatic play; model scripts for large and small group activities; and suggestions for incorporating language and literacy in classroom routines and transitions.

Teacher directed to independent activities. As its name emphasizes, *Scaffolding Early Literacy (SEL)* professional development focuses on scaffolding; it is designed specifically to help early childhood educators understand how to first build and then gradually withdraw instructional support so that children move from teacher-directed to independent activity.³¹ *SEL* helps teachers master three critical components of effective literacy scaffolding: (1) understanding developmental trajectories for language and literacy competencies; (2) designing instructional supports that fit the skill or concept being taught as well as individual needs of young learners; and (3) knowing how to “delegate responsibility” for the learning to children by “arming” these children with “tools” that allow them to eventually become independent learners.³² With appropriate scaffolding, all children, including at-risk, special education, and English language learners, are able to develop academic skills for school success.³³

Content for improving oral language and background knowledge. Children's language growth is related to the interactions in which they have the opportunity and need to use language,

and it is well documented that young children from disadvantaged backgrounds fall behind their peers in both quality and quantity of these interactions.³⁴ The *Bright Futures* curriculum is organized around broad themes (e.g., “My Family, My Community,” “Construction”) with specific strategies designed to develop children’s oral language and background knowledge. To supplement these strategies, RB Coalition will combine the thematic content in the *Bright Futures* curriculum with vocabulary instruction embedded in the scaffolding of dramatic play in learning centers designed around the current theme (part of *SEL* strategies).³⁵ In addition to theme-related authentic literature, children will have access to additional sources of information about the theme they study—field trips (real or virtual), guest speakers, and videos—all providing opportunities to add to children’s existing knowledge and vocabulary, expanding both in breadth and depth.

A distinct feature of the RB Coalition project associated with its use of *SEL* instructional strategies is its systematic use of dramatic play as a meaningful context in which children repeatedly practice newly acquired language and literacy skills. In play, children will practice and reinforce their new vocabulary by selecting or making new props, deciding on roles to play, and incorporating the vocabulary in their creations and extensions of the theme. This strategy increases the amount and complexity of the children’s interactions with their teachers and with each other.³⁶ Research indicates a strong connection between preschool children’s engagement in dramatic play, their language use, and their progress in literacy, vocabulary, and storytelling.³⁷

The proposed *SEL* professional development will help teachers to “use constructive and imaginative play as intentional opportunities for children to develop their vocabulary, understanding, and ability to think about the world around them”—an appropriate and effective use of play in the preschool classroom as defined by U.S. Department of Education guidance.³⁸ To accomplish this goal, broad themes from *Bright Futures* will be used to develop more specific

“play themes” that are based on children’s interests and that will allow children to experience specific content in more “hands-on” way. For example, *Bright Futures*’ “Construction” theme may be explored while playing pretend “home building” in one classroom, “skyscraper” in another, and “bridge” in yet another. Using the same core vocabulary in all classrooms, different play themes will allow for introducing additional concepts and the words associated with them.

As a part of scaffolding high-level imaginative play, theme-related vocabulary and concepts are systematically introduced and taught, using the Vocabulary Cards from *Bright Futures* as well as child- and teacher-generated word lists. These serve to support both children’s and teachers’ use of newly introduced vocabulary while at the same time providing children with additional opportunities to be exposed to print. As children engage in play planning—a multi-faceted *SEL* strategy designed to scaffold play skills while at the same time providing an authentic context for early reading and writing—teachers monitor children’s use of new vocabulary as they describe the roles they will be playing or the props they will be making. As children acquire more advanced literacy skills and attempt writing on their own (see Figure 2), this writing also provides teachers with the evidence of children’s growing vocabulary.



Figure 2. Sample Play Plan

Time for developing language, cognition, and early reading skills. RB Coalition

classrooms will offer a minimum of 200 minutes of language and literacy learning opportunities in a typical 6.5 hour day (see Table 3). This intensity is critical, as research suggests that young children who engage in targeted language activities demonstrate knowledge of the forms and functions of print and enter school ready to learn.³⁹ The combination of *Bright Futures* activities and *SEL* strategies will help teachers support children's literacy and vocabulary development, encourage increasingly complex talk, and promote self-regulation and cognitive development.⁴⁰

Table 3. RB Coalition Daily Schedule

Schedule block	Time (min)	Sample Activities	Objective
Signing in	15	Question of the week, Mystery word, Buddy reading	Expand and explore oral language
Opening/circle time	15	Morning message, Calendar, Weather, Read-aloud, Rhyming games, Fingerplay	Large group instruction on oral language, vocabulary, phonological awareness, and concepts of print
Movement games	5 (x 2)	Freeze Game Simon Says	Develop self-regulation (following oral directions)
Breakfast	20	Teacher and/or child-initiated talk	Oral language and vocabulary
Small or large group	20	Word Play: Graphic practice, Sound sorting, "What could it be?" game	Practice fine motor skills, symbolic representation, following directions
Outdoor play	15	Individual or group activities: Outdoor play and movement	Practice gross motor and social skills
Snack	15	Children talk to each other deciding on their play plans	Social skills (negotiating, turn taking) Self-regulation (planning, reflecting)
Play planning	15	Teacher and/or child-directed scaffolded writing in small groups	Written expression, vocabulary associated with unit, print awareness
Center time (including clean-up)	60	Concepts integrated with hands-on center activity (e.g., math, science, art, listening, computer) and dramatic play & <i>Think and Talk</i>	Oral language, vocabulary, concepts of print; later, encoding and writing; language related to social/emotional skills as well as self-regulation
Small group	10	Letter recognition, rhyming, Elkonin boxes, Graphic practice	Fine motor practice, symbolic representation, following directions
Closing Story	15	Large group interactive storybook reading	Theme-related books, vocabulary; and auditory comprehension
Transitions	5	Name games, letter sound games	Oral language and print awareness
Lunch	30	Teacher and/or child-initiated talk	Oral language and vocabulary
Rest	60	Large group read-aloud	Exposure to longer story books
Free choice centers/play	30	Concepts integrated with hands-on center activity (e.g., math, science, art, listening, computer) and dramatic play & <i>Think and Talk</i>	Oral language, vocabulary, concepts of print; later, encoding and writing; language related to social/emotional skills as well as self-regulation
Small group math	10	<i>Bright Futures</i> math extension activities	Building number sense and vocabulary related to numeracy, geometry, & patterns
Outdoor	30	Individual or group activities: Outdoor	Gross motor and social skills

play		play and movement	
Story Time	15	Large group interactive storybook reading	Theme-related books, build vocabulary & background knowledge; print awareness
Free choice centers/play	30	Concepts integrated with hands-on center activity and dramatic play	Pre-literacy skills and language related to social/emotional skills and self-regulation

As shown in Table 3, teaching language, literacy, and cognitive skills is not limited to the times designated for large group or small group instruction. Instead, teachers take advantage of available “teachable moments” throughout the day by using transition times or classroom routines, such as taking attendance or snack, to incorporate language and literacy activities or to teach self-regulation. Another way of increasing intensity of language and literacy instruction within a set amount of time is by addressing multiple domains within one activity. For example, during a small group math activity, teachers will introduce new math vocabulary; or during Freeze Game, children will practice control of their bodies *while* attending to symbolic representations of the positions in which they “freeze.”⁴¹ Similarly, during center or dramatic play time, teachers will scaffold child-initiated, hands-on learning by integrating language and literacy skills into math, science, social studies, and the arts using cross-curricular contexts.

1.2.3 Providing high quality language and literature rich environments

Goals for Purpose 3	
Goal 3	Expand literacy and language related learning opportunities in high-quality language and literature rich classroom environments as measured by the ELLCO and CLASS.
Goal 4	Increase systemic and explicit instruction through activities that develop oral language, phonological awareness, print awareness, and alphabet knowledge as measured by the ELLCO and CLASS.

Literature and print richness. Research indicates that to attain the fundamental knowledge and skills necessary for optimal reading development, young children need a variety of language-based activities that are rich in print, language, and content, and that are interactive and functional.⁴² SEL staff developers will help teachers systematically and explicitly select, place, and rotate available print materials (e.g., alphabet, charts, words) to maintain high levels of

children's interest in print. The Early Language and Literacy Classroom Observation (ELLCO) Checklist will be administered bi-annually to measure the quality of classroom supports for literacy, including availability, content, and diversity of reading material. As ELLCO results are discussed, teachers will make intentional choices about print materials (e.g., books, labels, signs, in multiple languages as appropriate) and activities to create environments and opportunities that support children's learning and background knowledge. By the end of Year 2, all classrooms are expected to achieve a ceiling score of 41 on the ELLCO. During *SEL* sessions, McREL staff developers will show teachers how to strategically prepare environments to enable children to *acquire* background knowledge and new vocabulary, as well as how to use extended discourse and scaffolding to enrich the literacy learning environment. The project will also share results from the Classroom Assessment Scoring System (CLASS) with teachers to provide a foundation for individualized professional development (see Section 5).

Strategies and materials to support oral language. Infusing oral language and print throughout the classroom routine increases the amount and complexity of oral language children use in their interactions with teachers and each other.⁴³ As discussed in Section 1.2.2, RB Coalition staff will learn how to link new *Bright Futures* themes introduced during large and small group instruction with dramatic play and other learning centers. Enriching the classroom with theme-related, hands-on learning center activities will encourage theme-based play. In play, children will practice and reinforce their new vocabulary in a meaningful context by selecting or making props in centers, deciding on roles to play, and incorporating relevant vocabulary. The activities and strategies (e.g., play planning) that support the development of dramatic play and language in *SEL* classrooms also provide cognitive learning opportunities for all students as they plan, organize, reflect, and pay attention. This type of work improves cognitive functioning and is particularly successful with children with special needs.

Physical environment supports for background knowledge. Content-based centers, including math, science, history, and geography, will provide engaging, challenging activities and authentic context for developing literacy skills, building background knowledge, and increasing oral language.⁴⁴ Since approximately all of the preschoolers are American Indian, strategies and materials (e.g., books, pocket vocabulary charts) will reflect their native language and cultural environment. RB Coalition classrooms will be well-stocked with books, including those that reflect the cultural background and interests of the children. Following children's interests, materials will be added to build upon their personal experiences and expose them to ideas outside of their experience. Parents' life experiences can enrich curriculum materials, and they will be invited to share their stories in their children's classrooms.

1.2.4 Supporting local efforts through SBRR strategies and professional development

Goal for Purpose 4	
Goal 5	Increase the staff knowledge of and ability to use scientifically-based research about early language and literacy curriculum, instruction, and assessment for native and non-native English speakers.

Reading programs do not teach children to read. Knowledgeable, skilled teachers teach children to read: “[E]nhanced reading proficiency rests largely on the capacity of classroom teachers to provide expert, exemplary reading instruction. . . [which] is not regurgitation of a common script but is responsive to children’s needs. [T]here are no ‘proven programs,’ just schools in which we find more expert teachers — teachers who need no script to tell them what to do.”⁴⁵ Simply put, teaching reading is “a job for an expert.”⁴⁶

Scaffolding Early Literacy (SEL), a program developed by Dr. Elena Bodrova of Mid-continent Research for Education and Learning (McREL), provides professional development for early childhood educators in the essential knowledge and tools needed effective pedagogy in developing young children’s cognition, language, and early literacy. Based on Lev Vygotsky’s

approach to education,⁴⁷ *SEL* differs from many early literacy programs because it directly targets both the critical domains of early literacy development, and other critical skills that support all learning, such as self-regulation. Four Early Reading First grantees have implemented *Scaffolding Early Literacy* professional development, and all have demonstrated positive literacy outcomes.⁴⁸ For example, the School District of Janesville Early Reading First project is identified on the U. S. Department of Education's *Doing What Works Clearinghouse for Early Childhood Education* as an example of using professional development to establish "the importance of children's social and language interactions, an integrated curriculum, and scaffolded instruction directed at children's developmental levels" in order to improve outcomes for preschool children.⁴⁹ The project found that "[o]ngoing learning about language development was instrumental in bringing about Janesville's shift from a traditional preschool approach to intentional and planned instruction." Results include "significant overall gains for 85-90% of program children, including English learners."⁵⁰

Research supports the connection between strong professional development programs and support of staff and the quality of early childhood education services⁵¹ and suggests that life-long effective professional development is subject-specific, sufficient in duration, and rich in active learning opportunities.⁵² It challenges teachers and engages them in problem-solving, enabling them to develop and apply new knowledge and skills through demonstrations, practice, observation and feedback, examination of student work, and professional discourse.⁵³ *SEL* exemplifies these research findings by engaging early childhood educators in classroom-focused, literacy-specific strategies and materials, and by building internal administrative and peer support for the program. *SEL* emphasizes an integrated approach in which theory is taught, modeled in classroom demonstrations, demonstrated by the learner, practiced in guided settings, and reinforced with on the job coaching and corrective feedback. Citing evidence of children's

achievement and teachers' professional growth, both the National Staff Development Council and National Education Association included *SEL* in their list of efficacious programs, describing it as a "way to provide teachers the deep knowledge and extended instructional and assessment skills to prepare their students for success in reading and writing (p. 101)."⁵⁴

Content, scope, and sequence of professional development. The proposed professional development addresses critical outcomes for teacher learning based on skills and concepts that the "expert reading teacher" needs to know (see Table 4). *SEL* is designed to build teacher content knowledge and skills in "how reading develops in young children" and "how we can prevent reading failure." Across three years, knowledge and skills are introduced, practiced, and refined to increase teachers' depth of understanding and expertise in the instructional strategies. These skills will be monitored regularly across the three-year cycle through *SEL*-specific formative assessments, both written and application-based.

Table 4. Scaffolding Early Literacy Content, Scope, and Sequence*

* All elements integrate materials and activities from *Bright Futures*

Topics	Early Childhood Learning and Development: Teacher Outcomes		
	Year 1	Year 2	Year 3
Brain Research	Understand major developmental trajectories of brain development in early childhood	Recognize universal developmental accomplishment and use instruction to support them	Recognize individual variations in development and appropriately adapt teaching strategies
Vygotskian Theory of Learning and Development	Understand the zone of proximal development (ZPD)	Recognize sources of assistance that allow children to function at high levels of ZPD	Recognize how children's learning impacts development and teachers' role in this
Foundational Skills	Recognize how cognitive and self-regulation skills develop and teachers' role Know early learning standards in cognitive, physical, and social-emotional development	Use specific teaching strategies to support development of foundational skills	Recognize individual variations and adapt teaching strategies to these variations
Research on Specific Populations	Understand how specific factors (e.g., poverty, bilingualism) affect learning and development of young children	Recognize specific characteristics of the population and identify areas of learning and development to emphasize	Recognize individual and group characteristics of children and adapt teaching strategies to these characteristics

Early Learning in Content Areas	Know early learning standards in math, science, social studies, and art	Apply general teaching strategies to support early learning in content areas	Integrate opportunities for early learning in content areas in various activities
Topics	Early Literacy Development : Teacher Outcomes		
	Year 1	Year 2	Year 3
Oral Language	Understand elements of oral language and vocabulary development and implications for classroom instruction. Recognize dramatic play as a key strategy for oral language development	Use general teaching strategies to support oral language development	Use specific teaching strategies to support oral language development and integrate them in various classroom activities
Phonological Awareness	Understand elements of phonological awareness (e.g., rhymes, phonemic awareness, syllables, blending) and implications for classroom instruction	Use general teaching strategies to support phonological awareness development	Use specific teaching strategies to support phonological awareness development and integrate them in various classroom activities
Alphabet Knowledge	Understand elements of alphabet knowledge and implications for classroom instruction	Use general teaching strategies to support alphabet knowledge development	Use specific teaching strategies to support alphabet knowledge and integrate them in activities
Early Reading	Understand prerequisites for beginning reading and implications for classroom instruction	Use general teaching strategies to support early reading development	Use specific teaching strategies to support early reading development and integrate them in activities
Beginning Writing	Recognize prerequisites for beginning writing (e.g., phonological awareness, visual letter recognition) and implications for instruction	Use general teaching strategies to support beginning writing development	Use specific teaching strategies to support beginning writing development and integrate them in various classroom activities
Topics	Classroom Elements for Early Literacy Development: Teacher Outcomes		
	Year 1	Year 2	Year 3
Classroom Environment	Use general strategies for creating an effective language-, literacy-, and print-rich environment Identify how environment can support learning	Use specific strategies for creating an effective language-, literacy-, and print-rich environment. Integrate language and literacy across learning centers	Adapt the classroom environment to growing language and literacy competencies of young children
Instruction	Use direct instruction with young children Recognize independent learning in ECE classroom Use make-believe play as the context for learning	Use large and small group format for instruction Use centers for instruction Use specific strategies to develop and support mature play (e.g., adult	Design and implement multi-level activities to support various levels of children's competencies. Use specific strategies to scaffold children's learning

	and development	intervention, play plans)	in large groups, small groups, centers, and play
Assessment	Understand the types and purposes of major assessments in ECE	Align assessments to literacy standards	Use assessment results in instruction
Lesson Design	Understand the major elements and objectives of lesson design Align classroom activities with literacy standards	Integrate curriculum materials in lesson design. Use prototypical lesson plans	Integrate content area and foundational skills standards with early literacy when designing classroom activities Develop specific lesson plans for different times of the year
Mentoring	Participate in structured shared learning in study groups	Use facilitated visits to model classrooms	Use individualized mentoring to address the specific needs of teachers and their classrooms

Classroom focused strategies and materials. The content, scope, and sequence of the staff development align with the *Bright Futures* research-based curriculum materials and activities and will help project teachers successfully integrate these materials and activities into their programs (see Section 1.1.2). Most importantly, the professional development addresses issues that the curriculum materials and activities alone cannot, including customizing instruction to meet individual children's needs, using assessment to guide instruction, and providing effective mentoring. To build capacity and have a lasting impact, professional development will provide sustained, intensive, and classroom-focused activities, such as in-class coaching and demonstrations. Workshop sessions, demonstrations, and coaching will incorporate the *Bright Futures* sequence and materials to ensure teachers successfully implement the curriculum.

Number of hours, frequency, method of delivery, and quality. The *SEL* model uses a multi-leveled approach that supports sharing of expertise vertically and horizontally between both local and outside experts and classroom teachers (see Table 5). While all RB Coalition staff will be involved in the professional development activities, these activities will be tailored to take advantage of their existing knowledge and ability to mentor less experienced staff. Different staff

will participate and engage in activities congruent with their respective roles. For example, all staff will work with McREL professional developers monthly to facilitate *Bright Futures* and *SEL* implementation; in addition to these sessions, more experienced (future “model”) teachers and literacy coaches will work with McREL staff monthly on instructional leadership topics and skills, such as how to observe classrooms, provide feedback to teachers, and conduct classroom demonstrations. As the more experienced teachers build knowledge and skills in *both* implementing *Bright Futures* and *SEL* and mentoring other staff, they will become local “model” teachers. Over the course of the project, other staff will be provided opportunities to take leadership roles, thus building local capacity.

Table 5. SEL Professional Development Timeline and Methods

For SEL Strategies	Month – Year 1 of Project											
	1	2	3	4	5	6	7	8	9	10	11	12
Workshops (8 hrs ea)	Δ	Δ	Δ	Δ		Δ	Δ		Δ		Δ	
Coaching/Mentoring Classroom demonstrations Structured shared learning (12 hrs/mo)	Δ	Δ	□Δ	□Δ	□	Δ	□Δ	□	Δ	□	Δ	
Facilitated visits (or video) to model classrooms								□		□		
For Instructional Leadership [More experience teachers, literacy coaches, directors]												
Observations Coaching/Mentoring Classroom demonstrations Structured shared learning	Δ	Δ	Δ	Δ		Δ	Δ		Δ		Δ	
<i>Kindergarten Teachers</i>		Δ							Δ			

Δ – Provided by McREL □ – Provided by Literacy Coach/Model Teacher

During Year 1, all RB Coalition all staff will engage in 128 hours of professional development delivered by McREL (approximately 64 hours of workshops and 64 hours of coaching or mentoring). Onsite staff development sessions will be designed to meet the individual needs of the project staff with the goal of improving teachers’ use of explicit, intentional, scaffolded instruction based. During these sessions, project staff will learn how to

implement specific *SEL* instructional strategies (e.g., scaffolded writing, play plans) with children at different levels of literacy development, how to provide individualized scaffolding, and how to vary this scaffolding depending on how each child progresses in the mastery of a specific literacy skill or concept. The preschools will support teachers with time for daily reflection and “strategic documentation of practice” to encourage thoughtful and intentional teaching. Teachers will use this documentation during structured shared learning facilitated by McREL and project literacy coaches.

Staff will also receive ongoing support from the literacy coaches (at least 3 hours per week). Literacy coaches’ responsibilities will include observing classrooms and providing feedback, conducting demonstrations, assisting with administration of formal assessments, and facilitating structured sharing sessions. Literacy coaches will use observational tools and checklists aligned with the objectives of *SEL* to work with lead and assistant teachers as these staff improve their practice and their abilities of self reflection.

Moving from Year 1 into Years 2 and 3, the intensity of professional development will be maintained, but focus and delivery methods will shift as project staff build capacity and start to take on more responsibility for mentoring, coaching, and, eventually, professional development. In Year 2, each of the model classroom teachers will participate in study groups and staff development activities designed to help them serve as effective mentors. In Year 2, model classroom teachers will mentor one or two other project teachers to begin building a second cohort for model classrooms. This iterative process will help the project build capacity internally to sustain the project after Early Reading First funding. ECE staff will visit the project’s in-house model classrooms as exemplary classrooms, and continue to participate in workshops, structured shared learning, and other activities designed to meet year two needs (see Table 6). Activities will continue to include reflective dialogue to develop the understanding of links between theory

and practice and encourage thoughtful and intentional teaching. Materials for professional development will include *Scaffolding Literacy Development in the Preschool Classroom*, *Starting Out Right: A Guide to Promoting Children's Reading Success*, readings in current research, video demonstrations, and guides (e.g., Play Plan posters).

Due to the distances between the sites in the RB Coalition project, partners will use desktop videoconferencing, a technology that uses digital telecommunications and desktop computers. As costs have fallen and ease of use has risen, schools have begun using videoconferencing for professional development activities, including professional development for teachers of at-risk preschoolers.⁵⁵ For RB Coalition partners, videoconferencing will allow preschool teachers, literacy coaches, evaluators, and professional developers to observe, collaborate, share, and learn without leaving their own desktop computers. Videoconferencing technical support will be provided by the project, but, over time, local partners will assume responsibility. For the term of the project, McREL will host a website that will be the main forum for all RB Coalition activities including planning and progress reporting. The focus will be creating a genuine sense of community despite the distances separating the partners.

Table 6. SEL professional development intensity and methods (years 2 and 3)

	Month – Years 2 and 3 of Project											
	1	2	3	4	5	6	7	8	9	10	11	12
Workshops, on-site (8 hrs ea)	Δ		Δ			Δ		Δ			Δ	
Videoconferencing (6 hrs ea)		Δ		Δ			Δ		Δ	Δ		
Coaching/Mentoring Classroom demonstrations Structured shared learning (12 hrs/mo)	□Δ	□	□Δ	□	□	□Δ	□	□Δ	□	□	□Δ	
Visits to model classrooms		□			□			□		□		
For Instructional Leadership												
Observations (Mentoring) Classroom demonstrations Structured shared learning	Δ		Δ			Δ		Δ			Δ	
<i>Kindergarten Teachers</i>	Δ										Δ	

Δ – Provided by McREL □ – Provided by Literacy Coach/Model Teacher

McREL also will deliver two days of professional development each year for kindergarten teachers. Sessions will be designed to help kindergarten teachers understand *SEL* strategies in preschool and kindergarten classrooms, what to expect from preschool children moving into their classrooms, and how to use their curricular content and processes to ease the transition. All kindergarten teachers will also be invited to attend any RB Coalition professional development workshops and the ERF Leadership Team will work to ensure that these opportunities are encouraged and supported by building leadership.

To further build local capacity and ensure the sustainability of the project in the future, model teachers and coaches will be encouraged to present for different audiences such as other early childhood educators, parents, and school board members. In addition to strengthening the community's awareness of the project, these presentations will contribute to teachers' and coaches' own understanding of the educational philosophy and instructional strategies they follow to promote children's language and literacy growth. Over the life of the project, both individuals and the program as a whole will build capacity for sustaining improvements after McREL staff developers and Early Reading First support are no longer in place.

Teacher mentoring. As described above, using expert mentoring (outside and inside "experts") and helping staff to become good mentors are integral parts of the *SEL* staff development. RB Coalition will have two literacy coaches who will work closely with McREL staff developers to develop expertise in the curriculum, *SEL* strategies, and instructional leadership. Between on-site visits, they will model effective teaching strategies, mentor classroom teachers, and facilitate structured shared learning sessions. Qualifications for the literacy coaches include higher education degrees, teaching experience, ability to communicate clearly, comprehensive knowledge of preschool literacy, experience with demonstration teaching, and familiarity with literacy assessment. The coaches and model teachers will build in-

house expertise to embed staff development within daily practice for effective professional development.⁵⁶

1.2.5 Using screening reading assessments

RB Coalition will use three forms of child assessment: 1) screening measures to determine developmental level, initial skills, and placement needs; 2) Government Performance and Results Act (GPRA) and standardized measures to assess project outcomes; and 3) curriculum-based measures to continually monitor progress and inform teachers of instructional efficacy as well as individual and group needs (see Section 5.2). The evaluator will continue to monitor children as they progress through kindergarten to track the long-term impact of the project.⁵⁷ McREL professional developers will also use the language assessment expertise of Dr. Sha Balizet, Senior Researcher at McREL, to ensure that assessment results are interpreted appropriately and to consult specifically on issues related to assessing American Indian children.

Although these assessments will provide useful information, continuous progress monitoring is essential to the RB Coalition approach. The *Bright Futures* curriculum includes an on-going curriculum-based measure related to each thematic unit that monitors progress towards unit-based literacy and language goals as well as growth in early literacy skills in general. RB Coalition Literacy Coaches and teachers will use this tool to guide instructional decisions and modify curriculum to ensure that all children, especially those at-risk or with special needs, develop literacy skills. These tools will also encourage teachers to adjust instruction to meet their children's diverse and changing needs.

In addition, *Scaffolding Early Learning (SEL)* aims to maximize changes in classroom instruction through an iterative loop, whereby teachers learn to observe children's behaviors and modify their teaching to address the children's changing needs. Learning how to see children "with new eyes" is one of the main focuses of the *SEL* professional development intervention.

SEL professional developers use the model of scaffolding teacher / participant learning through feedback and ongoing support. The success of this approach has been documented by the developer and also by other professional development implementers.⁵⁸ McREL staff developers will modify instruction as needed based on on-going observations of teacher practice.

1.3 Coordination with Related Efforts and Community, State, and Federal Resources

The RB Coalition project is aligned with the Reading First instructional program implemented at the two area elementary schools. Coordination with the community will be facilitated by the RB Coalition Advisory Board, chaired by the Project Director. This group will meet quarterly to plan project implementation, track progress, problem solve, and develop plans for regional sustainability (see Table 7). In addition, the project director, RB Coalition literacy coaches, and a Reading First coach from each school district will meet monthly to coordinate alignment of the RB Coalition program with district Reading First programs and work on transition strategies (see Table 7). This group will also ensure alignment of the RB Coalition project with the *Montana Early Learning Guidelines and Content Standards*, and the *Head Start Child Outcomes Framework*.

Table 7. RB Coalition approach to ensure successful kindergarten transition

Strategy	Activities
RB Coalition Advisory Board: ERF and Reading First staff	<p>Meet quarterly to discuss project efficacy and coordinate:</p> <ul style="list-style-type: none"> • communication about <i>SEL</i> PD activities, allowing for shared PD with preschool and kindergarten teachers • resource exchange • visits between Early Reading First and kindergarten classrooms • preschool and kindergarten teacher collaborations.
Transition activities	<ul style="list-style-type: none"> • Summary of progress monitoring and standardized assessment results generated for parents and kindergarten teachers • <i>Bright Futures Summer School Kit</i> to prepare preschoolers for kindergarten • Three weeks of Kinder Camp held on the elementary school campuses for all kinder-bound children using the <i>BRIGHT FUTURES</i> materials and focusing on kindergarten routines and skills needed for success in kindergarten

Culturally appropriate supports for American Indian children are critical to the success of the RB Coalition project. A member of the Rocky Boy Tribal Council will participate in the Advisory Board meetings and in designated professional development sessions to share culturally effective communication strategies, tradition, values, and beliefs. Title 1 coordinators and Head Start Site Managers also will be invited to participate in these bi-monthly meetings. To demonstrate their support of program activities, the administrative partners at the Head Start centers and elementary schools, a representative of the Tribal Council, and participating teachers have signed Memorandums of Agreement (see Attachments).

An additional element of the RB Coalition project is outreach to families. A parent coach from each Head Start will participate in the professional development and dedicate two days each week to coordinating all community and home-school outreach activities. The *Bright Futures* curriculum includes extension activities to bring the curriculum to home and families. At the beginning of each theme, RB Coalition teachers will send a developmentally appropriate high-quality book home with to help each child/family build or add to a home library. These books will be accompanied by a newsletter with a theme overview, including core vocabulary, targeted letter names and sounds, and suggested home-based reading and language activities.

In addition, the RB Coalition will include a parent literacy and outreach coordinator. This staff member will facilitate interaction between home and school. The outreach coordinator and teaching staff will model 'best practices' during regular home visits and parent-staff meetings at the schools. As available, RB Coalition staff will participate in community activities in order to demonstrate 'best practices,' conduct additional outreach, and provide information on child/parent resource eligibility. The Parent Coaches will coordinate with the Reading First family liaison and the Head Start Parent Policy Council on outreach activities. Upon award of the

project, all families will be surveyed about preferable modes of communication, times for gatherings, and current home literacy activities to inform coaches of community needs.

2. PROJECT PERSONNEL

The Rocky Boy Head Start and School District adhere to a policy of non-discrimination and equal access in their hiring process. The organizations take particular care to hire personnel who represent their communities, including American Indians. See GEPA Section 427 attachment for more details.

2.1 Qualifications of the Project Director

The Project Director will be the Superintendent of Rocky Boy Schools, Mr. Voyd D. St. Pierre. Mr. St. Pierre had earned a Master's of Education in School Administration from Montana State University. While successfully completing his 18th year in the school administration field, he has a solid background of school and district level experience, skills, and knowledge. Mr. St. Pierre's responsibilities as project director will be those which routinely accompany the administration of grant program. These responsibilities include ensuring that the project meets its objectives and activities and are completed in a timely manner; funds received are expended in accordance with U.S. Department of Education's guidelines; and, that staff are carefully supervised. Mr. St. Pierre's resume is attached in the Other Attachments.

2.2 Qualifications of Key Project Personnel

In addition to the project director, key personnel include the project coordinator, teachers, literacy coaches, and parent coaches. Most (78%) of the teachers selected for the project have at least Associate of Arts degree in ECE or Human Development, with a range of 2 to 25 years experience. Those with an A.A. are working towards obtaining their B.A. and have at least two or more years of classroom experience. The selection of Parent Coaches will be based on their knowledge of and involvement in the community and their desire to work with parents and their

young children. The new positions of Project Coordinator and Literacy Coach will require a B.S. degree in ECE, reading, or a related field. See Table 8 for an overview of project and consultant qualifications, commitments, and responsibilities.

Table 8. Time Commitments, Qualifications, and Responsibilities of Key Personnel

Personnel & Commitment	Qualifications	Responsibilities
<u>Project Director</u> Voyd St. Pierre 0.10 FTE	M. Ed. School Administration B.S. Secondary Education Director of several large, federally funded grants, including Reading First and Title I	Chair Advisory Board Oversee program implementation Provide fiscal oversight Serve as liaison to ERF Office Monitor progress with evaluator Plan improvement activities
<u>Project Coordinator</u> To Be Determined 1.0 FTE	MS in Preschool Sp. Ed BS in Elem and Sp Ed Experience as ECE teacher	Oversee program implementation on a local scale (<i>BRIGHT FUTURES & SEL</i>) Plan improvement activities Conduit between Director and teachers Collect data/organize for evaluator Advisory board member
<u>Advisory Board</u> Tribal Council Rep. Project Director Head Start Director Elementary Principals Reading First Coaches	Qualifications vary by individual.	Participate in hiring new staff Coordinate parent involvement
<u>Literacy Coaches</u> To be determined 2.0 FTE	B.S. in ECE, Reading, or related M.A. in Reading or ECE preferred Experience as ECE teacher Knowledge of SBRR/ECE Bilingual or ESL trained Prior coaching/mentoring experience	Coach and mentor ECE staff Model best practices in ECE Observe and provide feedback Administer assessments Coordinate with parent coaches Support culturally appropriate instructional strategies / activities for American Indian children
<u>Parent Coach</u> To be determined 0.3 FTE	AA minimum; B.S. preferred Knowledge of community Parent of a young child Experience working with parents One-American Indian	Coordinate and direct all home-school activities Support culturally appropriate literacy activities for Latino and American Indian children

Personnel & Commitment	Qualifications	Responsibilities
<u>Teachers</u> 9 teachers 1.0 FTE each	3 BA/BS in ECE, Reading or related 4 AA/AS in ECE, Reading or related Teachers have 2 to 25 years of teaching experience	Attend professional development Implement <i>Bright Futures</i> curriculum Implement <i>SEL</i> strategies Monitor student progress Report to parents Work with literacy and parent coaches Collect and report data to project director and evaluator
<u>Prof. Development</u>		
Elena Bodrova (co-PI) 0.25 FTE	Ph.D. Developmental/Ed Psych Lead PD provider for 4 ERF projects	Provide professional development in <i>Scaffolding Early Literacy</i> Guide implementation of <i>Bright Futures</i> Provide professional development in instructional leadership Mentor and coach ECE staff Participate in leadership team meetings Provide technical assistance
Kim Atwill (co-PI) 0.10 FTE	Ph.D. Educational Psychology Lead Research Asst – 2 ERF projects	
Ann Lund 0.05 FTE	Ed.D. Curriculum & Instruction Director of previous ERF project	
Ruth Hensen 0.05 FTE	Preschool teacher and co-author for <i>SEL</i> preschool manual	
<u>Evaluator</u> Gwendolyn Coe 0.25 FTE RJS & Associates 0.15 FTE	Ph.D. Early Childhood Education Evaluator for ERF project in WI. Ph.D. Candidate in Social Thought Evaluator for numerous local and national Indian education projects.	Evaluate RB Coalition project using quantitative and qualitative data

2.3 Qualifications of Project Consultants and Subcontractors

Professional development subcontractor. Rocky Boy schools will contract with Mid-continent Research for Education and Learning (McREL) to provide professional development in *Scaffolding Early Literacy*. McREL, a nonprofit education organization established in 1966, has provided training and technical assistance in early childhood programs across the nation. *Dr. Elena Bodrova*, McREL Principal Researcher and lead author of the *SEL* program, will serve as McREL's lead and a co-PI on the project. Dr. Bodrova has served as the lead professional development provider for four ERF projects in Wyoming, Iowa, Illinois, and Wisconsin. She is an internationally known expert in cognitive psychology and child development and has been teaching, providing professional development, and conducting research in early childhood education, early literacy, and assessment in the U.S. since 1992. *Dr. Kim Atwill* will serve as co-

PI with Dr. Bodrova, sharing her expertise in literacy and language development of children with special needs and English Language Learners (see attached resumes).

Evaluation subcontractor. Dr. Gwendolyn Coe, University of Wisconsin-Platteville, will oversee the program evaluation. Dr. Coe has more than thirty years experience in the field of early childhood education as a teacher, parent educator, and college professor. She served as the Director of Early Childhood Education for the Missouri Department of Elementary and Secondary Education, overseeing the Parents as Teachers program and approving statewide screening assessments for young children. She has been the statewide evaluator in Missouri and Wisconsin for Even Start Family Literacy programs, and currently is evaluator for an Early Reading First project in Wisconsin. Dr. Coe teaches Oral Language/Emergent Literacy and Early Childhood Assessment at the University (see resume in Attachments).

3. ADEQUACY OF RESOURCES

3.1 Commitment of Partners

Directors and teachers of the participating Head Start centers reviewed and discussed with Voyd St. Pierre and McREL staff the scheduling and implementation of professional development, *Bright Futures* curriculum, and the assessments proposed for RB Coalition. Directors selected potential teachers based on their level of expertise, interest, and commitment. Participants understand the expectations and have signed letters of commitment (see Appendices). Directors of each program have agreed to participate in the Advisory Board meetings bi-monthly to monitor project implementation and have also committed to provide space for professional development and new staff and to extend the instructional week and year for all participating preschool classrooms. Directors have also approved administration of child assessments to both treatment and control groups.

Rocky Boy Schools, fiscal agent for the grant, has the capacity to administer the project;

provide timely reports and analyses; and comply with OMB Government Accounting and fair employment standards. Rocky Boy Schools has the expertise to work with the external evaluator to review results from teacher and child assessment tools and make mid-course corrections as needed.

3.2 Extent to which Costs are Reasonable

The project proposes to serve approximately 138 children over three years at an average cost of \$5,484 per child per year. The RB Coalition expects the intensive professional development, the implementation of *Bright Futures*, and ongoing monitoring with valid and reliable assessments will improve the early literacy skills of all children in the project. In addition, the project will increase knowledge and skills of 9 lead teachers and 9 aides, as well as build the capacity of entire preschool centers in this remote region of Montana. The proposed project substantively enhances the current structure of the three preschool partners by adding: 1) ongoing supervision by a Project Director who will evaluate progress toward goals and objectives; 2) intensive, high quality professional development that includes coaching, ongoing teacher support, and reduced tuition rates to advance professional credentials; 3) a video conferencing intranet to attenuate distances in the rural community; 4) materials, supplies, and literacy focused SBRR curriculum to ensure high quality print and literacy rich environments in all classrooms; and 5) coaching for parents to increase home literacy.

The costs the proposed project are less than the average cost of Head Start programs in general⁵⁹ and Early Reading First projects in particular.⁶⁰ However, as indicated in the retrospective Perry Report,⁶¹ the costs are negligible compared to the cost of not or inadequately educating young children. Early Reading First components should be considered core to programs rather than value-added. RB Coalition partners believe that these costs are reasonable in light of documented success in other Early Reading First projects conducted in collaboration

with McREL that prepare children for not only successful entry to kindergarten but also lifelong success as readers. RB Coalition partners will conduct a cost benefit analysis based on child outcome and DIBELS data to determine sustainable components of the project.

Early Reading First funds are requested to cover costs associated with extending instructional time, hiring additional support staff, providing professional development, and purchasing assessment instruments. During the three-year project period, the leadership team will identify sources for continued funding; however, as the professional development plan utilized by the project builds local capacity by developing a leadership cadre (project coordinators, coaches, and model teachers) whose knowledge will remain and serve the community once the project funding is gone. As a result, the necessity for some of requested ERF funds (e.g., for external professional development) will dissipate making the project more easily sustained over time.

4. MANAGEMENT PLAN

4.1 Plan to Achieve Project Objectives on Time and within Budget

A project leadership team made up of the director, project coordinator, co-principal investigators, and literacy coaches will monitor the overall budget, implementation of project activities, timely completion of program assessments, and grant reporting requirements. They will report to the Advisory Board. The RB Coalition project has developed a detailed management plan for the purpose of: (1) ensuring fidelity to implementation of curriculum, assessment, and professional development; (2) providing opportunity for the project to rapidly and effectively respond to administrative and programmatic course corrections; and (3) systematically informing partners/stakeholders of timely implementation program progress and administrative activities. Table 9 delineates the key milestones for achieving full project implementation during Year 1, while the activities listed in Table 10 (Section 5.1) demonstrate benchmarks for measurable progress in achieving annual project goals and objectives.

Table 9. Year 1 RB Coalition timeline

Activity	Year 1 (10/1/08-9/30/09)												Responsibility	
	1	2	3	4	5	6	7	8	9	10	11	12		
Appoint Project Staff	X													Proj Dir
Advisory Council meet	X		X		X		X		X		X			Proj Dir & Coord
Hire Coaches	X	X												Proj Dir
Order <i>BF</i> and assessments		X												Proj Dir
Plan/Extend day/week				X	X	X	X	X	X		X	X		Leadership Team
Orientation (meet coaches)		X									X			Proj Dir/McREL PD
CLASS training		X												Evaluator
Install Video Internet and prepare participants to use			X	X										Local IT staff
Set up website		X	X	X	X									McREL IT staff
Conduct initial assessments; share w/teachers			X											Evaluator/Coaches Proj Dir
Plan classroom environmental enhancements			X	X	X									Coaches/Teachers
PD: assessment interpretation			X		X		X		X					McREL PD/Coaches
Order additional classroom literacy materials				X	X									Project Dir
Classroom environments enhanced and ready					X	X	X					X	X	Project Dir
Family survey		X	X									X	X	Parent Coach
Family literacy nights				X	X	X	X	X	X			X	X	Parent Coach
Home visits		X	X			X	X					X	X	Parent Coach
DIBELS assessments K-3								X					X	Elem Schools
KinderCamp (4 y/o's)										X				Proj Dir & Coord
Annual Perform Analysis												X	X	Evaluator/ Leadership Team

If awarded on October 1, 2008, the project will be fully staffed and ready to begin professional development in November and ready to begin classroom implementation in December.

4.2 Procedures for Ensuring Feedback and Continuous Improvement

The RB Coalition project will impact child outcomes by implementing a SBRR curriculum and quality instructional practices. As summarized in Table 10, child and staff data will be collected regularly to track progress towards intermediate benchmarks and overall project goals. Results will be used by the RB Coalition project leadership and literacy coaches to monitor and

adjust project activities, including professional development. The leadership team will thus have opportunities to plan ahead and brainstorm contingencies if anticipated benchmarks are not attained along the projected timeline.

Other project staff will receive timely results from all data collection, including in-class observations (see Section 1.1.4, section 1.2.3 Criterion 1, Factor 1, Purposes 2, 3 and 4.) and child evaluations (e.g., PALS-Pre K). The project director and professional developers will assist teachers with using the data to guide and improve classroom instruction.

4.3 Adequate Time Commitments of Key Personnel

Time commitments and responsibilities are presented in Table 8 on page 27. Teachers will devote 40 hours per week to the project and will: (1) participate in professional development, (2), implement *Bright Futures*, (3) use SBRR instructional strategies as demonstrated in *SEL* training, (4) monitor student progress, and (5) participate in data collection and reporting (including to parents).

5. PROJECT EVALUATION

5.1 Methods of Evaluation

Screening, monitoring and outcome measures for children assess oral language, phonological awareness, print awareness, and alphabet knowledge and social competence. Monitoring and outcome measures for professional development assess environments and teacher practice. Measures serve two purposes: 1) Formative Assessment for program improvement. Results from Getting Reading To Read, Phonological Awareness Language Screen (PALS-PreK), Peabody Picture Vocabulary Test PPVT-III, Receptive will inform instruction for native and non-native speakers and for children with special needs. The evaluator will train teachers and coaches to administer child assessments and teach them how to use results of pre- and mid-year assessments to track and modify interventions for children identified as “in need” of additional instruction.

Social Competence and Behavior Evaluation, Preschool Edition (SCBE) will be administered Fall and mid-year to a sample of children who are selected by the teacher in each classroom based on anecdotal records for the purpose of helping teachers plan interventions.

All sub-tasks of the ELLCO-- a) Environment Checklist b) Classroom Observation c) Literacy Activities and d) Teacher Interview-- will be administered by the Evaluator. Pre-assessments will guide purchases of writing materials and theme-related "narrative" and "information" books and determine current levels of teacher performance. The evaluator will work with evaluation team at McREL to analyze video and audio tapes quarterly and to review coaches' reports from weekly classroom visits. Team analysis will guide professional development modifications. The evaluator will administer CLASS to assess language modeling and literacy focus in teacher child interactions twice a year. Evaluator will design focus groups to meet mid year to elicit teachers' understandings and misunderstandings of professional development. Teachers will submit quarterly teaching videos. Evaluation team will design video and audio coding and analytical process specific to the project. Transana, a computer program, will be used for analyzing videos and focus group audiotapes. Teachers, coaches, and professional development consultant will receive recommendations for improvement after each analysis. (2) Summative Assessment is the reporting of outcomes. We will report the impact of professional development on environments, teacher practice and children's literacy competence.

Goals, Outcomes, Benchmarks, and Measures

Goal 1: Children's Literacy: Increase children's oral language, phonological awareness, print awareness, and alphabet knowledge as measured by increased numbers of children achieving benchmarks		
3-Year Outcomes	1st-Year Benchmarks	Measures
Children will identify an average of 19 or more upper case letters	Children will identify an average of 12 or more upper case letters	Getting Ready to Read PALS-PreK
67% of children will achieve a Standard Score of 85 or higher on Receptive Vocabulary	65% of children will achieve a Standard Score of 85 or higher on Receptive Vocabulary	PPVT-III, Receptive
67% of children who score lower than	65% of children who score lower than	PPVT-III, Receptive

85 at pre-assessment in Receptive Vocabulary will achieve significant gains at post assessment <i>Bright Futures</i> Curriculum will be appropriately implemented At Kindergarten, 85% of children will demonstrate proficiency in literacy.	85 at pre-assessment in Receptive Vocabulary will achieve significant gains at post assessment <i>Bright Futures</i> Curriculum will be appropriately implemented At Kindergarten, 85% of children will demonstrate proficiency in literacy	<i>Bright Futures</i> Unit Checklist DIBELS
Goal 2: Children's Social-Emotional Development: Increase children's level of social emotional skills		
3-Year Outcomes	1st-Year Benchmarks	Measures
90% of children identified as "in need" of improvement will improve self-regulation skills	50% of children identified as "in need" of improvement will improve self-regulation skills	Social Competence and Behavior Evaluation
Goal 3: Learning Environment : Expand literacy and language related learning opportunities in high-quality language and literature rich classroom environments		
3-Year Outcomes	1st-Year Benchmarks	Measures
Classrooms will average 41 on Environment checklist 100% of classrooms will rate "Exemplary" in all 10 dimensions of the Classroom Observation of ELLCO 100% of teachers will score between 6-7 (high) on both Language Modeling and Literacy Focus	Classrooms will average 32 or greater on the Environment Checklist 100% of classrooms will rate "Basic" or higher in all 10 dimensions of Classroom Observations of ELLCO 60% of teachers will score between 6-7 (high) and 40% will score between 3-5 (mid) on both Language Modeling and Literacy Focus.	<u>ELLCO-sub-task</u> Environment Checklist <u>ELLCO-sub-task</u> Classroom Observation <u>CLASS subscales</u> Language Modeling Literacy Focus
Goal 4: High-Quality Literacy Instruction: Increase systemic and explicit instruction through activities that develop oral language, phonological awareness, print awareness, and alphabet knowledge.		
3-Year Outcomes	1st-Year Benchmarks	Measures
100% of teachers will rate "Exemplary" in all 10 dimensions of Classroom Observation of ELLCO 100% of teachers will demonstrate increased time spent in systematic and explicit instruction in early literacy	100% of teachers will rate "Basic" or higher on all 10 dimensions of Classroom Observation of ELLCO 70% of teachers will demonstrate increased time spent in systematic and explicit instruction in early literacy	<u>ELLCO-sub-tasks</u> Classroom Observation Teacher Interview <u>Classroom Schedules</u> <u>Teacher Reflections</u> <u>Teacher Videos</u> <u>Coaches Reports</u>
Goal 5: Teacher Knowledge: Increase the staffs' knowledge of scientifically-based research about early language and literacy curriculum, instruction, and assessment.		
3-Year Outcomes	1st-Year Benchmarks	Measures
100% of teachers/coaches will increase knowledge of scientifically-based research about early language and literacy curriculum and instruction 100% of teachers will use assessments to plan interventions for native and non-native speakers and including children with special needs	65% of teachers/coaches will increase knowledge of scientifically-based research about early language and literacy curriculum and instruction 65% of teachers will use assessments to plan interventions for native and non-native speakers and including children with special needs	<u>ELC-Emergent</u> Literacy Content (self-report, pre and post) scored by rubric <u>Focus Groups-audio</u> <u>Coaches Reports</u>

5. 2 Objective Performance Measures

Data for monitoring professional development will be based on analysis of teacher videotapes quarterly, ELLCO evaluations Fall and Spring, coaches reports from weekly classroom visits, and analysis of mid-year Focus Group audiotapes. Coding of qualitative data by trained graduate students at the University of Wisconsin-Platteville will precede analysis. Evaluation team will assure reliability of analysis based on training received from the developers of Transana at the University of Wisconsin-Madison. Evaluation team will also monitor changes in children's pre and mid year assessments. Results and outcomes will be reported to program quarterly and to funders annually. Successes will be reported through presentations and publications.

Table 11. Reliability and validity of measures

Measure	Reliable	Internally Consistent	Validity	Type ^a	When
Get Ready to Read!	.80	.78	Concurrent	Qn, Sc	Fall
ELLCO <i>Literacy Environment Checklist</i>	88%	.84	Internal	Qn, Sc, Out	Fall, Spring
<i>Classroom Observation</i>	90%	.90	Internal Convergent Divergent	Qn, Sc, Out	Fall, Spring
<i>Literacy Activities Rating Scale</i>	81%	.66	Internal	Qn, Sc, Out	Fall, Spring
Phonological Awareness Literacy Screening (PALS)	88%	.70	Internal & Convergent	Qn, Sc, Mo, Out	Fall, Mid, Spr
Peabody Picture Vocabulary Test (PPVT-III) Receptive		.92-.98	Concurrent	Qn, Sc, Mo, Out	Fall, Mid, Spr
Classroom Assessment Scoring System (CLASS) <i>Language Modeling, Literacy Focus</i>	84%	.79-.90	Face Concurrent	Quantitative Screen Outcome	Fall, Spring
DIBELS	79%			Qn, Out	Fall-yr. 2,3
Social Competence and Behavior Evaluation (SCBE)	N/A	N/A	N/A	Ql, Sc, Mo	Fall, Mid,
Teacher Reflections Coaches Reports	N/A	N/A	N/A	Ql, Mo	Daily Monthly
Teacher Videos	N/A	N/A	N/A	Ql, Mo	Fall, Mid, Spr
Emergent Literacy Content (ELC)-developed by University of Iowa	N/A	N/A	N/A	Ql, Mo, Out	Mid, Spring
Focus Groups-audio	N/A	N/A	N/A	Ql, Mo	Mid
<i>Bright Futures</i> unit checklists	N/A	N/A	N/A	Ql, Mo	Monthly

^a Qn: Quantitative; Ql: Qualitative; Sc: Screen; Mo: Monitor; Out: Outcome

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 6384-Mandatory_Appendix_A_List_of_Existing_Programs.pdf

Attachment 2:

Title: Pages: Uploaded File: 3502-Appendix_B_English_Language_Acquisition_Plan.pdf

Attachment 3:

Title: Pages: Uploaded File: 4277-Appendix_C_Endnote_Citations.pdf

Attachment 4:

Title: Pages: Uploaded File: 1440-Appendix_D_Resumes.pdf

Attachment 5:

Title: Pages: Uploaded File: 9017-Appendix_E_Indirect_Cost_Agreement.pdf

Attachment 6:

Title: Pages: Uploaded File: 7378-Appendix_F_Letters_of_Support.pdf

Attachment 7:

Title: Pages: Uploaded File: 631-Appendix_G_Table_of_Contents.pdf

Appendix A: List of Existing Preschool Programs Proposed**Names and Addresses of Existing Preschool Programs:**

Early Childhood Education Center
RR 1, Box 620
Box Elder, MT 59521

Brittany Raining Bird Center
RR 1, Box 620
Box Elder, MT 59521

Table 1. Demographic information of children to be served

Center	Total children	Total Indian children	Free and Reduced Lunch	Special Needs Students	LEP Students	Age
Brittany Raining Bird Center	58	58	58	3	1	4 - 5 years
Early Childhood Education Center	80	80	80	5	2	3 - 5 years

According to a needs assessment conducted in the summer of 2003, 21% of the parents of Head Start children indicated that they are unemployed. The needs assessment report also indicated that only 54 percent are employed full time. Thirty-four percent of the parents indicated that they earn less than \$10,000 per year. Also, 47 percent indicated that they have received financial assistance from the government. All of these statistics suggest that a large percentage of these children live in poverty.

Information on the type(s) of special needs that any of the children may have;

The recent needs assessment indicated that many of the children come from homes demonstrating a lack of parental involvement and support. The needs assessment used a numbering system to rank items, such that "A Problem" was represented by a score of 3.00 and "A Major Problem" was represented by a score of 4.00. "Parent Involvement & Support" was given an overall mean score of 3.25. Without proper parent involvement, the Head Start children enter and attend Head Start without adequate support at home. Children whose parents are uninvolved must overcome this additional disadvantage.

Recent test scores reveal that American Indian students have consistently scored the

lowest in the State of Montana. Both schools serving the children who reside on the Rocky Boy's Indian Reservation, Box Elder and the Rocky Boy Elementary Schools, have been placed on the State of Montana's School Improvement List. This list was created to address the No Child Left Behind Act, which requires States to impose sanctions on schools that fail to raise achievement test scores. Our children ranked near the bottom in the State for fourth, eighth, and eleventh graders. The results of our elementary children's test scores serve as evidence that there is a dire need to provide Early Reading First services.

Table 2. Attendance schedule

Center	Hours of Operation	# of Classrooms
Brittany Raining Bird Center	8:00 am -3:00 pm.	3 classrooms
Early Childhood Education Center	8:00 am -3:00 pm.	6 classrooms

Primary funding source(s):

Department of Health and Human Services Head Start Grant

The basic instructional program:

Creative Curriculum

Table 3. Staff qualifications

School	# Staff	Teachers	Teacher Assistants	Certified ECE	BA/BS	AA/AS	Average Tenure
ECEC	12	6	6	3	4	4	6.2 yrs.
BRB	6	3	3	1	0	3	2.4 yrs.

English Language Acquisition Plan

Conceptual Framework

Research indicates a developmental sequence for acquiring a second language (L2) in preschool settings (Tabors, 1998). This framework will guide the Rocky Boy Coalition and recognizes that preschool children are cognitively and linguistically tied to their home language and culture (NAEYC, 1995). Stages of second language acquisition:

- 1) *Home Language Use* – Children use their home language (L1) to communicate with everyone, including those who do not speak L1.
- 2) *Nonverbal Period* – (Preproduction stage) Children show their understanding through gestures, pointing, and nodding. They realize that their L1 is not being understood and stop using it, relying instead on nonverbal communication. They also listen to the language used by others and build receptive understanding of L2.
- 3) *Telegraphic and Formulaic Speech* – (Early production stage) Children use common greetings, routine phrases, and begin to use 1-word statements in L2 to express their ideas. This condensed speech allows them to join in classroom activities.
- 4) *Productive Language Use* – Children begin to produce their own phrases and sentences in L2. Frequent errors should be expected as children work through the process of acquiring and generalizing rules of English.

Research indicates that an effective second language acquisition plan should be thoughtfully designed, engaging, developmentally appropriate, as well as culturally and linguistically sensitive (NAEYC, 1995; 2005; NASBE, 2006). When these elements are present, teachers can make connections between children's L1 and L2, helping children progress through the stages above. Research also indicates that children's L1 skills impact their successful

development of L2 proficiency (Atwill, et al., 2007; in press; Cummins, 1993). Staff in the Rocky Boy Coalition will strengthen children's primary language skills while simultaneously developing competence in English and stimulating cognitive operations in either language. Teachers introduce English Learners (EL) to the sounds of English while cultivating children's growing awareness of both English and their home language, supporting the development of phonological awareness in both languages (August & Hakuta, 1997; Tabors, Paez, & Lopez, 2003). Bilingual staff will be available in classrooms with EL children.

Nurturing English Proficiency

Children in the Rocky Boy Coalition will experience nurturing classroom environments that clearly support and value their home language, community and culture. Communication in native languages as well as English will be accepted and encouraged. To engage and nurture language acquisition, learning centers and other classroom areas will be clearly labeled in multiple languages supported by photographs and drawings. Along with these forms of functional print, environmental print from home and community will also be used in classroom and home-based activities.

Instructional Strategies and Practices

Research provides evidence that ELs progress better academically when they receive English-plus education (Slavin, & Cheung, 2005). While research does not support one particular approach (August & Shanahan, 2006), research does support effective strategies and practices that should be part of any second language acquisition plan (Vaughn et al., 2006). The *Scaffolding Early Literacy* professional development will train Rocky Boy Coalition staff in the use of effective strategies and practices to support EL children's acquisition of English:

- emphasize early identification of children struggling with oral language skills using a

- non-deficient approach recognizing strengths rather than weaknesses;
- use a routine schedule to enable EL children to participate fully in activities;
 - provide children with comprehensible input, so that children understand the meaning of language used in the classroom. Procedures will include:
 - using nonverbal communication;
 - keeping messages simple;
 - emphasizing and repeating key words in sentences;
 - talking about the “here and now;” and
 - using visual supports whenever possible.
 - introduce children to the sounds, speech patterns, and vocabulary of English, while also promoting children’s L1 acquisition;
 - emphasize and repeat words in multiple ways using thematic and story contexts;
 - engage in running commentaries, using English to describe classroom activities;
 - frequently read predictable books, in which the illustrations and repeated sentence patterns help explain the meaning of the words in the text;
 - use environmental and functional print to surround children with plenty of meaningful opportunities to talk about words and link them to their environment;
 - schedule children to work in context rich play centers for at least 60 minutes per day, providing ample opportunities for language input from peers;
 - scaffold children’s language, encouraging them to use theme-related vocabulary;

The *Bright Futures* curriculum will allow teachers to use all of these strategies and practices, and many more, through theme-based literacy activities. The curriculum also features specially designed EL literacy activities for 3- and 4-year-olds in all thematic units.

Timeline.

Children's English proficiency will be assessed twice a year using the Pre-LAS to determine children's level of proficiency in both English (e.g., Non-English Speaking, Limited English Speaking, or Fluent English Speaking). Rocky Boy Coalition staff aim to increase children's skill by one English level each year they are in the program.

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VOYD ST. PIERRE

(b)(6)

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While successfully completing an 18th year in the school administration field, the daily work and interactions have provided me with a solid background of school and district level experience, skills, and knowledge, which are necessary to serve as a district superintendent. Several opportunities have allowed exclusive initiation, research, and completion in staffing, disciplinary, and budgetary decisions. Enthusiastic and accomplished school administrator who will implement and consistently uphold district and board policies, state & national mandates, and conduct daily district business.

School Administration qualifications:

- Budgeting & Finance
- Facilities Management & Development
- Staffing & Interpersonal Communications
- Contract Negotiations
- Legal Knowledge
- State & Federal (NCLB) Accreditation Standards
- Experience with District/Board Policy and Procedures
- Transportation
- Technology Proactive
- Curriculum & Instruction

PROFESSIONAL EXPERIENCE

Rocky Boy Public Schools-Box Elder, MT

July 1, 2006 to Present

Superintendent (1.5 years)

Overseen a public K-12 school system with 535 students and 107 certified and classified employees. Daily management includes instruction, personnel, finance, transportation, operations & maintenance, technology, Head Start/Early Head Start, Print Shop, federal & state grant programs, and Board and community relations. Fiscal responsibilities include budgets ranging from \$6.8 to \$7.5 million dollars.

Rocky Boy Jr-Sr High School-Box Elder, MT

August 1996 to June 2006

Principal (10 years)

Daily school management to include staffing, curriculum & instruction, budgeting & finance, accreditation, transportation, interpersonal communications, staff & student supervision, conflict management, and extracurricular programs. Responsible for 15-19 certified staff, 8-13 classified staff, frequent temporary staff, and 175-225 students. Fiscally responsible for state, federal & private budgets ranging from \$1 to 3.1 million annually.

Rocky Boy Jr-Sr High School-Box Elder, MT

August 1992 to June 1996

Principal Intern (OPI Administrative Intern-4 years)

General daily duties of regular school administrator which included organizing, staffing, coordinating, reporting, planning, and budgeting. Areas of concentration included curriculum & instruction, personnel/student management & supervision, extracurricular monitoring, observing & meeting state accreditation standards. Responsible for 18 certified instructors & 9 classified staff. Budgeted and expense management of state, federal, & private budgets between \$600,000 to 1.2 million annually.

Rocky Boy High School-Box Elder, MT

August 1990 to June 1992

Business/Computer Teacher (2 years)

Daily organization, planning, & implementation of business and computer curriculum for students in grades 9-12. Exhibited and practiced effective classroom management & supervision skills. Worked cooperatively with other classroom teachers to plan and incorporate effective schooling practices. Class/club advisor and monitored extracurricular activities and events.

EDUCATION

Montana State University, Bozeman, Montana
Master of Education in School Administration, 1996

Western Montana College, Dillon, Montana
Bachelor of Science in Secondary Education, 1986.

EDUCATIONAL CERTIFICATION

K-12 Superintendent, Class 3, Level 3

K-12 Principal, Class 3, Level 3

7-12 Professional Teaching, Class 1, Level 2 (Business Education and History)

ASSOCIATIONS and AFFILIATIONS

American Association of School Administrators (AASA), 2 years

Montana Association of School Superintendents (MASS), 2 years

National Association of Secondary School Principals (NASSP), 14 years

Montana Association of Secondary School Principals (MASSP), 14 years

Montana Advisory Council on Indian Education (MACIE), 4 years

Class C Representative, Montana High School Association (MHSA), 1 year

National Indian Education Association (NIEA), Past Member

Montana Indian Education Association (MIEA), Past Member

COMMITTEES and ASSIGNMENTS

Vice-President of Indian Impact Aid Schools of Montana (2006 to present)

Vice-President Hi-Line Administrators (2006 to present)

Vice-President MT Advisory Committee on Indian Education (2006 to present)

District 9C Athletic Committee President, 2001 to Present

District 9C Boys & Girls Basketball Tournament Manager, 1995 to Present

Northern C Divisional Basketball Tournament Manager, (B)-1998, 2003, 2007; (G)-1995, 2000, 2005.

Montana High School Association Athletic Committee, 2004 to Present

Written References Available

John J. Viall

(b)(6)

PROGRAM DIRECTOR

Dynamic, results-oriented and talented Program Director with a record of success at the local and regional level. Innovative problem solver with a track record of streamlining operational processes, resolving conflicts, and improving morale. Decisive leader with extensive experience recruiting and organizing teams. Well-developed skill for creating and implementing effective programs. Persuasive communicator with perceptive presentation and negotiation skills. Developed productive relationships with colleagues, customers and staff at all levels throughout north central Montana. An independent thinker with a team player attitude focused on organizational success. Confidentiality, loyalty, and discretion above reproach. U.S. Army Veteran.

Professional Experience:

Rocky Boy Head Start – Rocky Boy, Montana

2006 – Present

Head Start/Early Head Start Director

Responsible for program operation and supervision of two diverse grant programs, Rocky Boy Head Start and Early Head Start. Capital assets include: two facilities, four buses, two maintenance vehicles, computers, and diverse business machines. Total funded budget is \$1.4 million annually.

- Responsible for all budgets, financial expenditures and equipment purchases. **Result:** Developed a system similar to military appropriation and disposal of equipment/program equipment. Instituted transparent yet secure three tier system of equipment/service acquisition throughout program operation.
- Negotiated contracts with specialized organizations for services provided to children with special needs. **Result:** Children with special needs were properly evaluated, identified and provided needed services to ensure proper socialization and education.
- Supervised compliance with the Department of Agriculture's Child and Adult Care Food Program. **Result:** Rocky Boy Head Start received letters of excellence and always received nutritional funding.
- Conducted announced and unannounced staff/child observations to ensure quality of services throughout each program year. **Result:** Discovered areas to improve services and implemented plans to provide quality services to community children. New observation forms/procedure utilized as a means to improve effectiveness of observations in accordance with established pre-school guidelines.
- Created/implemented two parent committees representing both program facilities to improve parent involvement, services to children and improve compliance with Office of Head Start regulations. **Result:** Parents and community members became actively involved in program operation, activities and child development.
- Created child selection criteria for child enrollment into age appropriate program services based upon income, disabilities, single parent, and overall need of parent applicant. **Result:** Community supported selection criteria as a means of providing fair/accurate guidance for program acceptance.

- Developed program plans to incorporate all program services including nutrition, family services, and disabilities into one functional system as a means to improve services to community children and families. **Result:** Allocated funds for staff development, incentives, and moral initiatives based upon employee suggestions.
- Supervised classroom design and presentation by teachers to ensure child activity spaces adhere to policies and provide potential for improved child growth/development. Ensured each classroom and facility met or exceeded federal regulations pertaining to disability requirements as stated in the American Disabilities Act. **Result:** Federal Review Team approved and praised Rocky Boy Head Start classroom organization and child activity spaces. Children developed a foundation of learning and social/educational growth.
- Conducted three annual and one tri-annual Community Needs Assessment in accordance with federal program regulations. **Result:** Community parents participated and helped develop high end goals/objectives toward program services and community involvement. **Result:** Program became more focused toward parental needs in regards to training, classroom participation, and extending overall effect of Rocky Boy Head Start in the community.
- Implemented professional child development principles and curriculum in accordance with Office of Head Start, Federal and State laws/regulations. **Result:** Rocky Boy Head Start found to be in full compliance programmatically and financially during federal reviews and inspections.
- Developed fiscal operating budget from annual financial resources. Negotiated entry wage compensation for new employees and developed functional wage scales to coincide with operating budget. **Result:** Allocated funds for staff development, incentives, and moral initiatives based upon employee suggestions.
- Supervised thirty-six employees covering every component of program operation. Worked closely with Rocky Public Schools administration and staff as part of the administrative team. **Result:** Work environment changed to a more productive, friendly and team atmosphere. District staff became interested volunteers of Rocky Boy Head Start Program. Staff learned to trust program Director as a person who listened to concerns and was fair in decision making.
- Maintained relationships with personal and professional contacts throughout Rocky Boy, Fort Belknap, Fort Peck and Havre as a means to assist other programs, improve Rocky Boy Head Start operation, and develop a holistic program serving the needs of the Rocky Boy community. **Result:** Rocky Boy Head Start became known as a program willing to assist others, improve community dynamics, and as a responsible member of the North Central Montana Coalition. Achieved full enrollment in Rocky Boy Head Start for the first time in program history.

Rocky Boy Public Schools-Rocky Boy, Montana
9-12 Tutor/RBCEA Union President

2005 – 2006

Provided comprehensive student support to improve academic performance for students in grades 9 through 12. Specialized tutoring service in Mathematics and Science as core subjects identified as problematic for Rocky Boy School's students. Served as Rocky Boy Classified Education Association President over one year.

- Developed and implemented new projects for students to gain interest in Mathematics and Science. Assisted teachers to integrate new projects into lesson plans, tests, and student progress monitoring. **Result:** Student progress in Mathematics and Science improved by thirty percent. Teachers, tutors and students gained increased interest in Mathematics and Science through participation in projects. Parent involvement and approval increased dramatically within the classroom.
- Elected as RBCEA President after one week of employment with the Rocky Boy Public Schools. Negotiated Collective Bargaining Agreement on behalf of RBCEA with Rocky Boy Public Schools administration and Board of Trustees. Acted as a proactive leader for classified employees at administrative and board meetings. Worked closely with MEA-MFT Field Consultant Brian Ehli to improve Union performance, representation and reputation throughout the Rocky Boy community.

JNS Consulting-Box Elder, Montana

2002 – Present

Owner/Operator

Consulted diverse business and government entities throughout North Central Montana regarding technical needs, professional development, and communication to improve company operation. Region included Rocky Boy, Fort Belknap, Fort Peck, Havre, and Box Elder.

- Trained organization staff to use the Microsoft Office Suite, improve productivity and communication through in-house intranet/extranet, and networked Personal Data Assistants.

Result: Gained several business and personal contacts within North Central Montana. Improved communication and productivity within several organizations.

- Advised, planned the implementation of a community owned ISP as a resource to improve financial stability in the Fort Belknap community. Continuously provide technical support to troubleshoot networks, personal computers, and server systems. Act as point of contact of technical needs for local State departments, reservations, companies, and individual users.

Result: Fort Belknap community residents learned capability and potential use of modern technology. Planned infrastructure allowed the foundation for E-911 and real time communication throughout the Fort Belknap area.

Education:

University of Phoenix – Phoenix, Arizona

June 2006

Masters of Business Administration

Earned 3.86 GPA within the MBA program. Learned the importance of communication, structure, and dynamics within an organization. Coursework included labor laws, employee relations, organizational structure, communication, company/organization finance and negotiation.

University of Great Falls – Great Falls, Montana

May 2002

Bachelor of Computer Systems Integration

Coursework concentrated on the need for proper communication utilizing modern technology via real time network infrastructure. Personal networking as well as technology was a key focus of each class to promote proper service to non-technical staff.

Stone Child College – Box Elder, Montana

May 1998

Associate of Science, Mathematics Concentration

Instruction focused on the application of mathematics to solve diverse problematic situations that develop in day to day activities.

KIM ATWILL

Researcher

Mid-continent Research for Education and Learning
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EDUCATION

Ph.D. Educational Psychology, Arizona State University, Tempe, AZ, 2007

M.S. Education of Deaf and HH Children, Lewis and Clark College, Portland, OR, 1994

B.A. Psychology, Stanford University, Stanford, CA, 1987

SPECIFIC AREAS OF EXPERTISE

- ◆ Literacy instruction with focus on intervention programs for at-risk students, including core and supplemental curricula
- ◆ Program evaluation with focus on school improvement planning and implementation
- ◆ Selection and use of scientifically based research
- ◆ Professional development

PROFESSIONAL EXPERIENCE

2007-present **Researcher**

Mid-continent Research for Education and Learning (McREL), Denver, CO

Primary responsibilities include collaborating with members of the research team to propose and conduct research studies – develop research designs and instruments, manage databases, analyze data, synthesize research findings into reports or other internal and external communications; write research reports, articles, and present study findings; Conduct literature reviews and proposal development. Research work currently includes conducting a randomized control trial of a literacy intervention for elementary-aged English Language Learners.

2003-2007 **Adjunct Faculty/Graduate Assistant**

Arizona State University, Tempe, AZ

Taught undergraduate and graduate courses: (EDP310) educational psychology focusing on the science of teaching and learning as well as why and how people learn in formal and informal settings; (ECD 394 and ECD 494) early childhood education focusing on research-based strategies for teaching early literacy; and (EDP514) adolescent development focusing on the application of developmental theories to adolescent behavior. Evaluated the efficacy of two Early Reading First grant intervention programs: the Navajo Nation Early Education Project and the Arizona Center for Excellence in Early Education. Developed curricula and materials for professional development activities included in these two projects.

1997-2002 **Educational Diagnostician**

Phoenix Day School for the Deaf, Phoenix, AZ

Primary responsibilities included both psycho-educational and state mandated

standardized assessment of deaf and hard-of-hearing children. In addition to evaluating students' academic abilities and potential learning disabilities, also trained staff and monitored administration of state-wide assessments. Created a data-base to track students' progress, as well as to determine whether and which assessment modifications were appropriate and necessary for each student.

1994-1997 **Teacher of Deaf and Hard-of-Hearing Children**
Deer Valley Unified School District, Phoenix, AZ
Instructed deaf and hard-of-hearing students in the primary subject areas (reading, writing, and math).

1988-1993 **Teacher and Educational Interpreter for the Deaf**
Board of Cooperative Educational Services, Ithaca, NY
Instructed deaf and hard-of-hearing students in all subject areas.

SELECTED PROJECT EXPERIENCE

Let Me Play Head Start Curriculum Implementation Evaluation (October, 2007- present)
National Head Start Association

This \$50,000 grant was awarded to McREL to investigate the impact of a preschool physical activity program on children's level of activity and teacher's beliefs about including structured physical activity in the curriculum. Primary duties include creating assessment tools, training teachers to administer assessments, facilitating and managing data collection from more than 60 schools across the country, and analyzing the data.

Arizona Center for Excellence in Early Education (June, 2003-May, 2007)
US Department of Education, Early Reading First

This \$3.5 million grant was a joint project involving Arizona State University, the Gadsden and Somerton School Districts, and the Cocopah Tribe in providing and training teachers to implement a research-based early childhood curriculum. Primary duties included developing activities to help teachers become familiar with and utilize the materials. In addition, was responsible for data collection and analysis to measure project's effectiveness.

Navajo Nation Early Education Project (March, 2004-March, 2006)
US Department of Education, Indian Education

This \$2.5 million grant was a joint project involving Arizona and New Mexico State Universities, the Navajo Nation, and the Department of Head Start in providing research-based professional development to in-service preschool teachers serving American Indian children. Primary duties included developing curriculum and materials, as well as teaching course. In addition, was responsible for data collection and analysis to measure project's effectiveness.

SELECTED PUBLICATIONS

Atwill, K., Blanchard, J., Christie, J., & Garcia, H. (in press). English-language Learners: Implications of limited vocabulary for cross-language transfer of phonemic awareness with kindergartners. *Journal of Hispanic Higher Education*.

Millet, J., Atwill, K., Gorin, J., & Blanchard, J. (in press). The validity of receptive and expressive vocabulary measures with Spanish-speaking kindergartners learning English. *Reading Psychology*.

Atwill, K., Blanchard, J., Gorin, J., & Burstein, K. (2007). L1 receptive vocabulary influences cross-language transfer of phonemic awareness skills in kindergarteners. *Journal of Educational Research*, 100(6).

Besken-Ergisi, M., You, B.K., Atwill, K., Blanchard, J., Christie, J., & Enz, B. (2007). Navajo Nation Head Start teachers' perspectives on play, literacy, and development. *E-Journal of Teaching and Learning in Diverse Settings*, 4(1).

Ray, L. & Atwill, K. (2005) The Web and Special Education. In J. Blanchard & J. Marshall (Eds.). *Web-based Learning in the K-12 Classroom: Opportunities and Challenges*. New York: Haworth Press.

Atwill, K., Briggs, S. & Gallucci, M. (2003) Bridges in Arizona: Readyng minds for reading. *Odyssey*, 5(1), 67-71.

SELECTED PRESENTATIONS

Atwill, K., Bodrova, E., Apthorp, H, & Douglas, B. (2008, March). Research-based Features of Shared Reading Practices in Preschool: Impacts on Pre-literacy Achievement. Paper presented at the annual meeting of the American Educational Research Association. New York, New York.

Blanchard, J., Atwill, K., Christie, J., Gorin, J., Millett, J., de la Fuente, M. et al. (2006, November) It works! Growing Literacy Skills in ELL Preschoolers. Paper presented at the 18th West IRA Regional Conference, "Reading the Write Way." Kamuela, Hawaii.

Blanchard, J., Atwill, K., Christie, J., Gorin, J., Millett, J., Burstein, K. et al. (2006, July). The Influence of a 'Science-based' Preschool Curriculum on Literacy Development in Spanish-speaking Kindergarten Children Learning English. Paper presented at the annual meeting of the Society for the Scientific Study of Reading. Vancouver, Canada.

Atwill, K. & Blanchard, J. (2006, April). The Benefits of Explicit Instruction in Visual Processing, Attention and Memory: Will Learning-disabled Deaf Students' Reading Comprehension Skills Improve? Paper presented at the annual meeting of the American Educational Research Association. San Francisco, California.

Blanchard, J., Christie, J., Burstein, K., & Atwill, K. (2004, May). Cognitive Load Demands and Early Phonological Awareness Assessment: Are We Measuring What We Think We Are? Paper presented at the 49th Annual Convention of the International Reading Association. Reno, Nevada.

PROFESSIONAL AFFILIATIONS

- ◆ American Educational Research Association
- ◆ Society for the Scientific Study of Reading
- ◆ International Reading Association
- ◆ American Psychological Association
- ◆ National Association for the Education of Young Children

ELENA BODROVA

Principal Researcher

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303.632.5610 | ebodrova@mcrel.org

EDUCATION

- Ph.D. Developmental and Educational Psychology, Academy of Pedagogical Sciences, Moscow, Russia, 1984
M.A. Developmental & Educational Psychology, Moscow State University, Russia, 1980
B.A. Psychology, Moscow State University, Russia, 1980

SPECIFIC AREAS OF EXPERTISE

- ◆ Early childhood education
- ◆ Development of self-regulation in young children
- ◆ Early literacy development
- ◆ Lev Vygotsky's cultural-historical theory

PROFESSIONAL EXPERIENCE

- 2006-present Principal Researcher
1998-2006 Senior Researcher
Mid-continent Research for Education and Learning (McREL), Denver, CO
Conduct research on the effects of self-regulation training on children's academic and social-emotional functioning, early literacy acquisition, and writing development; develop early literacy assessment instruments and teacher-training materials; provide training and technical assistance to early childhood educators.
- 1992-1998 Visiting Professor, *Metropolitan State College of Denver, Denver, CO.*
Taught undergraduate classes on child development and educational psychology; co-directed *Learning How to Learn* and *Tools of the Mind* research projects.
- 1990 - 1992 Senior Researcher, *Russian Center of Educational Innovations, Moscow, Russia.*
Conducted research on development of self-regulation in preschool-aged children; participated in the development of preschool and kindergarten standards.
- 1983-1990 Researcher, *Research Institute for Preschool Education, Moscow, Russia*
Conducted research on cognitive development of preschool-aged children; participated in the development of preschool and kindergarten curricula and teacher-training materials.

SELECTED PROJECT EXPERIENCE

Increasing the Efficacy of an Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation (June 2008-present)

Sponsored by U. S. Department of Education, Institute of Education Sciences Research Grants Program – Goal 3 Efficacy Trials); conducted in Los Angeles Unified School District

Responsible for the development of curriculum and training materials for the self-regulation component of the combined intervention; delivery of professional development for teachers, coaches, and mentors, and for monitoring of the fidelity of implementation

Early Reading First Projects

Sponsored by U. S. Department of Education; conducted in various sites

Janesville School District, Janesville, WI (2004-2008)

School District U-46, Elgin, IL (2003-2006)

24 districts served by Mississippi Bend Area Education Agency, Bettendorf, IA (2003-2006)

Big Horn School District, WY (2001-2004)

Primary provider of professional development for teachers and administrators participating in the project designed to increase the quality of preschool education. Provided sustained, intensive, and classroom-focused professional development to

- increase teachers' knowledge of the development of language, cognitive, and early reading skills for preschool-age children;
- advance teacher understanding and use of effective instructional strategies that are based on scientifically based research and designed to improve student academic achievement;
- improve knowledge and use of methods of teaching children with special needs and English language learners;
- increase teacher knowledge and use of the use of data and assessment to inform classroom practice; and
- assist program staff with methods for working more effectively with parents.

Professional Development in Early Childhood Education for Indian Demonstration Grant

Sponsored by U. S. Department of Education; conducted in Page Unified School District, AZ

Primary provider of professional development for teachers and administrators to increase the quality of preschool education, specifically the curriculum, instruction, and assessment.

Professional Development for Reading First Implementation (2004-2006)

Funded by John Carroll University through the Ohio Department of Education

Modified materials and activities used in Reading First classrooms in Ohio to include strategies designed to enhance self-regulation skills and to ensure developmental appropriateness for use in literacy instruction in kindergarten classrooms. Provided professional development on use of the materials; conducted on-site observations to monitor implementation.

Best Teachers with At-Risk Children (1997-1998)

Sponsored by the Colorado State Department of Education and McREL

Co-directed this project designed to collect baseline data on early literacy development of at-risk kindergarten children placed in the classrooms of highly effective teachers.

Tools of the Mind Project (1996-1998)

Sponsored by Metropolitan State College of Denver.

Co-directed this quasi-experimental study designed to evaluate the efficacy of an innovative early childhood curriculum in kindergarten classrooms serving low SES students

Learning How to Learn Project (1994-1996)

Sponsored by Metropolitan State College of Denver.

Co-directed this study designed to collect data on the pilot implementation of a new literacy program in a number of urban preschool, kindergartens, first- and second-grade classrooms.

SELECTED RECENT PUBLICATIONS

Bodrova E., & Leong, D. (In press). Tools of the mind: Vygotskian approach to early childhood

- education. In: J. L. Rooparine & J. Jones. Approaches to Early Childhood Education (5th ed.). Columbus, OH: Merrill/Prentice Hall.
- Bodrova, E. (In press) Make-believe play vs. academic skills: A Vygotskian approach to today's dilemma of early childhood education. European Early Childhood Education Research Journal.
- Bodrova, E., Leong, D. J. (2008) Developing self-regulation in young children: Can we keep all the crickets in the basket? Young Children, 63 (2), pp. 56-58
- Bodrova, E. & Leong, D. (2007) Play and Early Literacy: A Vygotskian Approach. In K. A. Roskos & J. F. Christie (Eds.) Play and literacy in early childhood (2nd ed). Mahwah, NJ: Lawrence Erlbaum Associates (pp. 185-200).
- Bodrova E., & Leong, D. (2007). Tools of the mind: Vygotskian approach to early childhood education. (2nd ed.) Columbus, OH: Merrill/Prentice Hall.
- Paynter, D.E., Bodrova, E., & Doty, J.K. (2005). For the Love of Words: Vocabulary Instruction that Works, Grades K-6. New York, NY: Jossey-Bass.
- Bodrova, E. & Leong, D. (2006). Adult influences on play: Vygotskian approach. In D.P. Fromberg & D. Bergen (Eds.) Play from birth to twelve and beyond: Contexts, perspectives, and meanings. (2nd ed). New York: Routledge (pp. 167-172)
- Bodrova E., & Leong, D. J. (2005) Vygotskian Perspectives on Teaching and Learning Early Literacy. In D. K. Dickinson & S.B. Neuman (Eds.) Handbook of Early Literacy Research. (2nd ed). New York, NY: Guilford Press Publications (pp. 243-256)
- Bodrova E., & Leong, D.J. (2005) Self-Regulation as a Key to School Readiness: How Can Early Childhood Teachers Promote this Critical Competency? In M. Zaslow, Ph.D., & I. Martinez-Beck (Eds.) Critical Issues in Early Childhood Professional Development Baltimore, MD: Brookes Publishing (pp 203-224)
- McAfee, O., Leong, D.J. & Bodrova, E. (2004). Basics of assessment: A primer for early childhood educators. Washington, DC: National Association for the Education of Young Children.
- Bodrova, E., & Leong D. J. (2001). The Tools of the Mind Project: A case study of implementing the Vygotskian approach in American Early Childhood and Primary Classrooms. Geneva, Switzerland: International Bureau of Education, UNESCO.

SELECTED RECENT PRESENTATIONS

- Bodrova, E. (2008) Tools of the Mind: Developing self-regulation in young children. Presented at the conference "Preschool Education in the Context of Child, Family, and School" Trabzon, Turkey
- Bodrova E., Leong, D. J. (2008) Theoretical benefits of dynamic assessment in early writing. Presented at the Annual Meeting of the American Educational Research Association, New York, NY
- Atwill, K., Bodrova, E., Apthorp, H, & Douglas, B. (2008) Research-based features of shared reading practices in preschool: impacts on pre-literacy achievement. Presented at the Annual Meeting of the American Educational Research Association, New York, NY
- Bodrova, E. (2008) Developing self-regulation in make-believe play: New insights from the Vygotskian perspective. Presented at CITO Second International Conference on Early Childhood Education Arnhem, Netherlands

GWENDOLYN D. COE, Ph. D.

Evaluator/ Consultant/Researcher
225 Washington
Platteville, Wisconsin 53818
563-503-8089
E-mail: coe@uwplatt.edu

Ph. D. Early Childhood Education/ Administration/ Adult Education
University of Missouri - Columbia

EXPERIENCE (begins with current position)

Professor-Graduate Faculty	University of Wisconsin-Platteville
Dean, Francis Child Development Center	Penn Valley Community College
Director of Early Childhood Education	Missouri Dept. of Elem.& Sec. Education
Parents As Teachers (PAT) Director	
Owner/Director-First Step Preschools	Camdenton, Missouri
Public School Teacher- Kdg, 1st & 2nd Grade	Colorado & Missouri

CONSULTING

- > Program Development (urban, rural, inner city)

Kansas City Missouri School District-MO
Macon School District-MO
Janesville School District-WI
Beloit School District-WI
Platteville School District-WI
- > Program Evaluator -Even Start Family Literacy- 3 states 8 @ local level

Missouri, Wisconsin, Wyoming
<u>Early Reading First</u> -4 years
Janesville, Wisconsin
- > Child Care Center Design -University of WI-Platteville

Platteville, Wisconsin
Hickman Mills School District
Kansas City, Missouri
- > Grant Writing_

\$6,500,000+ Successfully Funded
Local, State, Federal, Foundation

INTERNATIONAL PARTICIPATION

Oxford Round Table on Early Literacy	Oxford, England
Harvard Forum on Family Literacy Invited participant.	Cambridge, Massachusetts
Diana, LaVilleta, Neruda, Arcobaleno Schools Intensive training in the "Reggio Approach"	Reggio Emilia, Italy
Christ Church and Walwayne Team taught in British Primary Schools.	Bradford-on-Avon and Trowbridge, England
Organization Mondaile Pour l'Education Prescolaire (OMEP) Presenter--International Early Childhood Conferences	Copenhagen, Denmark Santiago, Chile Kusadai, Turkey Melbourne, Australia Tromse, Norway Kuala Lumpur, Malaysia

NATIONAL & INTERNATIONAL PRESENTER

- Early Literacy
- Family Literacy
- Parent Involvement
- Brain Development
- Appropriate Environments
- Grant Writing
- Mentoring

PUBLICATIONS and REVIEWER (selected sample)

- 2007** Coe, G. 2007. Early Reading First Final Report. Department of Education.
 Coe, G. 2007. "Even Start Program Evaluation of a Tenth Year Rural Family Literacy Project". Blackhawk Technical College: Janesville, Wisconsin
 Coe, G. 2007. "Even Start Program Evaluation of a Sixteenth Year Family Literacy Project". Family Literacy Center: Beloit, Wisconsin
 Reviewer. 2007 International Journal of Early Childhood Education. OMEP: Sweden
- 2006** Coe, G. 2006. Early Reading First Final Report. Department of Education.
 Coe, G. 2006. "Even Start Program Evaluation of a Ninth Year Rural Family Literacy Project". Blackhawk Technical College: Janesville, Wisconsin
 Coe, G. 2006. "Even Start Program Evaluation of a Fifteenth Year Family Literacy Project". Family Literacy Center: Beloit, Wisconsin
- 2005** Coe, G. 2005 Early Reading First Final Report. Department of Education.
 Coe, G. 2005. "Even Start Program Evaluation of a Eighth Year Rural Family Literacy Project". Blackhawk Technical College: Janesville, Wisconsin
 Coe, G. 2005. "Even Start Program Evaluation of a Twelfth Year Rural Family Literacy Project". Family Literacy Center: Macon, Missouri
 Coe, G. 2005. "Even Start Program Evaluation of a Fourteenth Year Family Literacy Project". Family Literacy Center: Beloit, Wisconsin
- 2004** Coe, G., McConnell. J. 2004. "The Children of Cuba", Young Children NAEYC: Washington, D. C.
 Coe, G. 2004. "Even Start Program Evaluation of a Seventh Year Rural Family Literacy Project". Blackhawk Technical College: Janesville, Wisconsin
 Coe, G. 2004. "Even Start Program Evaluation of a Eleventh Year Rural Family Literacy Project". Family Literacy Center: Macon, Missouri
 Coe, G. 2004. "Even Start Program Evaluation of a Thirteenth Year Family Literacy Project". Family Literacy Center: Beloit, Wisconsin
- 1997-2004** Worked exclusively on Even Start Program Evaluations at State and Local level
- 1996** Coe, G. 1996. "Infant Childrearing: Beliefs of Parents and Child Care Providers". Child Study Journal, 26, 2. State University of New York College at Buffalo: Buffalo, New York
- 1995** Coe, G. 1995. "Building Relationships with Families through Communication". Field-Based Program Training Module for CDCG 261. Metropolitan Community Colleges; Kansas City, Missouri
- 1994** Coe, G. 1994. "The Interplay of Personality Type and Infant Childrearing Beliefs", Doctoral Dissertation. University of Missouri-Columbia;

PROFESSIONAL ASSOCIATIONS

National Even Start Association (NESA)
International Reading Association (IRA)
Association for Supervision and Curriculum Development (ASCD)
National Association for the Education of Young Children (NAEYC)
Association for Childhood Education International (ACEI)
Organization Mondiale Pour l' Education Prescolaire (OMEP)
National Association of Early Childhood Teacher Educators (NAECTE)

PROFESSIONAL CERTIFICATIONS

Missouri Elementary Principal	K-8	(Life)
Kansas Elementary Principal	K-6	(Life)
Missouri Elementary Education	K-8	(Life)
Missouri Social Studies	7-9	(Life)
Missouri English	7-9	(Life)

FAX NO.

P. 01/01

OPI Office of Public Instruction
 Linda McCulloch,
 Superintendent
 PO Box 202501
 Helena, MT 59620-2501

For FY 2007-2008

Due May 31, 2007

Legal Entity #	School Dist. #	School Name	County	Level
1207	87J	Rocky Boy Elem	21	EL

Proposed Restricted Indirect Cost Rate 10.00 % (Round to nearest hundredth (X.XX%) of a percent.)

INSTRUCTIONS: Complete and submit with one copy of each application for Indirect Cost Rate. A separate application should be submitted for the elementary and high school district. A copy of this certification will be returned upon approval of your rate.

This is to certify that I have reviewed the indirect cost rate proposal submitted herewith and to the best of my knowledge and belief.

(1) All costs included in this proposal to establish the final indirect cost rate for the periods indicated above are allowable in accordance with the requirements of the Federal award(s) to which they apply and OMB Circular A-87, "Cost Principles for State and Local Governments." Unallowable costs have been adjusted in allocating costs as indicated in the attached Predetermined Indirect Cost Allocation - Schedule A.

(2) All costs included in the proposal are properly allocable to Federal awards on the basis of a beneficial or casual relationship between the expenses incurred and the agreements to which they are allocated in accordance with applicable requirements. Further, the same costs that have been treated as indirect costs have not been claimed as direct costs. In addition, similar types of costs have been accounted for consistently and the Office of Public Instruction will be notified of any accounting changes that would affect the predetermined rate.

I declare that the foregoing is true and correct.

Signature of District Superintendent or Board Chairperson <i>Cheryl S. P.</i>	Street Address or P.O. Box RR 1 Box 620	
Printed Name of Authorized Official Voyd St. Pierre	City Box Elder	Zip Code 59521
Title Superintendent	Date 5/23/2007	

Send completed form to:
 School Accounting and Budgeting
 Office of Public Instruction
 PO Box 202501
 Helena, MT 59620-2501

ACCEPTED AND APPROVED FOR THE SUPERINTENDENT OF PUBLIC INSTRUCTION BY:

Approved Rate for FY2008

~~10.00%~~ 8.46%

Date Approved

5-29-07

Signature

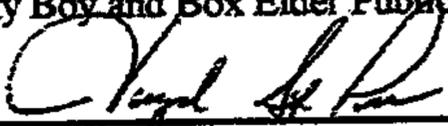
[Signature]

**Memorandum of Agreement of Preschool Partners in the
Rocky Boy Preschool Literacy Acquisition Coalition**

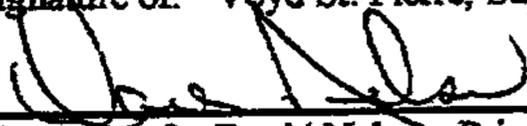
The partners of the Rocky Boy Preschool Literacy Acquisition Coalition are committed to implementing a high quality early literacy program commencing on 10/1/2008. This letter of commitment has been signed by the Rocky Boy Public Schools stakeholders involved in the development and implementation of the proposed Early Reading First project, including the district superintendent, elementary school principals, and the Head Start center directors. Preschool and Head Start teachers as well as paraprofessionals have also signed a letter of commitment. This letter will be signed by and made a part of the Personnel File of all new hires who will be involved in implementation and on-going success of the project.

1. I am aware of and agree to support the goals and expectations described in this Early Reading First Grant Application.
2. I agree to allow and support in-class visitations and observations in order to facilitate cooperation between the Head Starts and the elementary schools, as well as the transition process between preschool and kindergarten.
3. I agree to participate in monthly advisory committee discussions (via phone or in person) to review progress, solve problems, and plan for sustainability.
4. I agree to share relevant data from Reading First evaluations (DIBELS) to monitor the on-going impact of the program, kindergarten through second grade.
5. I agree to facilitate and support the development and implementation of the summer Kinder Transition program for four-year-olds.

Rocky Boy and Box Elder Public Schools:



 Signature of: Voyd St. Pierre, Superintendent 6-3-08
 Date

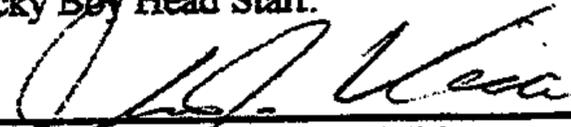


 Signature of: David Nelson, Principal Box Elder Elementary 6-4-08
 Date

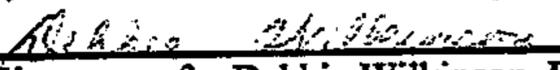


 Signature of: Josephine Corcoran, Principal Rocky Boy Elementary 6-3-08
 Date

Rocky Boy Head Start:



 Signature of: John J. Viall, Director 6-3-08
 Date



 Signature of: Debbie Wilkinson, Education Coordinator 6-3-08
 Date

Memorandum of Agreement of Preschool Partners in the Rocky Boy Preschool Literacy Acquisition Coalition

The partners of the Rocky Boy Preschool Literacy Acquisition are committed to implementing a high quality early literacy program commencing on 10/1/2008. This letter of commitment has been signed by all public school kindergarten teachers. In addition, this letter will be signed by and made a part of the Personnel File of all new hires who will be involved in implementation and on-going success of the project.

1. I am aware of and agree to support the goals and expectations described in this Early Reading First Grant Application.
2. I agree to attend all Early Reading First professional development sessions for kindergarten teachers implemented through this grant, to include a minimum of two days of professional development each year designed to present the elements of *Scaffolding Early Literacy*.
3. I agree to integrate the scientifically based instructional strategies learned through the *Scaffolding Early Literacy* professional development with my Kindergarten curricular content to ease the preschoolers' transition into kindergarten.
4. I agree to engage in and support activities designed to help preschoolers transition to kindergarten, including the summer Kinder Transition program for four-year-olds.

Rocky Boy Public Schools:

(b)(6) _____ 6-3-08
 Signature of: Name, Teacher Date
 (b)(6) _____ 6/3/08
 Signature of: Name, Teacher Date

Box Elder Public Schools:

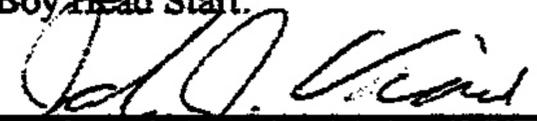
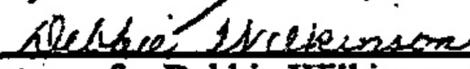
(b)(6) _____ 6/4/08
 Signature of: Name, Teacher Date
 (b)(6) _____ 6/4/08
 Signature of: Name, Teacher Date

Memorandum of Agreement of Preschool Partners in the Rocky Boy Preschool Literacy Acquisition Coalition

The partners of the Rocky Boy Preschool Literacy Acquisition Coalition are committed to implementing a high quality early literacy program commencing on 10/1/2008. This letter of commitment has been signed by all public school preschool and Head Start teachers and paraprofessionals. In addition, this letter will be signed by and made a part of the Personnel File of all new hires who will be involved in implementation and on-going success of the project.

1. I am aware of and agree to support the goals and expectations described in this Early Reading First Grant Application.
2. I agree to attend all Early Reading First professional development sessions implemented through this grant, to include a minimum of 64 hours annually.
3. I agree to work with all participants in this Early Reading First Grant project, including the Project Coordinator, professional development providers, Literacy Coaches, and Speech/Language educators through professional development, in-class mentoring, coaching sessions, and study groups.
4. I agree to implement the scientifically based reading research curriculum, *Building Bright Futures*, and the *Scaffolding Early Literacy* teaching strategies learned through intensive professional development.
5. I agree to be part of a team that will allow and support in-class visitations and observations in order to learn from one another.
6. I agree to complete any and all progress monitoring screenings, pre/post child outcome assessments, and classroom environment evaluations and observations and any other evaluations or observations to support the full evaluation of this project.
7. I agree to engage in and support activities designed to help preschoolers transition to kindergarten, including the summer Kinder Transition program for four-year-olds.

Rocky Boy Head Start:

	5-19-08
Signature of: John J. Viall, Director	Date
	5-19-08
Signature of: Debbie Wilkinson, Education Coordinator	Date
(b)(6)	5/19/08
	Date
	5-19-08
	Date
	5-19-08
	Date
	5/19/08
	Date
	5-20/08
	Date
	5/27/08
	Date



4601 DTC Boulevard, Suite 500 • Denver, Colorado 80237-2596
303.337.0990 • Fax: 303.337.3005 • www.mcrel.org

May 29, 2008

Voyd St. Pierre
Superintendent
Rocky Boy School Districts 87 J & L
RR 1, Box 620
Box Elder, MT 59521

Dear Mr. St. Pierre:

Mid-continent Research for Education and Learning (McREL) is pleased to submit this letter of commitment to serve as a partner for the Early Reading First proposal that you are submitting to the U.S. Department of Education's Office of Elementary and Secondary Education.

Established in 1966, McREL is a 501(c)(3) private non-profit organization whose purpose is to improve Pre-K-12 education through applied research and development. Dr. Elena Bodrova, Principal Researcher and primary author of the *Scaffolding Early Literacy* professional development program, will serve as McREL's lead for this project. Dr. Bodrova has been providing technical assistance and professional development for Early Reading First projects since the program's inception in 2002. She is an internationally known expert in cognitive psychology and child development and has been teaching, providing professional development, and conducting research in early childhood education, early literacy, and assessment in the United States since 1992.

As a partner in this study, Dr. Bodrova will serve as a key consultant to the project and lead a team that will provide intensive, multi-dimensional professional development designed to enhance preschool teachers' abilities to deliver effective instruction that will improve preschoolers' early literacy and cognitive skills. If funded, McREL intends to enter into a contractual agreement with the North Dakota Department of Public Instruction to carry out the services described in the proposal narrative.

Thank you for including McREL in your proposal to the Early Reading First Program in the Office of Elementary and Secondary Education. If I can provide any further information, please contact me.

Sincerely,

J. Timothy Waters
President & Chief Executive Officer

Mid-continent Research for Education and Learning

ROCKY BOY SCHOOLS Early Reading First Project Table of Contents	
Application Criteria	Page
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Application for Federal Assistance (form SF 424)	NA
ED Supplemental Information for SF 424	NA
Part 2: Budget Information:	
ED Budget Information Non-Construction Programs (ED Form 524)	NA
Part 3: ED Abstract Form:	
Project Abstract	NA
Part 4: Project Narrative Attachment Form:	
Application Narrative	1
1. QUALITY OF THE PROJECT DESIGN	1
<i>Selection Criterion 1, Factor 1:</i> The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice	1
<i>Selection Criterion 1, Factor 2:</i> The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements	3
<i>Selection Criterion 1, Factor 3:</i> The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources	23
2. QUALITY OF PROJECT PERSONNEL	25
<i>Selection Criterion 2, Factor 1:</i> The qualifications, including relevant training and experience, of the project director or principal investigator	25
<i>Selection Criterion 2, Factor 2:</i> The qualifications, including relevant training and experience, of key project personnel	25
<i>Selection Criterion 2, Factor 3:</i> The qualifications, including relevant training and experience, of project consultants or subcontractors	27

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4. QUALITY OF THE MANAGEMENT PLAN	30
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<i>Selection Criterion 4, Factor 2: The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project</i>	31
<i>Selection Criterion 4, Factor 3: The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project</i>	32
5. QUALITY OF THE PROJECT EVALUATION	32
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ROCKY BOY SCHOOLS Early Reading First Project Table of Contents	
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Appendix E: Copy of Indirect Cost Rate	E-1
Appendix F: Letters of Support and Commitment	F-1
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Part 7: Assurances and Certifications:	
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Disclosure of Lobbying Activities (Standard Form LLL)	NA
Grants.gov Lobbying Form	NA
General Education Provisions Act (GEPA) Requirements – Section 427	NA
Survey on Ensuring Equal Opportunity for Applicants (form 1890-0014)	NA

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 7025-Mandatory_Budget_Justification_Final.pdf

BUDGET JUSTIFICATION

1. *Personnel:* All personnel costs have been budgeted according to local salary scale for similar positions. We have budgeted for 4% increase for years 2 and 3.

a. **Project Director:** Mr. Voyd D. St. Pierre, Superintendent, will serve as the Project Director on an in-kind basis. He will provide 10% of his time in project oversight (in-kind).

b. **Head Start Director:** Mr. Jay Viall will provide project management, technical assistance, and be responsible for filing reports in accordance with Department of Education requirements. Budgeted at 10% of his salary = \$4,110 in year 1.

c. **Project Coordinator:** The Project Coordinator (to be hired) will be a 100% FTE position. The Project Coordinator will be responsible for the daily management of the project, coordination of professional development, and meeting coordination. Budgeted at \$45,708 in year 1.

d. **Administrative Assistant:** The Administrative Assistant (to be hired) will be a 50% FTE position. This position will be responsible for typing, filing, coordination, dissemination of information, and support for the program staff. Budgeted at \$11,054 in year 1.

e. **Literacy Coaches:** Two (2) full-time Literacy Coaches will be hired for the project. They will be responsible for providing technical assistance, coaching, and mentoring to the classroom teachers. Budgeted at $\$43,951 \times 2 = \$87,902$ in year 1.

f. **Family Liaison:** Funds have been budgeted to increase our current Family Liaison from current budget of 1,440 hours to FTE. She or he will be responsible for increasing parental involvement, home visits, and parental coaching. Budgeted at pro-rated pay of 640 hours = \$10,690 in year 1.

g. **Teacher Training Stipends:** Funds have been budgeted for stipends for teachers for attendance at professional development workshops outside of regular school hours. Average of \$200 per educator x 9 teachers and 9 teacher assistants = \$3,600 per year.

h. **Bus Drivers:** Costs associated with bus drivers to increase our instructional year to the minimum of 6.5 hours per day, 5 days per week, 46 hours per year to meet Invitational Priority #1.

Two bus drivers x 320 hours x \$13.38 average = \$8,566 in year 1.

i. **Bus Monitors:** Costs associated with bus monitors to increase our instructional year to meet Invitational Priority #1. Two monitors x 320 hours x \$794 average = \$5,082 in year 1.

j. **Cooks:** Costs associated with bus cooks to increase our instructional year to meet Invitational Priority #1. Two cooks x 320 hours x \$12.60 average = \$8,064 in year 1.

k. **Teachers:** Costs associated with teachers to increase our instructional year to meet Invitational Priority #1. Nine teachers x 320 hours x \$12.54 average = \$36,122 in year 1.

l. **Teachers' Aides:** Costs associated with teacher's aides to meet Invitational Priority #1. 9 aides x 320 hours x \$8.59 average = \$24,175 in year 1.

Line Item	Year 1	Year 2	Year 3	Total
Personnel	\$245,072	\$254,731	\$264,778	\$764,581

2. **Fringe Benefits:** FICA/Medicare (7.65%); Employment Security (1.65%); Worker's Compensation (4.85%); PERS (Retirement) (6.80%); Total Fringe = 20.95% of Personnel Costs.

Line Item	Year 1	Year 2	Year 3	Total
Fringe Benefits	\$51,343	\$53,366	\$55,471	\$160,180

3. **Travel:**

a. **Annual Technical Assistance Meeting** – According to the RFP, “Applicants must set aside adequate funds within their proposed budget to send a project director and at least two individuals from each school included in the application to a two-day technical assistance meeting in Washington, DC, in each year of the project period.” Years 2-3 reflect a 4% increase to allow for

rising travel costs. Costs are as follows: Mileage = \$111; Airfare = \$850; Lodging = \$603; Per Diem = \$256; Taxi = \$85; Parking = \$35. Subtotal of \$1,940 x 7 travelers = \$13,580 in year 1.

Line Item	Year 1	Year 2	Year 3	Total
Travel	\$13,580	\$14,123	\$14,688	\$42,391

4. *Equipment:*

a. Video Conferencing Equipment: Funds are budgeted for equipment to provide video conferencing capabilities to enhance professional development. Quoted at \$22,856 in year 1 only.

Line Item	Year 1	Year 2	Year 3	Total
Equipment	\$22,586	\$0	\$0	\$22,586

5. *Supplies:*

a. Houghton Mifflin *Where Bright Futures Begin* with Literacy and Math Extensions: Curriculum for nine classrooms, literacy coaches and program staff. Quoted at \$30,780.

b. Little Readers for an Early Start: Quoted at \$6,984.

c. Additional Literacy Materials: Materials to increase the print and text rich nature of the classrooms. Budgeted at \$1,000 per classroom x 9 classrooms = \$9,000 per year.

d. Supplies for Parent Coaching: Supplies for use by family liaison in improving parental support of literacy skills. Budgeted at \$500 per classroom x 9 classrooms = \$4,500 per year.

e. Textbooks: Additional textbooks budgeted at \$200 per classroom = \$1,800 (year 1 only).

f. Assessment Tools: Costs for assessment tools for evaluation and assessment. These tools include, but are not limited to PALS, web data, PPVT-III, ELLCO, Class, Social Competency, training manuals and materials and protocols. Quoted at \$5,824 in year 1 and \$2,174 in years 2-3.

g. Supplies for KinderCamp: Supplies specifically for support of the summer KinderCamp, a transition between Head Start and Kindergarten. Budgeted at \$5,000 per year.

- h. Office and Consumable Supplies: Base cost of an average of \$400 per month = \$4,800/year.
- i. Learning Lab Computers: Computers for each classroom for video conferencing, mentoring, and coaching. Sony VGN-CR4000 with internal webcam. Quoted at \$1,759 x 11 laptops (1 for each classroom and 1 for each literacy coach = \$19,349 (year 1 only).
- j. Digital Camcorders: Sony DCR-HC96 miniDV digital camcorders with external micropone and additional battery at \$655/unit x 2 units = \$1,310 (year 1 only).
- k. HP PhotoSmart Printers: Quoted at \$750/unit x 2 units = \$1,500.
- l. WebServer: Server for hosting web services and file sharing. Quoted at \$2,770 (year 1 only).
- m. Adobe Creative Suite 3 Web Premium: Quoted at \$600 (year 1 only).

Line Item	Year 1	Year 2	Year 3	Total
Supplies	\$94,217	\$25,474	\$25,474	\$145,165

6. *Contractual:*

- a. Professional Development: Please see the narrative for the professional development plan through McREL. Quoted at \$220,775 in year 1; \$216,407 in year 2; and \$192,667 in year 3.
- b. External Evaluation: Please see the narrative for a description of the evaluation plan, which includes quarterly assessments, administration and aggregations of instruments, video analysis, and related travel costs. Quoted at \$51,010 in year 1; \$55,802 in year 2; and \$59,843 in year 3.
- c. Houghton Mifflin Professional Development: Professional development for teachers and assistants specific to the curriculum. Quoted at \$30,098 each year.

Line Item	Year 1	Year 2	Year 3	Total
Contractual	\$302,883	\$302,307	\$282,608	\$887,798

7. *Construction:* NONE.

8. *Other:*

- a. Printing and Copying: Based on an average cost of \$200/month = \$2,400/year.
- b. Telephone/Fax: Based on an average cost of \$100/month = \$1,200/year.
- c. Bus Transportation: Costs associated with buses (gas/maintenance, etc.) to increase our instructional year to the minimum of 6.5 hours per day, 5 days per week, 46 hours per year to meet Invitational Priority #1. Based upon prorated actual costs of \$4,844 per year.
- d. Local Mileage: Estimated 500 miles/month x 12 months x \$.505 = \$3,030 per year.
- e. Teacher Training Fees: Costs associated with fees for credit for teacher training estimated at \$200 per teacher and assistant x 18 = \$3,600 per year.
- f. Video Conferencing Subscription: VisionNet Video Conferencing, quoted at \$7,292 per year.
- g. SDSL Service: Upgrade to internet service to support video conferencing = \$100/month.

Line Item	Year 1	Year 2	Year 3	Total
Other	\$23,566	\$23,566	\$23,566	\$70,698

9. *Total Direct Costs:*

Line Item	Year 1	Year 2	Year 3	Total
Total Direct Costs	\$753,247	\$673,567	\$666,585	\$2,093,399

10. *Indirect Costs:* Based upon the Rocky Boy Schools' negotiated indirect cost rate of 8.46%.

Line Item	Year 1	Year 2	Year 3	Total
Indirect Costs	\$63,725	\$56,984	\$56,393	\$177,102

11. *Training Stipends:* NONE.

12. *Total Costs:*

Line Item	Year 1	Year 2	Year 3	Total
Total Costs	\$816,972	\$730,551	\$722,978	\$2,270,501