U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080002
Grants.gov Tracking#: GRANT00468548

Closing Date: JUN 10, 2008

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

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

Application for Federal Assistance SF-424

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
06/04/2008	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	ED-Grants-050708-002

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: University of Southern Maine

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
01-6000769	077469567

d. Address:

* Street1:	PO Box 9300
Street2:	96 Falmouth Street
* City:	Portland
County:	Cumberland
* State:	ME: Maine
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	04104-9300

e. Organizational Unit:

Department Name:	Division Name:
Muskie School of Public Servic	Cutler Institute

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

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

Title: Director, Early Care & Education Initiatives

Organizational Affiliation:

USM, Muskie School of Public Service, Cutler Institute

* Telephone Number:	Fax Number:
207-780-5825	207-780-5817

* Email: sreed@usm.maine.edu

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

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

Androscoggin, Cumberland, and York Counties, Maine

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

Early Literacy for Every Child

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: ME-001

* b. Program/Project: ME-all

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

17. Proposed Project:

* a. Start Date: 10/01/2008

* b. End Date: 09/30/2011

18. Estimated Funding ($):

* a. Federal	4,633,101.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	4,633,101.00

*** 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 06/07/2008.

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

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

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

○ Yes ● No

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

☑ **** I AGREE**

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

Authorized Representative:

Prefix:	Mr.
* First Name:	Lawrence
Middle Name:	
* Last Name:	Waxler
Suffix:	
* Title:	Director, Office of Sponsored Programs
* Telephone Number:	207-780-4413
Fax Number:	207-780-4927
* Email:	larryw@usm.maine.edu
* Signature of Authorized Representative:	Lynn Rollins
* Date Signed:	06/04/2008

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name **Mime Type**

AdditionalProjectTitle

File Name **Mime Type**

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
University of Southern Maine

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	$ 416,780	$ 462,705	$ 506,710	$ 0	$ 0	$ 1,386,195
2. Fringe Benefits	$ 166,019	$ 174,320	$ 183,036	$ 0	$ 0	$ 523,375
3. Travel	$ 82,219	$ 38,219	$ 38,219	$ 0	$ 0	$ 158,657
4. Equipment	$ 72,306	$ 0	$ 0	$ 0	$ 0	$ 72,306
5. Supplies	$ 94,564	$ 55,450	$ 50,450	$ 0	$ 0	$ 200,464
6. Contractual	$ 630,257	$ 621,711	$ 632,256	$ 0	$ 0	$ 1,884,224
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 66,520	$ 66,520	$ 66,520	$ 0	$ 0	$ 199,560
9. Total Direct Costs (lines 1-8)	$ 1,528,665	$ 1,418,925	$ 1,477,191	$ 0	$ 0	$ 4,424,781
10. Indirect Costs*	$ 83,286	$ 62,109	$ 62,925	$ 0	$ 0	$ 208,320
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,611,951	$ 1,481,034	$ 1,540,116	$ 0	$ 0	$ 4,633,101

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

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

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

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
University of Southern Maine

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Lynn Rollins	* TITLE Director, Office of Sponsored Programs
* APPLICANT ORGANIZATION University of Southern Maine	* DATE SUBMITTED 06-04-2008

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

Tracking Number: GRANT00468548

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

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

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: University of Southern Maine * Address: PO Box 9300 96 Falmouth Street Portland ME: Maine 04104-9300 Congressional District, if known: ME-01	
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: N/A N/A * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: N/A N/A
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Signature: Lynn Rollins * Name: Lawrence Waxler Title: Director, Office of Sponsored Programs Telephone No.: 207-780-4413

	Date: 06-04-2008
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Attachment Information

File Name	Mime Type
2684-EOE_Sect427.pdf	application/pdf

Statement in Response to the
Department of Education's General Education Provisions Act (GEPA)
Section 427

The policy of the University of Maine System is to provide equal opportunity in its role as an employer and educational institution. In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Southern Maine (USM) shall not discriminate on the basis of race, color, religion, sex, sexual orientation, or citizenship status, national origin, age, disability, or veterans status in any area of the University. This policy includes, but is not limited to the requirements of Executive Order 11246 and 11375, as amended, Section 503 of the Rehabilitation Act of 1973, as amended, and Section 82 of the Vietnam Veterans Readjustment Assistance Act of 1974. In addition, in order to address the effects of past discrimination and to meet its affirmative action obligations under federal and state law, USM will take affirmative action to recruit and hire qualified women and minorities in selected areas, in accordance with the goals outlined in its plan. The University of Southern Maine also regards freedom from sexual harassment as an individual employee and student right, which will be safeguarded as a matter of policy.

Affirmative action is quality management. Through its commitment to equal employment opportunity and affirmative action, the University will benefit by developing and utilizing all available human resources. All employment practices of the University of Southern Maine, including recruiting, hiring, training, promoting, and retaining persons in all jobs, will comply with this policy. Affirmative action will be taken to recruit women, minorities, persons with disabilities, and veterans for all job openings. Personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, University-sponsored training, educational programs, leaves, tuition assistance, and social and recreational programs, will be administered without regard to race, color, religion, sex, sexual orientation, national origin, or citizenship status, age, physical or mental disability, or veteran status. Applicants and employees who are members of protected groups will be invited to identify themselves so that the Executive Director of Campus Diversity & Equity at USM can monitor personnel actions to ensure that it is able to meet its EO/AA responsibilities. In the selected areas designated for affirmative action by its plan, screening committees will take all necessary steps to create as large and diverse a pool of applicants as possible and, when choosing among well qualified applicants, will include consideration of how their qualifications meet job requirements related to curricular diversity and ability to prepare students for life and work in a diverse environment.

All departments and all personnel are responsible for implementing and following this policy within the scope of their individual job responsibilities. The achievement of applicable USM Equal Opportunity goals is the professional responsibility of each administrator and supervisor.

In order to ensure equal employment opportunity, the Executive Director of Campus Diversity & Equity, who is responsible to the President, has been assigned the responsibility of developing, implementing, coordinating, and monitoring USM's Affirmative Action Program. The Executive Director is responsible for monitoring compliance with equal opportunity and affirmative action laws and regulations, and for keeping the institution informed of personnel actions and progress in this area. The Executive Director is responsible for developing and updating the Affirmative Action Plan, identifying problem areas, and recommending appropriate corrective action programs. Additionally, all employees have access to informal and to formal complaint procedures for review of personnel actions which they believe to be discriminatory or instances of alleged harassment.

The Affirmative Action Plan outlines goals and methods of their attainment for the University of Southern Maine. The text of this plan and information about applicable affirmative action goals will be distributed to all designated supervisors. Bargaining unit representatives will also receive the text of the plan. This policy statement will be distributed to all employees. The availability of the plan will be announced internally and externally.

Through its Office of Campus Diversity & Equity, the University of Southern Maine seeks to provide equal access and inclusiveness for underrepresented groups in the USM community through multicultural programming, minority student and professional development and community outreach. The University strives to develop and maintain a safe and harassment-free environment for the entire USM community through conflict resolution and compliance with discrimination laws and university policies.

In order to ensure equal access and inclusiveness for underrepresented groups, the Executive Director, Office of Campus Pluralism and Equal Opportunity, who is responsible to the President, has been assigned the responsibility of developing, implementing, coordinating, and monitoring USM's affirmative action and diversity plans. The University's affirmative action and diversity plans strive to provide for equal access, a diverse student and employee population, a welcoming climate, as well as the fiscal and human resources, and organizational changes, needed in meeting the goals of the respective plans.

The *Early Literacy For Every Child* project will adhere to all requirements above with regard to children, parents, teachers, directors, consultants and project staff.

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 University of Southern Maine
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Mr. * First Name: Lawrence Middle Name: * Last Name: Waxler Suffix: * Title: Director, Office of Sponsored Programs
* SIGNATURE: Lynn Rollins * DATE: 06/04/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Susan

Reed

*** Address:**
PO Box 9300

400 Congress Street

Portland

ME: Maine

04104-9300

USA: UNITED STATES

*** Phone Number:**
207-780-5825

Fax Number:
207-780-5817

Email:
sreed@usm.maine.edu

2. Applicant Experience:

_Yes • No _ Not applicable to this program

3. Human Subjects Research

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

•Yes _No

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

• Yes Provide Exemption(s) #: 1

_No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName	MimeType
6067-ERF_exempt_narrative_final.pdf	application/pdf

Exempt Research Narrative

Our project is exempt under NIH exemption #1. The research for this project is conducted in established or commonly accepted educational settings (preschools), involving normal educational practices, namely research on the effectiveness of the OWL curriculum and the comparison of instructional techniques, curricula, or classroom management methods (OWL curriculum versus typical curriculum; intensive coaching versus no coaching). All protocol will be approved by the University of Southern Maine Institutional Review Board.

(1) Human Subjects Involvement and Characteristics:

Population Characteristics:

- Children 3-5 years old
- Enrolled in a quality preschool program located in Lewiston, Portland and Biddeford, Maine.

Preschool Programs

The main goal of ERF is to create preschool centers of excellence by improving instruction and classroom environments through scientifically-based reading research (SBRR) practices in language, cognition, and early reading. The goal of the programs is to significantly improve the language and print richness of the environment. All classrooms will increase their scores on the Early Language and Literacy Classroom Observation (ELLCO) and the Early Childhood Environment Rating Scale Revised Edition (ECERS-R) and will purchase and appropriately and intentionally use all materials and equipment for the early literacy curriculum which addresses the literacy goals of the grant. Literacy coaches will be available in the classroom to help teachers implement the early literacy curriculum and help teachers use the information from the child assessments to create individual literacy development plans.

The goals for the children to achieve age appropriate development of oral language, phonological awareness, alphabet knowledge, and print awareness. Outcomes required by Early Reading First are for: preschool-aged children to attain necessary early language, cognitive and pre-reading skills to enter kindergarten prepared for continued learning; receptive language measured by the Peabody Picture Vocabulary Test III (PPVT), and alphabet knowledge measured by the Phonological Awareness Literacy Screening (PALS) Pre-K Uppercase Letter Naming Subtask.

(2) Sources of Materials:

- Environment ratings of the classrooms will be collected. ELLCO (Early Language and Literacy Classroom Observation) and ECERS-R (Early Childhood Environmental Rating Scale – R) will be utilized. The ELLCO is a 3-part classroom observation that enables schools to assess and strengthen classroom quality, build better literacy programs, and give children the best possible start in language and literacy development. Part of the EELCO entails taking inventory

of current classroom materials that support and encourage literacy development. The ECERS-R is used both by practitioners and by researchers. The ECERS offers useful information regarding classroom standards.

- Qualified data collectors hired to administer PALS, PPVT, Pre-Las and EVT. The PALS is a scientifically-based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment reflects skills that are predictive of future reading success and measure name writing ability, upper and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness. The assessment scores indicate children's strengths and those areas that may require more direct attention. The PPVT helps identify a child's specific strengths and weaknesses in oral vocabulary skills, which are paramount to supporting the Fluency and Vocabulary components under Reading First criteria. The items on the EVT include labeling and synonym items, and its scientific base is equal to the PPVT-III, also allowing a range of normative scores, including age-equivalent scores. The EVT also matches directly with the goals for the Fluency and Vocabulary sections of Reading First.

- Train teachers to administer additional child assessments: OWL Rubric, TROLL.

- Parent and Teacher surveys and focus groups will also be a source of material

(3) **Recruitment and Informed Consent**

**This protocol has already been exempted by the University of Southern Maine IRB Board*

Subject recruitment procedures
All parents will be given a fact sheet informing them about the program. The research team will set up an information table at each center to provide additional information and answer questions of parents. Teachers will be given the same fact sheet as the parents so they know what information the parents are getting and will been informed at a group meeting that parent participation is voluntary and that children will be given the same access to classroom activities regardless of whether their parents decide to participate.

Informed consent procedure
As described above, parents will be given written information and given a chance to ask questions about the study. Prior to assessment classroom teachers will review consent form and parents will be asked to voluntary consent by signing their name if they would like for their child to participate. The informed consent will outline the information listed above (goals of the program, method of data collection, confidentiality, and risks (none) and benefits to participating).

Provisions for subject and data confidentiality
All children will be assigned a unique ID number. All data collectors will only use the ID number on all forms. They will be trained in proper confidentiality procedures during their training. Forms will be filed by ID number. There will be no way to identify a child by their ID number. The key to the ID numbers will be held under lock and key at 41 Melrose, Portland, ME a separate location from where the data and database is housed at 135 Reynolds Rd., Brooks,ME (which has an office door that is locked when someone is not present). The computer with the database of children's information will be password-protected. No where in the database will the child's name be listed.

(4) and (5) **Potential Risks and Protection Against Risk:**

Participation in the programs is being expressed to the parents as voluntary. The teachers have been informed that children of parents who choose not to participate will still be able to participate in all classroom activities. The only difference in a child who doesn't participate is that they will not have an individualized literacy plan. Because we are studying normal education practices and comparing instructional techniques, there are no foreseeable risks to participation. Children may be identified as having special needs but that is seen as a benefit not a risk. Children identified with special needs will be immediately referred to Child Development Services (another partner in the grant) so that they can receive any services they need.

(6) **Importance of the Knowledge to be Gained:**

Knowledge gained will contribute to our ability to increase the early literacy skills of low-income children. Invaluable lessons will be learned about the type and intensity of coaching needs to make changes in teacher behavior and skills and in child behavior and skills.

Statement of potential research benefits to subjects

- Families will receive $25/year for each child that participates
- Assessment data will be used to help create an individualized literacy plan for each child
- Kindergarten transition plan for each child created through grant
- Children may be referred for special educational services

(7) **Collaborating Site(s)**: If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Project Narrative

Abstract Narrative

Attachment 1:
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Abstract

The ***Early Literacy for Every Child*** project at the University of Southern Maine will collaborate with Androscoggin Head Start, Catholic Charities St. Louis Child Development Center, People's Regional Opportunity Program Head Start and three LEAs to transform sixteen preschool classrooms into programs *of educational excellence.*

The project will implement activities to improve significantly:

- Classroom language and literacy environments for 280 children annually
- 32 preschool teachers' capacity to deliver SBRR instruction and assessment (including regular, direct and explicit language and literacy activities that support oral language, phonological awareness, alphabet knowledge and print awareness)
- Preschool children's transition to kindergarten programs.

The project will implement the research-based curriculum, *Opening the World of Learning (OWL),* in order to support significant and sustainable change in curriculum, instruction, classroom environment, parental involvement, professional development and child and program level assessment require to meet the proposed goals. A professional development team comprised of Dr. Judy Schickedanz, early literacy expert and senior *OWL* curriculum author, multilingual specialists, speech therapists, an inclusion and a technology specialist will work with five early literacy coaches to ensure successful project outcomes and knowledge transfer to all teachers. Oldham Innovative Research will conduct the formal assessments and evaluation.

The project is requesting $4,633,101 for three years.

Project Narrative

Project Narrative

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"Today, more than ever before, early childhood literacy is regarded as the single best investment for enabling children to develop skills that will likely benefit them for a lifetime." [1]

The University of Southern Maine, three LEAs and local literacy partners are joining together as the ***Early Literacy for Every Child (ELEC)*** project and seeking Early Reading First funds to *transform* three existing early childhood programs into preschool centers of educational excellence, ensuring that 280 children will enter kindergarten with the language, cognitive and early reading skills needed for school success. All children will meet this goal as measured by *significant* improvements in their scores on the PPVT-III and the PALS Pre-K assessments. ***ELEC*** exceeds all invitational priorities established by the Secretary and will use an *exceptional, innovative and coordinated* approach based on research and effective practice.

Maine's educational communities have been challenged by the needs of a diverse population that includes a dramatic increase of immigrants and refugees. In Portland schools alone there is a 28% ELL population with over 50 languages spoken. Lewiston refugees and immigrants represent 8-10% of the population with 16 different languages spoken. The second wave of Somali immigrants, Bantu, brings specific challenges as they are illiterate in the written languages of Somali *and* English. The numbers of students who do not or only partially meet Maine third grade reading standards average 70% in the neighborhoods targeted for ERF. Additionally, the children entering elementary schools have high percentage of diagnosed special needs ranging from 19-42%.

Selection Criterion 1, Factor 1: Up-to-Date Knowledge-Research & Effective Practice

The foundation for reading success begins at birth.[2] Children begin to acquire oral language, phonological awareness, print awareness and letter knowledge long before they enter kindergarten.[3] In fact, the size of a child's vocabulary by the end of preschool accounts for

unique variance in listening comprehension in 1st grade, and for reading achievement by 3rd or 4th grade.[4] Phonological awareness- the ability to segment syllables, detect rhyme, and isolate the beginning and ending sounds in words- forms the sound basis for learning to decode in the early grades.[5] In addition, alphabet letter knowledge and print awareness are strong predictors of word recognition skill.[6]

Unfortunately, success is elusive. An estimated 40%[7] of children enter kindergarten without the early language and literacy foundation needed for reading success. Poverty, low education level of parents and home language other than English all predict lower quantity and quality of oral language and literacy skills experience[8] which in turn predict lower achievement in children's language, cognitive and literacy skills in school.[9] Most importantly, research suggests that reductions in risk for later achievement difficulties are related to the content of and approaches to instruction and to preschool teachers' skill in both providing key instruction and establishing a positive classroom climate.[10] Preschool teachers can ameliorate these deficits with the knowledge, skill and understanding of the critical importance of their roles in developing these skills.[11] Research in adult learning shows that providing teachers both intensive instruction (training outside of the classroom) and support for knowledge transfer and teacher reflection (coaching on the job) results in highly effective change in practice.[12] When children receive a *successfully implemented* scientifically-based early language and literacy curriculum, their chances of success in kindergarten are significantly improved.[13]

Early Literacy for Every Child will use the curriculum, *Opening the World of Learning (OWL)* which meets the statutory definition for scientifically-based reading research in Section 1208 of the ESEA including the application of rigorous, systematic, and objective procedures and approval by a peer-reviewed journal and panel of independent experts.[14]

Selection Criterion 1, Factor 2: Purpose 1-High Quality Preschools

Three existing preschool programs have been selected for the project and meet the ERF requirements: (see Appendix I for specific program data)

Androscoggin Head Start and Child Care is a single purpose, non-profit agency, governed by a board of community volunteers since 1965. The agency's mission is to promote the positive growth of Head Start children, families and staff while increasing social competence and school readiness for preschool children from low- income families. An integrated "Team Approach" to child and family development is provided in the areas of education, health, nutrition, disability, social services, and parent involvement and training.

Catholic Charities St. Louis Child Development Center has provided quality child care and education services for York County's young children since 1975. It is committed to partnering with families to provide care and early intervention programs for young children, and in learning how environment fosters the development of socialization skills, independence, a positive self-image, and promotes the joy in life-long learning.

People's Regional Opportunity Program (PROP) Founded in 1965, People's Regional Opportunity Program (PROP) is a nonprofit, multi-service Community Action Program and provides Head Start services to low-income families. As the ELL Leaders in New England they will represent the region at the "Dual Language Learner Conference" in Washington, fall 2008 because they have built sustainable systems designed to provide care to ELL and developed strategies for employing bilingual, bicultural staff.

All of the centers have existing, appropriately equipped preschool classrooms as determined by ECERS observations. Across programs the average rate of daily attendance is 87%. All lead teachers have a BS or AA degree and the turnover rate is 14%. All classrooms

currently implement *The Creative Curriculum* which supports the social, emotional, and physical development of young children. All have been informed of and are eager to implement the *OWL* curriculum which focuses on developing young children's oral language, cognition, and early reading skills. All classrooms are either NAEYC accredited or in process and/or have received the distinction of Head Start Centers of Excellence by the state of Maine's DHHS that qualifies them for an increased reimbursement rate for child care services.

Selection Criterion 1, Factor 2: Purpose 2-Language & Literacy based on SBRR

The goals for the *children* of *ELEC* will be to achieve age-appropriate development of: a) Recognition, leading to automatic recognition of letters of the alphabet; b) Knowledge of letter sounds, the blending of sounds, and the use of increasingly complex vocabulary;

c) understanding that written language is composed of letters each representing one or more speech sounds that in combination make up syllables, words, and sentences; d) Spoken language, including vocabulary and oral comprehension abilities and the building of background knowledge, cognition/thinking and listening comprehension e) knowledge of the purposes and conventions of print.

Opening the World of Learning (*OWL*) by Dr. Judith Schickedanz and Dr. David Dickinson will accomplish the goals above and easily and inextricably link to the professional development of the teachers and paraprofessionals. A unit-based, comprehensive, and integrated curriculum *OWL* is designed to target language and literacy in all aspects of the classroom, daily schedule and environment, and aligns with *Maine's Early Childhood Learning Guidelines*, Head Start Standards and NAEYC Accreditation criteria.

Instruction in new knowledge is explicit and intentional and starts as teacher-directed in "Story Reading"" "Songs, Word Play and Letters," "Morning Meeting," and "Let's Find Out

About It" which are large group activities where concepts and key vocabulary are introduced, and phonological awareness, alphabet knowledge, and print awareness skills are practiced together. Three "Small Groups," based on children's skill levels include high, medium and low teacher support, help children to practice and reinforce these skills. Finally, "Small Group" activities, as well as many others, are placed throughout the classroom during "Centers" for independent exploration and practice. *OWL* supports oral vocabulary and syntactic development throughout the entire day and support literacy skills essential for decoding in kindergarten, 1st and 2nd grade in ways consistent with research on optimal language development in both L1/L2 .

The implementation of *OWL* will have a **3-tiered approach**: Tier 1) All children will receive complete implementation of *OWL* curriculum; Tier 2) Children not progressing with full curriculum as determined by assessment and progress monitoring will receive specific programming with input from multilingual consultants, inclusion specialists and speech and language therapists. This PD Team will work closely with each classroom teaching team to ensure individual and more intensive planning in order that Tier 2 children will progress. Tier 3) Children, who are not progressing after Tier 1 and 2 strategies, will be referred for evaluation through the local Child Development Services (IDEA Part B in Maine).

Scope and Sequence-*Alphabet knowledge* moves from uppercase to lowercase, and from beginning letters in children's names to additional uppercase letters, to lowercase letters in children's names, and then to all others.[15] Letter instruction begins in *OWL's*, daily, whole group activity "Songs Word Play and Letters" (Table 1) Additional instruction and practice are provided in "Small Groups" in activities, such as alphabet matching, alphabet puzzles, memory, and "Go Fish," and in a variety of writing activities and then in "Centers" for more independent use. (see *Purpose 3* for specific classroom materials)

Table 1

Alphabet Knowledge Task	**Observable Behavior**	**OWL Activity**	**OWL Unit**
Initial Letter ID	Children know first letters of their names	"If Your Name Starts with Raise Your Hand"	1
Additional Letter ID (not in any child's name)	Children know additional letters	"Alphabet Letter Clue Game" "Alphabet Pocket Chart Memory"	2 (cont. Above)
Introduce matching lower case letters	Children can match some UC & LC	Activity above with lower case & "Alphabet Pocket Chart Memory"	4
Letter name for LC	Children associate sounds with letters written	"Interesting Sounding Words" (teachers write words played with)	3-6
Additional letter names for UC & LC	Children know more UC & LC	BINGO variations	3-6

Scope and Sequence-*Phonological awareness* in *OWL* moves from larger (syllables) to smaller chunks (onset-rime, phonemes) of speech, with levels overlapping in their emergence in this quasi-developmental domain.[16] Explicit, teacher-led tasks are always presented first in the whole group, "Songs, Word Play and Letters" (SWPL), starting in Unit 1 (Sept.) with ***Syllable Segmentation*** - ("Let's Clap Our Names"). ***Rhyming Activities*** also begin with the teacher calling children's attention to word pairs in poems and predictable books (e.g., "*Hive* and *five* rhyme; they both have 'ive' at the end. H-ive, f-ive"). In Unit 1 the teacher also encourages children to "*Chime in on Rhyming Words*" in poems and during readings of predictable books. *Rhyming activities* soon move forward to *detection* in which the teacher asks children whether a pair of words present rhymes, and then confirms or disconfirms judgments by isolating the words' rime portions. During this same period, teachers also reread patches of rhyming text from familiar poems and books and ask children to "*Listen for Rhyming Words.*" Teachers repeat word pairs children detect, again emphasizing the rime ("Yes, *stair* and *chair* both end with 'air. They rhyme: st-air, ch-air"). At mid-year, teachers begin to use *rhyme generation tasks*. ***Beginning Sound*** activities also start in Unit 1 (e.g., "If Your Name Starts with / /, Raise

Your Hand" and "Do These Words Begin with the Same Beginning Sound?"). Instruction and guided practice continues in "Small Groups" with picture cards to sort by first sound. and, later, include books with familiar pictures and letter tiles representing their first sounds to match the pages. Activities for ***Ending Sounds*** are introduced starting in Unit 3 (Feb.) overlapping with beginning sound and rhyme generation tasks. The first ending sounds task uses children's names, with familiar words from stories added later. Then, teachers begin to ***segment phonemes*** in short words and ***write the words*** on chart paper. This frequently used task implemented in "Songs, Word Play & Letters" not only supports lowercase letter identification, but also ***Phoneme Awareness*** and the development of ***Letter-Sound Knowledge***.[17] Children soon begin deploying their letter name knowledge to select letters to code phonemes the teacher segments. By Unit 5 (April), teachers ask children to isolate the first sound in "Interesting Sounding Words," and, later, the last while teachers continue to segment middle sounds.

Scope and Sequence-*Oral language, vocabulary and comprehension* is supported every day by *OWL* with the components of "Story Time," "Morning Meeting," and "Let's Find Out About It" designed for especially rich support. For example, in "Story Time," narratives are read multiple times, teachers engage in analytic talk, and word learning is supported through specific strategies based on SBRR: 1) verbal explanations, 2) pointing to illustrations, 3) use of variations in voice, and 4) facial expressions and gestures.[18] Teachers and children also use key words in a variety of sentence contexts, as they engage in thoughtful discussions following each reading of a story. Teachers will use an adaptation of "Text Talk"[19] during a story's <u>first reading</u>, to support *listening comprehension.* In this adaptation, teachers' comments (provide information) and explanations (model inferential thinking) provide support. For a <u>second reading</u> of each story, scheduled within a day or two of the first, teachers will use a comprehension-focused strategy of

"reconstruction". In the third reading children "chime in" during logical places and for books that lend themselves to a fourth reading, children take actual "roles" as characters in the story. Teachers use supplemental books that meet their classroom needs if they choose not to do a 4th reading of an *OWL* core storybook.

Scope and Sequence-*Purposes and conventions of print* include knowing that print: 1) carries a message, 2) has many purposes, 3) is comprised of groups of letters (words) separated by space, and is 4) created and accessed from left to right, and top to bottom. All of *OWL's* whole group settings-"SWPL," "Story Time," "Let's Find Out About It" (LFOAI) -support print awareness through 1) the reading and underlining of titles to introduce books and poems, 2) the writing of "*Interesting Sounding Words*," 3) the creation and reading of words using letters from the BINGO song and its variations, and through 4) charts used in LFOAI (e.g., directions for making shaker bottles). Children record observations in science experiments and dictate labels and stories about pictures they've drawn in "Small Groups" and engage daily in print dependent routines (e.g., attendance and jobs). They also create and use print props in dramatic and block play during the more independent "Centers" (e.g., grocery store, post office, garden shop).

Project Procedures and Supports for Teachers: *OWL* Teacher Guides outline each unit beginning with concepts, lists of materials, daily schedule and explicit instructions for implementing each component, each day. This, along with specific component training, observing mentor teachers, videotaping, use of the *OWL Monitoring Tool* (see Purpose 4, p. 13) and intensive coaching support ensures that each day teachers know what they are supposed to do in order to support the development of children's OL, PA, PrA and AK. *OWL* provides adaptations for children in mixed-age groups, ELL, and children with special needs. ELLCO, CLASS and the *OWL Monitoring Tool* have specific indicators for teacher/child interaction

during "Centers," transitions and **all** other times throughout the day.

Content For Improving Children's Oral Language and Background Knowledge *OWL* has six units (*Family*, *Friends*, *Wind & Water*, *World of Color*, *Shadows & Reflections*, *Things that Grow*). Research has documented levels of "knowing" words, and the power of multiple exposures across contexts to increase in-depth understanding of word meanings.[20] Concept knowledge also increases depth and organization in semantic knowledge, which affect both listening and reading comprehension.[21] *OWL's* rich tapestry of strategically planned content-strand experiences provides exposure to knowledge and vocabulary that helps deepen children's word understandings. *OWL's* content strands begin in Unit 1 and continue through multiple units. For example, in the table below, storybooks in Units 1-4 *introduce* shadows and reflections, a topic *focused* on later, in considerable depth, in Unit 5.

Unit 1: Family	*Whistle for Willie*: Peter's reflection is seen in a mirror; Peter interacts with his shadow; *On My Way to Buy Eggs* shadows are cast on a sidewalk and wall as a young girl walks to a store to buy eggs for her father.
Unit 2: Friends	*A Letter to Amy*: reflections in sidewalk puddles; *Dandelion*: reflections in a mirror, at home & in a jacket shop; *Friends*: reflections in a pond; shadows of trees cast on a road.
Unit 3: Wind & Water	*Gilberto and the Wind*: Gilberto's sailboat's reflection is seen in a pond; *One Dark Night*: a gate's shadow is shown in the yard; shadows of grandfather, the stray cat, and Jonathan all appear inside the house.
Unit 4: World of Color	*Max's Dragon Shirt*: Ruby's reflection appears in store mirror; *Lion and the Little Red Bird*: many reflections are seen in the mountain lake.

In addition to discussing shadows and reflections as appropriate to each book, teachers prompt children's observations both outside (e.g., shadows from trees or a climbing structure; reflections in puddles) and inside (e.g., dramatic play area and bathroom mirrors). In Unit 5 (*Shadows & Reflections*), comprehension of core stories (e.g., *The Puddle Pail*, and *Dreams*) that have shadows and/or reflections as central features is aided by introductions to shadows and reflections provided in earlier units and also by additional experiences provided in many Unit 5

activities. Unit 5 predictable and expository texts (*Fun with Shadows; Transparent and Opaque*, read in "Let's Find Out About It" (LFOAI) also focus on shadows and reflections. Children engage in many activities focused on basic concepts (e.g., how light is blocked to create shadows; how features of objects—opaque, transparent, translucent—affect the amount of light blocked and the darkness of the shadow they create; the surface features that make good reflectors). These concepts are addressed first in "LFOAI" through engaging teacher demonstrations, illustrated with appropriate objects and expository books, which together provide strong physical and semantic support for vocabulary development and concepts.[22] The explanations used in "LFOAI" also provide models of complex syntax, critical in supporting the syntactic development that is vital in listening and reading comprehension. After teacher-led introductions to topics, children engage in teacher-guided, hands-on explorations in "Small Groups" e.g., hand-held mirrors and other surfaces, tested with a flashlight to determine reflective power; casting shadows of many different objects on a poster board screen. Then, related materials are available for more independent exploration in "Centers" e.g., mirrors in house play; Mylar mirror panels to view colored block structures; stick puppets and a shadow theater. Teachers' engagement in considerable *process talk* supports concept development.[23]

OWL units are designed for 4 weeks and provide for two weeks "in between" units for augmentation by local sites and their needs-e.g ocean life/fishing, cultural traditions, etc. Coaches will also plan with the teachers for these weeks ensuring that appropriate language and literacy skills are included and supported by appropriate instructional strategies. The *ELEC* project will also provide curriculum for the summer months in the year-round classrooms and in six-week sessions for children who do not usually receive extended year programming.

Time Devoted to Developing Language, Cognition, and Early Reading Skills

Table 2. Daily Schedule Key: OV=oral vocabulary; OL=oral language; BGKC=background knowledge/concepts; AK=alphabet knowledge; PA=phonological awareness; PrC=print concepts
*Italics indicate ½ day schedule na=not included in ½ day schedule *=combined with Centers*

Time	Component	Brief Description
20 min (all times are in mins.) *na*	*Start-the-Day Centers* (*selected Centers are open*)	***Book Area***: wide variety of narrative, expository, alphabet, and verse (OV, OL, BGKC, PrC) ***Writing Center***: wide variety of writing tools & paper (AK, PA, PrC, OL, OV) ***Puzzles & Manips***: puzzles, language, print, & math materials; ***Science/Nature***: *seasonal artifacts* (leaves, acorns, gourds); *animal artifacts* (shells, feathers, snails); *physical science* (magnetism, simple machines, shadows); ***Message Board/Jobs/Attendance Charts:*** (OV, OL, BGKC, AK, PA, PrC)
15	*Morning Meeting*	Introduction to Centers: (OV, OL, BGKC)
60 *45*	Centers (all areas are open)	Areas above in "Start-the-Day" Centers PLUS ***Art Easel & Table; Blocks; Sand/Water***:(OV, OL, BGKC, AK, PA, PrC)
20	Story Time	Diverse collection of ***narratives, one/day & discussion***:Multiple (3) readings across several days (OV, OL, BCKC, AK, PrC)
25 *	Toileting/Snack	***Conversations***: child-child, & teacher-child (OV, OL)
10	Transition	Outer clothing on; ***conversations & directions*** (OV, OL, BGKC)
40 *30*	Outdoor Play	Gross Motor & Pretend ***Play***; ***Observations*** of Nature; ***Social Interaction & Conversations:*** (OV, OL, BGKC)
20	Songs, Word Play, and Letters	***Songs & poems*** with rhyme & alliteration. ***Predictable books***. ***Key vocabulary photos***. ***Letter & sound literacy tasks*** each day. ***Writing modeled***. (OV, OL, AK, PA, PrC)
70 *na*	Lunch/ Quiet Time/Centers	***Conversations***, rest with ***books*** (30 min.), then Centers as in "Start the Day" for non-sleepers (OV, OL, AK, PA, PrC)
20	LFOAI	***Science & Social Science; Info Texts***: (OV, OL, BGKC, PrC)
25	Small Groups	***Science, Math, Writing, Book Browsing, Language & Print Manips*** (3 groups/cycle) (OV, OL, BGKC, AK, PA, PrC)
20 *na*	Toileting/Snack	***Conversations***: child-child, & teacher-child (OV, OL)
20 *na*	End-of-Day	Same Centers as in "Start-The-Day Centers" (above)

The *ELEC* will provide for a strong connection between preschool and home. The family literacy consultant and multilingual consultants will assist on-site early literacy coordinators, directors, teachers and coaches in planning quarterly events to ensure access to all families. When parents enroll their child in the project they will be asked for their preferred method of communication (e.g. do they need translations/interpreters) and the kinds of activity that meet their needs. Required Head Start family events will be coordinated with the project so there are

realistic expectations for attendance. Family events will include modeling of story reading and book giveaways, participation in *OWL* components-"A Day in the Life of a Child in ERF"- and each classroom will have a lending library with *OWL* core storybooks, storybooks for ELL families (translations in text or on CD) and local libraries will have *OWL* books by unit for borrowing. In addition, teachers will communicate directly with families each week on the current *OWL* unit underway through newsletters, books and photos. *OWL* also has a supplemental guide with ideas for connecting the curriculum with home and family.

Selection Criterion 1, Factor 2: Purpose 3- Language & Literature Rich Environments

The goals for the **programs** participating in the *ELEC* are to provide children with cognitive learning opportunities in high-quality language and literature rich environments. Specifically, all classrooms will: 1) receive perfect scores (70) on the ELLCO by Summer 2009; and 2) achieve scores of 6 on the Classroom Assessment Scoring System (CLASS)[24] by summer 2010; and 3) meet the *Basic Indicators* of the *OWL Monitoring Tool*[25] (which measure fidelity of curriculum implementation) by Spring 2009 and *High Quality Indicators* by Spring 2010. CLASS assesses the quality of teachers' implementation and use of a curriculum, their social and instructional interactions with children and the intentionality and productivity evident in the classroom setting. It complements the more specific *OWL Monitoring Tool* by providing a broader classroom focus. It examines two key factions-*emotional quality* (positive and negative emotional climate, teacher sensitivity, regard for students' perspectives, and effective behavior management) and *instructional quality* (productive use of time, concept development, instructional learning formats, quality of feedback, and language modeling). The CLASS helps teachers learn to see *themselves* as integral to the classroom environment to introduce, stimulate, facilitate and extend oral language and background knowledge throughout the entire day. The

OWL Monitoring Tool provides detailed rubrics for each component, and pinpoints instruction and support directly related to child outcomes in language and literacy skills. Rubrics focus on the extent to which teachers: 1) exploit *OWL* literacy skill activities fully through explicit and thorough instruction; 2) utilize weeks in between *OWL* units to provide more focus on literacy skill needs of specific children; 3) utilize routine (e.g. transitions, and review of jobs' and attendance charts) to reinforce/teach vocabulary skills; 4) use rich oral vocabulary in talk across contexts; 5) follow use of high level vocabulary with a verbal explanation of a word's meaning and 6) use a high level of extended discourse rather than primarily single words, phrases or questions in interactions with individual children and in whole group instructional contexts.

Strategies and Materials: ELLCO and CLASS (October 2008) observations in each classroom will give a baseline on ***materials*** needed for literature, print richness, spaces and furnishings, and ***strategies*** for language reasoning, learning activities and program structure. Literacy coaches will review scores with each teaching team and then develop a ***Classroom Enhancement Plan*** for both the physical environment and support for the development of children's oral language and background knowledge. These plans will help teachers see the direct relationship of ***materials and strategies*** to SBRR, *OWL* curriculum implementation (OMT) and, eventually, appropriate child assessment (*OWL Rubrics & Progress Monitoring)* (see p.21). The ***Classroom Enhancement Plan*** will include a list of approved ***materials*** that support and encourage early language and literacy development which will be purchased for and in every classroom by December 2008. *OWL* is a materials-rich curriculum and, in addition to purchased materials, has name cards, alphabet memory cards, rhyming words picture cards, uppercase alphabet matching, picture card matching (with vocabulary from storybooks), etc. The project will utilize student support from the local colleges to make the *OWL* materials. Each unit begins with a list of

materials and resources specific to the content theme: books, block area accessories, writing center materials, puzzles and manipulatives, sensory table, writing, drawing, painting and collage materials, paper, tag board and stickers and "beautiful junk"-recyclable items. The *OWL* curriculum contains 48 books, poetry posters, and picture cards. In addition, each classroom will receive a set of 25+ **expository books** and training on how to use them most effectively with preschoolers as one way to support background knowledge. At the PA training in Nov 08, each classroom will receive a "Phonological Awareness Kit" developed by the speech therapists which can be put to use *immediately* containing: "What Rhymes Game," "Match-a-Sound," "What's the Rhyme Sorting Kit," "Search & Find Rhyming Bags," "Syllable Suitcase," and "Rhyming Words Puzzle." All classrooms will be equipped with a computer and software to support differentiated instruction, classroom research and integration of *OWL,* and skill development supported by our technology consultant (see *Purpose 4)*. The writing center will be equipped with a variety of supplies such as pencils, markers, crayons, paper, empty journals, envelopes, index cards, word cards, etc. The upper and lower case alphabet will be posted on the wall and on top of the writing table to give children access from different angles. Charts at children's eye level will display daily activities, weekly jobs, children's names, and learning center choices. A book corner will contain high quality and sufficient numbers of storybooks, predictable books, big books, expository books, alphabet books, and books indicative of children's home culture, including classroom-made books-e.g. *Where We Were Born, Our Alphabet Walk, Our Visit to the Farmer's Market* (titles from ERF 2005). Every classroom will have a digital camera, printer and laminator to create books, games and photo cards to supplement curriculum, document field trips, etc. ***Materials*** e.g. flannelboard stories, puppets, and listening centers will enhance both story and vocabulary for all types of learners.

Physical Environment Support Oral Language and Background Knowledge: In order to support this development teachers must know the ***strategies*** needed to use the materials to implement each *OWL* component, its corresponding area of early literacy development and SBRR. The professional development of the teachers, implemented through the coaching model and evaluation feedback, will ensure that teachers are consistently using, evaluating and revising the environments regularly (see PD p.18). Because the materials are directly linked to the implementation of the curriculum, teachers become intentional in the use of new vocabulary and well versed in the background knowledge of each unit. In high quality oral language environments teachers respond to children's questions in positive supportive ways. They work toward meaningful conversations-defined as 4-5 reciprocal interchanges between child and teacher and incorporate reading aloud, reading along and reading alone into the daily classroom schedule (measured by ELLCO/*OMT*). Teachers create a classroom environment that includes specific praise and encouragement for children's use of language and new vocabulary. Teachers take advantage of "teachable moments" to extend children's knowledge by relating new discoveries to what children already know and post the vocabulary words in each classroom area to prompt use of these words during center time or in conversations with children (measured by ELLCO/CLASS/*OMT*). They are acutely aware of the time children need to express their thoughts and ideas-especially those for whom English is not their first language or may have a speech and language delay. (see ELL plan-Appendix II)

Selection Criterion 1, Factor 2:Purpose 4- Support Local Efforts-Professional Development

ELEC professional development includes goals for teachers, paraprofessionals, early literacy coordinators (preschool program managerial staff specifically assigned to and responsible for ERF) and coaches. All will: 1) Understand early literacy development, including

development of oral language, phonological awareness, print awareness and alphabet knowledge; 2) Understand L1/L2 language development including the impact of culture and first language on second language acquisition; 3) Implement *OWL* curriculum with fidelity; 4) Create responsive classroom environments that promote literacy skills and help children obtain background knowledge; 5) Conduct ongoing assessment and progress monitoring; 6) Understand how to use formal assessment and progress monitoring data for individual curriculum planning; 7) Understand how technology supports curriculum, instruction, and assessment; 8) Become highly reflective of and about their practice, and 9) Identify the local LEAs K-2 reading and/or Reading First program goals. Each professional development session will intentionally and explicitly address *why* a skill or behavior is important in facilitating early literacy development (via SBRR), *how* it is implemented with fidelity (via use of mentor teachers, coaches and *OWL Monitoring Tool*) and *what* they should be looking for as children engage this part of the curriculum (via *OWL* Rubric and Progress Monitoring).

The professional development will adhere to sound principles of adult learning in order to produce *significant and sustainable* changes to teaching practices by using the coaching model of adult learning as well as a study group format.[26] *ELEC* PD fosters reflection and collaboration, and will be "internally coherent and rigorous and sustained over the long term."[27] Teachers must be active in the creation of their knowledge, rather than "mere receivers of information."[28] According to the National Staff Development Council, quality indicators for professional development include: preparing educators to apply research to decision making, organizing adults into learning communities whose goals are aligned, providing resources to support adult learning, holding high expectations for children, preparing educators to understand and appreciate all students, assisting educators to create safe, orderly and supportive learning

environments, use assessments appropriately and provide the knowledge and skills to involve families.[29]

In response to these quality indicators, *ELEC* professional development will be implemented via a three-tiered strategy: ***Tier 1***- Large group training for all teachers, paraprofessionals, early literacy coordinators and coaches by PD content experts; ***Tier 2***- Small group follow up in study group format led by literacy coaches and aided by content area experts in response to specific classroom needs and using observations/videotape of mentor teachers, (ERF 2005) and ***Tier 3***- Classroom based focus on individual teacher practice with observation and feedback by coaches, and opportunities for teacher reflection and action planning.

Large group professional development will be videotaped and DVDs made in case of staff absence or turnover and follow a systematic planning process intentionally integrating information based on the different areas of expertise of the PD team members. The grant will commence with a meeting of the PD team which will meet monthly to assess current needs based on PD evaluation data. During these meetings, a checklist will be used to ensure the explicit attention to the following in each training: early language & literacy acquisition, L2 acquisition and the impact of native culture on learning English, individualizing to best meet the needs of learners with identified special needs, technology integration, and family connections. *OWL* component training Jan-Apr 09 will include the research base supporting each component, implementing with fidelity and opportunity for observation and documentation using O*WL* Rubrics. Large group PD-**Tier 1**- will be rigorously evaluated by Oldham Innovative Research (external evaluator) using **content-based** pre and post assessments for the teachers. (see p. 35) Data from this assessment will guide the planning of the **Tier 2** training to ensure teachers have assimilated the training content. Four mentor teachers (ERF 2005) all of whom have a BS degree

have been selected based on child outcome data and their *OWL Monitoring Tool* and ELLCO classroom scores to assist in Tier 2 trainings. Tier 3 classroom specific trainings (minimum 3 hours/week) address content in Tier 1 & 2 trainings and is individualized to meet classroom needs. ELLCO, CLASS and *OWL Monitoring Tool (OMT)* will be used to help teachers implement the PD content into their classrooms. Coaches will help teachers to use the technical assistance formats from ELLCO and CLASS to understand and make recommended environmental and classroom climate changes. As mentioned on page 13, the *OMT* will assist coaches in helping teachers understand the components of high quality *OWL* implementation. Classroom specific coaching sessions will include using this data to best inform each teacher/paraprofessional as s/he works with the coach to create an "Individual Professional Development Plan" that will guide individual learning and skill development. These plans will be revised to reflect new areas of focus as individual goals are met. (noted by * in chart below)

IPDP-Individual Professional Development Plan TI-Technology Integration-Blagojevic
Tier 3 training will occur after each Tier 1 & 2 training as shown in Oct 08

Goals/Scope & Sequence	Trainers	Delivery Method	Hrs/Freq Tchr/Coor
Oct. 2008-Grant Introduction & Overview: ERF Goals/Centers of Excellence/SBRR & OWL (Goals 1-8) ELLCO /CLASS Training Classroom Enhancement Plans/IPDP *	Reed Oldham Coaches	Tier 1 Tier 2 Tier 3	3 hrs 3 hrs 3 hrs
OL and Story Reading (Goals 1,2,4,8)	Schick Coaches	Tier 1 Tier 2	7 hrs 3 hrs
Nov. 2008 AK/PrA (Goals 1, 2, 4, 5, 7, 8)	Schick	Tier 1 Tier 2	7 hrs 3 hrs
PA (Goals 1, 2, 4, 5, 7, 8) Classroom Enhancement Plans	Mack Coaches	Tier 1 Tier 2	7 hrs 3 hrs
Orientation to Technology Int (Goals 4, 7)	Blago	Tier 2	4 hrs
Dec. 2008 Children At-Risk/ ELL -PPVT, EVT, Pre-Las, PALS(Goals 2, 4, 6, 7)	Valen/Mack Old/Chev	Tier 1 Tier 2	7 hrs 3 hrs
***Jan. 2009** *OWL* Component.-Story Reading Supporting Vocab & Comprehension, TI (Goals 1, 2, 3, 4, 5, 6, 7)	Schick Mentors Coaches/Bla	Tier 1 Tier 2 Tier 2	7 hrs 3 hrs 3 hrs
***Feb. 2009** *OWL* Comp –LFOAI & Small Groups: Backgr Know.	Schick Mentors	Tier 1 Tier 2	7 hrs 3 hrs

Vocab, Expository Texts, TI (Goals 1, 2, 3, 4, 5, 7, 8)	Coaches/Bla	Tier 2	3 hrs
***Mar. 2009** *OWL* Comp-Morning Meeting and Centers: Intentional use of materials, TI (Goals 1, 2, 3, 4, 5, 7, 8)	Schick Mentors Coaches/Bla	Tier 1 Tier 2 Tier 2	7 hrs 3 hrs 3 hrs
***April 2009** *OWL* Comp-Songs, Word Play and Letters: Predictable Books, PA & AK (Goals 1, 2, 3, 4, 5, 7, 8) Sound production work, TI (Goals 1, 2, 7, 8)	Schick Mack/Mentors/Coaches/Blag	Tier 1 Tier 2 Tier 2	3 hrs 3 hrs 3 hrs
May 2009 Revisiting child data/summer curr. (Goals 1, 2, 5, 6, 7)	Oldham Valen/Mack Coaches	Tier 1, case study format Tier 2	3 hrs 3 hrs
June/July 2009 Planning for *OWL* Fall Implementation (Goals 1-8)	Coaches	Tier 2	6 hrs
Sept. 2009: ERF Institute *OWL* as SBRR Revisited; OWL Unit I Implementation; Family Connections (Goals 1-8)	Schick Blago Valenz Cappy	Tier 1 Tier 2	7 hrs/day for 2 days
Oct. 2009 Data to Inform Practice-*OWL Rubric* & Progress Monitoring-CBDM (Goals 1, 2, 3, 5, 6, 7, 8)	Oldham Coaches	Tier 1 Tier 2	3 hrs 3 hrs
***Nov. 2009** Children's Writing Develop. (Goals 1, 2, 4, 5, 6, 7, 8)	Schick Coaches	Tier 1 Tier 2	7 hrs 3 hrs
***Dec 2009** Oral Language- revisited (Goals 1-8)	Schick Cches/Ment	Tier 1 Tier 2	3 hrs 3 hrs
***Jan 2010** PA-SWPL -revisited (Goals 1-8)	Schick Mack/Cches	Tier 1 Tier 2	3 hrs 3 hrs
***Feb 2010** K-2/Reading First Targets/ K- Portfolios, TI (Goal 9)	LEA Staff Coaches	Tier 2 Tier 2	4 hrs 3 hrs
Mar 2010 *OWL* Rubric Strategies (Goals 1, 2, 3, 5, 6, 7, 8)	Coaches	Tier 2	3 hrs
***April 2010** LFOAI Revisited (Goals 1-8)	Schick Coaches	Tier 1 Tier 2	3 hrs 3 hrs
May 2010 Summer Curriculum/revisiting child data	Coaches	Tier 2	3 hrs
June 2010 Summer Curriculum (Goals 1-8)	Coaches	Tier 2	3 hrs

NOTE: *PD for the September 2010 Institute and the final year of the grant will be determined based on evaluation data from CLASS, OWL Monitoring Tool and child outcome data.*

Goals for the PD of coaches and early literacy coordinators will be to: 1) demonstrate through videotape and observation, by coaching consultant & supervisor, fidelity in using the coaching characteristics as defined by the research-based coaching model[30] 2) increase their repertoire of skills and strategies to provide day-to-day classroom direction and support for SBRR practices and fidelity of curriculum implementation through use of the ELLCO, CLASS

and *OWL Monitoring Tool.* Coaches from ERF 2005 will mentor successfully the early literacy coordinators from each site and LEA to ensure support for *ELEC* and sustainability when the project is completed. Coaching requires a specific "specialized set of learned skills."[31] "The ongoing PD and support that the literacy coach receives is one of the factors that distinguishes successful initiatives."[32] Four coaches (ERF 2005) have received three years of successful training in a research-based coaching model[33] by Drs. Dathan Rush and M'Lisa Shelden. who will conduct a two-day "refresher" training in Fall 2008 as well as begin the training of the site coordinators and one new coach. Coaches will participate in the CLASS training (Fall 08) and their content PD will continue with **monthly trainings and consultation** from Dr. Schickedanz. (6 hours/month) She will conduct the "Train the Trainer" sessions for coaches in order to successfully deliver the Tier 2 component training. They will engage in bi-weekly study groups led by the coaching supervisor and coaching consultant.

All PD will be credit-based and will meet Maine state standards for both early childhood and early childhood special needs certifications and cross-walked with Maine's Early Learning Guidelines, Head Start Standards, and NAEYC Accreditation criteria.

Selection Criterion 1, Factor 2:Purpose 5-Assessments to Identify At-Risk Children

We will implement a system of child assessment that will produce accurate data in a timely fashion which will provide continual feedback to teachers and coaches to permit them to target and plan for the needs of each child. Our system of child assessment includes an integrated approach of formal screening and assessments by outside objective data collectors twice a year as well as continual, ongoing assessment by coaches and teachers. The process of collecting meaningful data and using it is integrated in the PD plan.

Screening and monitoring instruments will be used throughout the year to inform and individualize instruction and especially to identify children at risk for reading failure. The PALS-PreK, PPVT, EVT, will be administered by the evaluation team, will be used to **screen** children for oral language, phonological awareness, print awareness, and alphabet knowledge and the Pre-LAS 2000 for English proficiency in the Fall of 2008 as the grant commences. The Curriculum Based Decision Making tool (CBDM), developed by Karen Burstein and administered by coaches and teachers, will be used for children's **progress monitoring**. The *OWL Language and Literacy Rubric* will be used to **monitor** the development of children's skills throughout the year by coaches and teachers. Each component of the *Rubric* is aligned with the PD on that same component such that coaches and teachers are learning about a topic, learning how to assess children in that area and make curriculum adjustments according to the data at the same time. Teachers will be trained in these assessments by the PD and evaluation team (PD goals 5 & 6) and will use them under the guidance of coaches to develop proficiency in understanding the results and how to develop specific modifications for children based on the data. Coaches, through familiarity with the screening administration and results, will help the teachers verify that instruction is *scaffolded* for each child. Training will focus on using data effectively so that the collection of data related to early language and literacy can continue beyond the grant.

S = Screening, P = Progress Monitoring; Level 1 = all children, 2x/year, Level 2 = all children, quarterly, Level 3 = children in bottom quartile on PPVT, monthly; Eval = Evaluation, C = Coach, T = Teachers/Paraprofessionals

Skills/areas assessed	**Use**	**Who?**	**How often?**	**Assessment name**	**Reliability/Validity**
Early Literacy Skills					
Oral Language	S	Eval	Level 1	PPVT-III	Internal consistency: median alpha of .95 for Forms IIIA and IIIB. Test-Retest reliability: Form IIIA: .91 to .93; Form IIIB: .91 to .94

Skills/areas assessed	Use	Who?	How often?	Assessment name	Reliability/Validity
				EVT	Test-retest (.77 -.90); internal consist. (.83-.98). EVT with: WISC-III Verbal IQ (.72) & with K-BIT Vocabulary (.79)
	S	Eval	Level 1	Pre-LAS 2000[1]	Internal consistency: Cronbach's alpha on subscales from .86 to .90. Test-retest reliability from .76 to.91.
	P	C, T	Level 2,3	CBDM (OWL picture naming)	Currently being validated by Dr. David Dickinson
Phonological Awareness	S	Eval	Level 1	PALS PreK (beg. sound awareness)	Internal consistency (.93)
	P	C, T	Level 2,3	CBDM (alliteration, rhyming)	Currently being validated
Print Awareness	S	Eval	Level 1	PALS PreK (Print and word aware)	Internal consistency (.71-75). Criterion related validity with TERA (.67)
	P	C, T	Level 2,3	PALS (Print aware)	Internal consistency (.75)
Alphabet Knowledge	S	Eval	Level 1	PALS PreK (alphabet knowledge)	Inter-rate (.99); Criterion related validity with TERA (.67)
	P	C, T	Level 2,3	CBDM (letter identification)	Inter-rate (.99); Criterion related validity with TERA (.67)
Early Childhood Development					
OL, PA, PrA, AK	P	Level 1	T	OWL Language and Literacy Rubrics	Aligned with ME Early Learning Guidelines, NAEYC and Head Start Childhood Outcomes framework

Screening tools will be used in Oct. of each year to establish baseline data and to identify children who are at-risk. The tools are then used in May of each year to assess child outcomes. Monitoring instruments will be administered quarterly to all children and monthly to those in the bottom quartile. Results from the PALS, PPVT-III and EVT will be presented to teachers within four weeks of administration. Results for children will be grouped into one of four levels – those with a standardized score above 115 on the PPVT (advanced children), children between 100-115 (typically developing group), children 85-100 (mildly delayed children) and children below an 85 (severely delayed). PALS scores will also be grouped according to the publisher's

[1] The Pre-LAS 2000 will be administered to all ELL children. It covers oral language, alphabet knowledge, number recognition and concepts, color recognition, shapes and spatial relationships, reading writing

benchmarks for 4-year-old children. Information will be presented to teachers, so they can individualize instruction with support of consultants for children in receptive and expressive language, phonological awareness, alphabet and print knowledge.

The PPVT-R is a measure of receptive language. The PALS-PreK is a scientifically based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The EVT (Expressive Vocabulary Test) is an effective, convenient tool to help evaluate how an individual processes language and can be used with children with a variety of literacy and language backgrounds. All of these instruments will be administered by trained objective data collectors.

The Curriculum Based Decision Making tool (CBDM) was designed by Karen Burstein (Southwest Institute for Families and Children) for Early Reading First projects to assist teachers in determining how 3- and 4-year-old children are progressing in letter identification, picture naming, alliteration and rhyming, and vocabulary (matching each *OWL* unit). It is administered in the classroom on a laptop and the program instantly creates child charts for individualizing.

The PPVT, PALS-PreK and the EVT will be used to screen children, identify and group children for individualized instruction, and as child outcome measures to determine children's progress as being part of the *ELEC* intervention. The CBDM is for the teacher to determine individual children's progress to ensure they are getting the intentional instruction in specific areas of need. This information will also be used to inform the evaluation – we will look at trajectories of ELL and severely delayed children and share trends with coaches and teachers to inform how they instruct those children who are delayed or need to be referred for services.

Selection Criterion 1, Factor 3: Coordinate with Community, State & Federal Resources

The ELEC will coordinate with the LEAs, Biddeford, Lewiston, and Portland schools, to prepare students with the foundational language, cognitive, and early reading skills to ensure a successful transition to kindergarten. Each agency has designated an early literacy coordinator as well as the literacy specialists from each LEA. The public school literacy specialists will serve as a liaison, coordinating visits between school and preschool programs, and planning and executing the spring parent/child visits to the receiving schools. The multilingual specialists will be integrally involved in providing teacher training and work closely with those classrooms that have ELLs. The early literacy coordinator will work with coaches and PD team to ensure communication and connection with teachers and families. A family literacy coordinator will assist in planning early language and literacy parent nights based on the *OWL* curriculum. All consultants will attend PD to ensure consistency during and sustainability after the grant.

The three preschool programs will participate in training with the kindergarten teachers in order to understand the districts' Reading First program (Lewiston) or Kindergarten/First and Second grade reading targets (Biddeford/Portland). All teachers will observe one kindergarten classroom and kindergarten teachers will observe in the ERF classrooms. Every child in *ELEC* will leave with a *Kindergarten Portfolio* to share with the receiving school. In April, families, preschool and kindergarten teachers, support staff and principals will be invited to an event welcoming children and parents to the public school and discussing the connection between the *OWL* activities and kindergarten targets. It will be coordinated with local kindergarten registration and the multilingual assessments required by the LEAs.

In addition to coordinating our activities with the LEA, we will also collaborate with other agencies and initiatives. The mandates of IDEA part B 619 are met through Maine Department of Education Child Development Services (CDS). CDS-Androscoggin,

Cumberland, and York are the regional agencies that work with the preschool programs in *ELEC*. Representatives from Maine Roads to Quality (Maine's professional development center located at USM of which every teacher is a member), local libraries, parents, the United Way, statewide Reading First, Maine DOE early childhood consultant, Born to Read and Raising Readers will serve on the *ELEC* Advisory Board.

Selection Criterion 2, Factor 1: Project Director Qualifications

Sue Reed MS, Project Director, is currently the director of Early Care & Education Initiatives at USM and the *Portland Early Literacy Collaborative* (ERF 2005). She is completing a graduate certificate in Early Language and Literacy and has had extensive training with Dr.Schickedanz, Ms. Valenzuela and Ms. Mack. She is reliable in the use of the *OMT* for curriculum fidelity. She presented at NAEYC with Dr. Dickinson and Dr.Schickedanz on teacher change using the *OWL* curriculum. Previously, she was the director Maine Roads to Quality (MRTQ), the Early Care and Education Professional Development Center for the state and a project which provides T/TA to early childhood programs seeking national accreditation. Ms. Reed has extensive experience managing large grant funded projects which have focused on implementing sustainable statewide system reforms. MRTQ was the largest subcontractor on six federal Early Learning grants and has overseen the implementation of a teacher scholarship program, core knowledge training development/delivery, and targeted intensive intervention to programs to improve the quality of education for preschool children. She is skilled in bringing groups of people together to work for the same goal and has been a key member of statewide committees. (see Resume)

Selection Criterion 2, Factor 2: Qualifications of Key Personnel

Sue Chevalier, MAT, Professional Development Director has been an early literacy coach for ERF 2005. She holds a Master's degree in ECE and EC Special Ed and certifications of Teacher of Young Children with Disabilities (B-5), ESL Teacher (K-12) and EC Teacher (B-5 & K-3). She has been in the field for 20 years as a teacher, trainer, technical assistance provider and has delivered a wide range of PD for EC educators. She has specific expertise in helping teachers use data to individualize for children. She has presented at the ERF 2006 conference on using a research-based coaching model. Ms. Chevalier will oversee the project's PD.

Lyn Smith, MS, Coaching Director, has been a lead early literacy coach for ERF 2005 and is completing a second Masters degree in Literacy Education and a Certificate in Culturally Responsive Practices. She has been a teacher, trainer, technical assistance provider, curriculum writer and educational coordinator for MRTQ and has been in the field for over 25 years. Ms. Smith will supervise and coordinate the PD for the coaches with the coaching consultant, Labas. **Jodelle Austin, MS, Early Literacy Coach**, has been a coach for 3 years (ERF 2005). She has been the Education Specialist for the local early childhood training site and has worked in the ECE field for almost 20 years. She has taught courses at the University of Maine and has helped Portland's immigrant and refugee women hoping to begin a career in ECE. She holds a K-8 Maine Teachers Certificate and has endorsements for ESL and Early Childhood Teacher (B-5).

Gretchen Greenberg, MS, Early Literacy Coach, has been in the ECE field for over 30 years as teacher, director, education specialist, accreditation facilitator and early literacy coach (ERF 2005). She has a BS in Child Development and MS in Educational Leadership. She is currently completing a graduate certificate in Early Language and Literacy.

Selection Criterion2, Factor 3: Qualifications of Professional Development & Evaluation

Judith Schickedanz, Ph.D., Early Language & Literacy & Curriculum Consultant is

Professor of Literacy/Language and Counseling/Development in Boston University's School of Education. She received her PhD. at the University of Illinois at Urbana-Champaign. Dr. Schickedanz served as past president of the Literacy Development in Young Children Special Interest Group of the International Reading Association (IRA) and as a member of the Teaching Resources Team for NAEYC's accreditation standards revision in 2004. She has worked with a wide range of preschool programs and closely with six Early Reading First grantees implementing *OWL*. She is the author of many books and articles and **senior author** of the *OWL* curriculum. She will provide training and on-going consultation on the *OWL* curriculum, its language and literacy foundations and fidelity of implementation. (see Resume)

Laurie Mack, Speech/Language Pathologist, Northeast Hearing and Speech, Consultant. Laurie has been an SLP for 19 years providing speech-language therapy for children and adults in a variety of Head Start, public preschool, and clinic settings. She has provided consultation and education to preschool programs regarding how best to facilitate language and phonological awareness in the preschool child. (see Resume)

Grace Valenzuela, Director Multicultural Affairs, Portland Public Schools-Multilingual Consultant is an educator with specialization in the field of English as a Second Language (ESL), bilingual education, multicultural education, and immigrant education. Her 20 years of professional experiences in the United States, Philippines, and Mexico include teaching, curriculum, staff and program development. (see Resume)

Linda Labas, M.Ed EC Coordinator, at the at the University of Maine, Center for Community Inclusion and Disability Studies (CCIDS). She will provide coaching PD and consultation to ensure adherence to the research-based coaching model.

Bonnie Blagojevic, M.Ed, Technology Consultant is a research associate at CCIDS. She is

skilled in adapting technology to support teacher training and children's learning. She is the recipient of the first *preschool* Apple Distinguished Educator Award (2007) and has presented workshops on technology related topics at the last eight annual NAEYC conferences and is an active member of the NAEYC Technology Interest Forum.

Kirsten Cappy, BS Family Literacy Consultant will plan family events.

Erin Oldham, Ph.D., Evaluator of Oldham Innovative Research, LLC, will serve as the Director of the evaluation. Dr. Oldham has extensive experience evaluating literacy-based and early education programs using the PPVT, EVT and PALS-Pre-K. She is currently evaluating the Portland Early Literacy Collaborative, the Little Sprouts Early Reading First Projects as well as the Sanford (Maine) Safe Schools/Healthy Students Initiative. Dr. Oldham has worked with the Massachusetts Dept. of Early Education and Care on mental health services in early education and on their universal pre-kindergarten initiatives, with the Massachusetts Dept.of Public Health on health consultation with early education settings and with the Maine DOE on IDEA data requirements. (see Resume)

Selection Criterion 3, Factor 1: Commitment of Project Partners

All three preschool programs and local LEAs have committed to becoming centers of excellence or collaborating as part of the *ELEC*. Prior to submitting the pre-application for this grant, Sue Reed met with all of the directors and teachers to explain ERF and the use of *OWL*; many of the prospective teachers and directors observed current ERF classrooms. All are clear that: ERF will transform what they are already doing with children in the areas of early language and literacy, *OWL* will become the dominant curriculum, teachers will have 6 hours of release time/week, and will attend full and part day trainings for college credit. Teachers are willing to

learn the new skills embedded in *OWL* and commit to "Individual Professional Development" plans. (see Appendix IV for Letters of Support)

Selection Criterion 3, Factor 2: Reasonable Costs

ELEC will serve 280 children and their families (each year) and 32 early educators in three preschool programs in Maine. Past research has shown that "watered down" interventions lead to fewer or unsustainable child outcomes.[34] 80% of the grant funds are for professional development, 5% are for improving classroom environments and 15% for a rigorous evaluation. 100% of the funds address the grant's goals and objectives. We anticipate that we will see increases in achievement and that children will enter kindergarten with a strong foundation in early language and literacy. We are building on the strengths of our first ERF grant using mentor teachers and classrooms of educational excellence as demonstration sites for new teachers. Teachers, coaches and trained observers will have access to technology and reliable screening and assessment tools. ELL children and children with special needs and special strengths will be fully supported through multilingual, speech and language and inclusion consultants. We will carefully track costs spent per child on implementing the intervention to relate costs incurred to child outcomes realized.

Selection Criterion 4, Factor 1: Management Plan (see chart -pages 30 & 31)

Selection Criterion 4, Factor 2: Feedback & Continuous Improvement

The project will institute procedures to make certain that continuous feedback is occurring between assessment, evaluation, group PD, teacher practice, coaching and curriculum planning. A project manager of the evaluation team will join monthly management meetings and will also attend periodic coaching meetings and curriculum training sessions. Monthly meeting agendas will include topics such as preliminary results, classroom observations, evaluation, and

PR/Award # S359B080002

Indicator (*objective measure*)	Responsible	10/08-9/09				10/09 – 9/10				10/10 – 9/11			
1. All Project Participants are well-grounded in SBRR		1	2	3	4	1	2	3	4	1	2	3	4
Oral Language	Schick	X											
Phonological Awareness	Mack	X											
Purposes and Conventions of Print	Schick	X				X							
Alphabet Knowledge	Schick	X											
Background Knowledge	Schick	X											
**Benchmark-All teachers pass test on SBRR administered by OIR*	OIR		X					X				X	
2. Improving Young Children's Language & Literacy Skills based on SBRR Curriculum													
OWL Training: Overview	Schick		X										
Implement OWL Schedule	Coaches		X										
Components to Basic (OMT)	Chev/Coach		X	X		X	X						
Scope & Sequence	Schick/Mack		X	X	X	X	X	X	X				
Components to High Quality (OMT)	Schick/Coach							X	X	X	X	X	X
Teachers trained in L1/L2 Language Acquisition	Valenzuela	X											
Teachers trained in Universal Design/Individualization	Chev/Mack	X		X		X	X	X	X	X			
**Benchmark-teachers have a rating of 3 on OMT* **Benchmark-teachers complete individual plans for at-risk children*	OIR Coaches/Chev			X				X				X	
3. Language & Literature Rich Environments													
ELLCO & CLASS completed	Oldham	X			X			X				X	
Scores shared with teachers & coaches	Oldham	X			X			X				X	
Classroom materials list developed	Coaches	X											
Materials ordered & in classroom	Reed/Coaches	X											
OWL materials made	Reed/Smith				X								
**Benchmark-perfect ELLCO Rating by 5/2009-CLASS 6 by 5/2010*	Oldham			X				X				X	
4. Support Local Efforts		1	2	3	4	1	2	3	4	1	2	3	4
See Prof Dev chart (pages 18 &19)	Reed/Chev	X	X	X	X	X	X	X	X	X	X	X	X
**Benchmark-Evaluations completed, teachers observed using OMT*	OIR/Coaches												
5. Assessment to Identify At-Risk Children													

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e30

PPVT/EVT/PALS/Pre-Las administered	Oldham	X		X		X		X		X		X	
OWL Rubrics Completed	Teachers			X	X	X	X	X	X	X	X	X	X
Progress Monitoring Completed (CDBM)	Teachers					X	X	X	X	X	X	X	X
**Benchmark-All assessments completed to schedule above*													
6. Coordinate with Community, State & Federal Resources													
Weekly meetings with site EL Coordinators	Reed	X	X	X	X	X	X	X	X	X	X	X	X
Family Literacy Events	Valenz/Kappy		X		X		X		X		X		
Monthly meeting with PD team	Chev	X	X	X	X	X	X	X	X	X	X	X	X
Training on K, 1, 2 reading targets	Chev/LEAs						X						
Kindergarten observations by preschool teachers	Smith						X				X		
Kindergarten portfolios delivered to receiving schools	Reed/Chev							X				X	
ELEC Advisory Board meetings (quarterly)		X	X	X	X	X	X	X	X	X	X	X	X
**Benchmark-Minutes kept; evaluations completed*	Reed/Oldham	X	X	X	X	X	X	X	X	X	X	X	X
7. Project Personnel													
Hire one coach	Reed	X											
Weekly meetings of coaches and project management	Smith	X	X	X	X	X	X	X	X	X	X	X	X
8. Commitment of Project Partners													
Monthly meetings with partners/PD Team	Reed/Cheval	X	X	X	X	X	X	X	X	X	X	X	X
**Benchmark-minutes kept, partners attend meetings*													
9. Feedback & Continuous Improvement-*see page 29*	Oldham	X	X	X	X	X	X	X	X	X	X	X	X
**Benchmark-Eval attends monthly management meetings*													
10. Methods of Evaluation-*see chart page 21 & 22*	Oldham	X	X	X	X	X	X	X	X	X	X	X	X
**Benchmark-information from eval chart collected*													
11. Use of Quantitative & Qualitative Data	Oldham	X	X	X	X	X	X	X	X	X	X	X	X
**Benchmark-All planned data collected*													
12. Budget													
Monthly budget meetings to ensure proper tracking of income and expenses	Reed/Curlew	X	X	X	X	X	X	X	X	X	X	X	X
**Benchmark-University monitoring of monthly income & expenses*	USM	X	X	X	X	X	X	X	X	X	X	X	X

fidelity of the intervention. From regular contact and communication with an evaluation project manager, literacy coaches will be able to incorporate feedback into their activities.

Selection Criterion 4, Factor 3: Time Commitments of Key Personnel

Sue Reed, Project Director, will commit 40 hrs/wk to the overall administrative leadership and management of the project. *Lyn Smith and Sue Chevalier*, will work 40 hrs/wk as the coaching and professional development directors and each coach two classrooms. *Jodelle Austin, Gretchen Greenberg and a new coach* (Master in ECE with early language & literacy background) will work 40 hrs/wk on the project as early literacy coaches and trainers. (4 classrooms/coach) *Erin Oldham,* PI of the Evaluation, will commit at least 260 hrs-year 1, 416 hrs- year 2 and 520 hrs- year 3 to the project. PD Team: *Dr. Schickedanz* will contribute 2 days/mo, *Ms. Valenzuela* 1.5 days/mo., *Ms. Mack*-2 day/mo., *Ms. Blagojevic*-4 days/week and *Ms. Labas*-2 days/week.

Selection Criterion 5, Factor 1: Methods of Evaluation & Instruments

The external evaluation is designed to give rapid, ongoing feedback to the project on project implementation and child performance to ensure program improvement throughout the grant. The evaluation will follow all human subjects recommendations to ensure safe treatment of subjects and will be implemented by Oldham Innovative Research, LLC.

The evaluation will capture the relationship between the **fidelity of curriculum implementation, teacher content knowledge and environmental change and child outcomes** within 16 classrooms through detailed within-group analyses. *A **unique** approach in our analysis is to examine and compare child outcomes among three groups: 1) children attending full-day, full year; 2) children attending part-day, part year; 3) children attending part-day, part year*

with a 6-week summer program. Teachers in all classrooms will receive the same PD and coaching.

Data Collection Schedule. Pre and Post PPVT, EVT, PALS, and PreLAS will be collected in Oct and May of each year. Children will be tracked and assessed at the end of Kindergarten (PPVT, EVT and PALS-K). Progress monitoring data will be collected according to the child's skill.

Attrition. All children (and parents) in the intervention for at least a year will be followed through Kindergarten. 3-year-old children will be added to sample in the second and third years.

Analysis Plan. The data generated from the study will be analyzed using qualitative and quantitative methods. The multi-level data will be subjected to regression modeling, which allows us to account for more of the variability in the model. Collection of data from parents will allow us to parse out variance due to home literacy practices. Standard preliminary analysis procedures will be used. Power analyses conducted (based on an alpha of .05 and power of .80) show that the sample size is adequate to determine results in multiple regression analyses or MANCOVA with up to 4 covariates.

Achievement Indicators for ERF. In sum, the evaluation will collect the following information. A list of indicators to measure progress and a timeline (in bold) is detailed below.

Data collected by Evaluation Team
Environmental assessments: Characteristics of quality in study centers: daily rates of attendance, qualifications of teachers and staff turnover, ELLCO and CLASS **fall of year one/spring of each year**.
Screening: Children will be screened with PPVT, EVT, PALS and Pre-LAS in the **fall and spring of each year**.
Individualized child instruction: Review of child portfolio/activity plans in **winter of each year** will be used to confirm that children assessed at age-appropriate and below age-appropriate have an appropriate language and literacy plan (including additional assessment) in place. (start in second year)
Progress Monitoring: Number of teachers attending progress monitoring training; number of hours training; Observation of progress monitoring administration **every six months**; Review of child action plan to determine how assessment results used to differentiate instruction **every six months** (also interview with Coaches to get their perspective on this)

Teacher literacy knowledge and practice: Pre/Post content knowledge test based on SBRR and OWL curriculum (designed by Judy Schickedanz). Teachers will complete a test at **baseline- 6, 12, 24, & 36 months**. Classroom observation of teacher's book reading skills by coaches **(regularly)** and objective observer **(2 times a year). Yearly baseline and spring** ELLCO/CLASS observations.
Coaching effectiveness & knowledge: Pre/Post content knowledge test based on SBRR & OWL curriculum (designed by Schickedanz)-baseline 6, 12, 24 & 36 months. Survey/focus group of teacher regarding effectiveness of coaching & training-6, 18, & 24 months. Survey/focus group of coaches to determine their view of effectiveness of coaching at 6, 18 & 24 months. *Coaching Practices Rating Scale* completed by teachers. (Rush & Shelden)[34]
Fidelity to the *OWL* curriculum: will be assessed through the *OWL Monitoring Tool* completed **two times by project staff** and **two times (unannounced) by evaluation staff (completed in morning and center time).** Results will be discussed with project staff (including teachers, directors and coaches) at least **semi-annually**. Review of lesson plan/coaches documentation of teacher's progress **twice a yr.**
Parental Involvement: Survey of Parents at **baseline and each spring** about literacy practices at home and connection to early childhood classroom. Focus Group with parents **each spring.**
Child Literacy and Language knowledge/school readiness: Progress measured frequently through CBDM (actual schedule depends on severity of delay.), *OWL Rubrics* **PPVT, PALS, EVT used to track lang/lit skills of children in the fall & spring and in kindergarten.**

Properties of the outcome measures are listed below. Teachers will complete the regular child progress monitoring and objective observers will administer child assessments; all information will be shared in clear, easy-to-read reports with coaches and teachers who will integrate information in activity plans.

Outcome Measures		
Measure	**Domains covered**	**Reliability/validity**
Child Outcomes		
Pre-LAS 2000, PPVT-III, PALS- PreK, Expressive Vocabulary Test (See Table 1 for psychometrics)		
Classroom/Teacher Outcomes		
ELLCO (trained observer)	General Classroom Environment; Language and literacy curriculum	Literacy checklist: interrater rel. (.88); Internal consist. (.84); sensitive to change in classroom (LEEP). Classroom observation: interrater rel. (.90); convergent val.
CLASS (trained observer)	Positive and negative climate teacher sensitivity, regard for student perspectives, behavior manage., productivity, learning formats, concept development, quality of	Internal consistency (.79 - .91 across domains); criterion validity (emotional support, classroom org and instruct support correlate to ECERS; .45 - .65); predictive validity (CLASS associated with gains in performance at end of year; NCEDL multi-state study: most consistent and robust classroom dimension for predicting growth

Outcome Measures		
Measure	**Domains covered**	**Reliability/validity**
	feedback, language modeling	across time was instructional support as assessed by the CLASS)
Teacher Survey	Change in practice and knowledge of SBRR	(developed based on *PD &OWL* by Schick- will be validated w/ fidelity checklist.
Family Involvement		
Family Involvement questionnaire	School-home based involvement, home literacy practices	Family Involvement Questionnaire (FIQ) (Fantuzzo et al, 2000), About being a parent Scale (Wentzel, 1993)
Teacher rating of home-school connect.	Level of connection of families to school activities	(based on Fantuzzo, 2000)
Kindergarten Readiness		
PALS-K (done by trainer observer)	Phonological skills; literacy skills	Test-retest correlation (.95); inter-rater reliability (.96-.99); predictive valid. to Stanford 9 ($p < .001$)

Factor 2: Qualitative and Quantitative Data

Our evaluation design incorporates both qualitative and quantitative information and we quantify our results through the standardized child assessment tools, environmental assessments, and quantifiable questions on teacher and parent surveys. Collecting demographic information on children, such as primary language, age, gender, time in classroom, will add to our ability to conduct subgroup analyses. Qualitative data will provide critical contextual information in the form of notes from coaches, observations in the classroom and interviews with the full team and individually with coaches and teachers and focus groups with parents.

PD of teachers will be evaluated through 1) pre/post content knowledge tests based on SBRR and *OWL* (developed by Schickedanz and content experts), 2) response to training/PD, 3) fidelity to curriculum (*OWL Monitoring Tool* done by coaches and evaluator), 4) book reading observation of each teacher, 5) ELLCO and CLASS language and literacy scores; and 6) child outcome scores. PD of coaches will be evaluated by pre/post content tests based on SBRR, *Coaching Practices Rating Scale* and focus groups with teachers.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **2211-Mandatory_PreschoolsGrid2008_.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1938-Eng_Language_Acquisiton_Plan.pdf**

Attachment 3:
Title: Pages: Uploaded File: **704-Letters_of_Support.pdf**

Attachment 4:
Title: Pages: Uploaded File: **7918-Resumes.pdf**

Attachment 5:
Title: Pages: Uploaded File: **2755-RateAgreementFY2009.pdf**

Attachment 6:
Title: Pages: Uploaded File: **6280-Title_Page_-_Table_of_Contents_2008.pdf**

Attachment 7:
Title: Pages: Uploaded File: **341-Final_App_2008_Endnotes.pdf**

Appendix A
Early Literacy for Every Child

Program	Ages & Number of Children Served	Demographic/ Socioeconomic Information on Children	Diagnosed Special Needs*	Average Hours the Children Attend Program & Attendance Rate	Primary Funding Source for Program	Basic Instructional Program	Staff & their Qualifications/ Annual Turnover %
Androscoggin Head Start and Child Care 269 Bates Street Lewiston, ME 04240	3-5 years 140 preschool children 7 classrooms 1 Lewiston Public School/ Head Start partnership	CACFP: 94 % English Language Learners: 21%	Developmental delays: 42% Emotional delays: 3% Physical delay: 1 % Speech and language delays: 25 % *Total children with disabilities: 19%*	10 hours/day 5 days /week 50 weeks /year- 6 classrooms 4 hours /day 5 days /week 38 weeks/ year- 2 classrooms **88% Daily attendance**	Head Start-HHS	Creative Curriculum	Lead Teachers: 5 BA ECE 3 AA-ECE Paraprofessionals 3 AA ECE 5 CDA *27% Staff Turnover*
Catholic Charities St. Louis Child Development Center 229 Pool Street PO Box 645 Biddeford, ME 04005	3-5 years 45 preschool children 3 classrooms	CACFP: 73% English Language Learners: 0%	Developmental delays: 47% Emotional delays: 12% Physical delay: 2% Speech and language delays: 41% *Total children with disabilities: 38%*	10 hours/day 5 days/ week 50 weeks /year- 3 classrooms **92% Daily attendance**	Maine DHHS	Creative Curriculum	Lead Teachers: 1 BA-ECE 1 3+ college-ECE & CDA 1 AA- ECE Paraprofessionals 1 11 college credits - ECE 1- CDA 1- AA *1% Staff Turnover*
PROP 510 Cumberland Avenue Portland, ME 04101	3-5 years 95 preschool children 5 classrooms	CACFP: 90% English Language Learners: 48%	Developmental delays: 9% Emotional delays: 11% Physical delays: 2% Speech & language delays: 46% *Total children with disabilities: 42%*	8 hours/day 5 days/week 50 weeks /year- 2 classrooms 4 hours/day 5 days/week 38 weeks/year- 3 classrooms **82% Daily attendance**	Head Start-HHS	Creative Curriculum	Lead Teachers 3 BS ECE 1 BA-related 1 AA-ECE Paraprofessionals 6 CDA *14% Staff Turnover*

* Specific % of disabilities is higher than total % of children with disabilities because each disability is counted separately.

English Language Acquisition Plan

For over three decades, the demographics of Maine have been undergoing incredible changes due to refugee resettlement and second wave migration. Refugees from Southeast Asia came first and were soon followed by Afghan refugees in the 80's. Upheavals in Eastern Europe brought the Bosnians and Russians; and wars and civil unrest in the 90's brought refugees from many African countries, including Somalia, Sudan, Rwanda, and Congo. Over 50 different languages are spoken in Southern Maine and over 80 countries are represented. The heaviest concentration of speakers of other languages has settled in Maine's larger cities which include Portland, Lewiston and Biddeford. Despite all these demographic changes, the most of the population of preschool teachers within Maine's cities is likely to be white and mono-lingual English-speaking. Most have had little or no professional development about the impact of neither second language development on second language literacy nor any training to learn about the primary culture and language of their students to inform their English language instruction. Indeed, most are unaware that any specialized knowledge or methodology may be required. Due to misperceptions on the part of preschool staff about limited English and lack of knowledge and understanding about the linguistic and cultural background of the increasingly diverse preschool population, parents of English language learners (ELLs) are too often disempowered and disenfranchised as their children's first teachers. It is unfortunate but true that many preschool teachers in Maine have little or no knowledge about the relationship of first language to second language acquisition and even less enlightenment about where or how to acquire that knowledge. "One of the most widespread and harmful myths in our society is that

very young children will learn a second language automatically, quickly, and easily—with no special attention to their needs for an optimal learning environment."[1]

This English Language Acquisition Plan is intended to dispel that myth and to ensure the "optimal learning environment" for all English Language Learners in the *Early Literacy for Every Child (ELEC)* project by developing more inviting classrooms, more responsive practice, and placing much more emphasis on language development among ELLs and the vital role the preschool teacher plays in that development. It is based on the research of August, Snow and Tabors and is designed specifically for preschool teachers.[2]

In addition to intentionally considering the needs of all ELLs in Tier I trainings, the ELL/multilingual consultants, Grace Valenzuela (see resume) and Margie McDonald from the Portland Public Schools, will be responsible for the English Language Acquisition Plan and will provide additional intensive and structured professional development sessions. These Tier 2 and 3 Trainings will be based on individual classroom needs. Professional development will focus on the following key areas: development of first language (L1) and the acquisition of second language (L2); factors to consider in early literacy development of ELLs; identification of ELLs; assessment practices that work; the role of culture in learning; and parent engagement for parents from diverse cultures and with limited English skills. The trainings proposed in this English Language Acquisition Plan will increase site and classroom understanding of the elements of language acquisition, the relationship between L1 and L2, and strategies for enhancing language acquisition of ELLs. All of this content will connect to early literacy strategies including alphabet knowledge, phonological

awareness, and concepts of print, vocabulary development, and oral language. Through an examination of the research and their own practices, preschool teachers will learn about the impact that culture and first language have on second language acquisition, the challenges faced by ELLs, and ways to overcome these challenges through background knowledge, developmentally appropriate assessment, informed instruction, and concerted efforts by teachers and parents working together.

This English Language Acquisition Plan will address creating a responsive, welcoming and literate environment for all ELLs and encourage parental support in early literacy development. Preschool teachers will learn about the stages of language development from silent period through productive language use and learn strategies to encourage oral language participation in the classroom, including using objects and materials already familiar in the first language to introduce objects and ideas in English. Using the *OWL* curriculum, teachers will learn the importance of exposure to rich language and content, demonstration, modeling, use of picture cues, repetition, and guided practice. They will learn ways to encourage oral language in the classroom to coax ELLs from the silent period through the use of individual conversations, small and large group structures, fingerplays, songs, poems, discussion, shared reading, and writing. They will learn to acknowledge non-roman scripts as writing rather than scribble and as a step toward the production of English words on paper. By acknowledging the impact of the first language, teachers will build pride in language and culture and help children build a bridge to English. Teachers will also develop their own understanding of the transferability of early literacy skills.

Preschool teachers will learn how to best use the *OWL* components of "Story

Reading," "Morning Meeting," "Songs, Word Play and Letters," "Let's Find Out About It," "Small Groups," and "Centers Time" to close the gap between native speakers and ELLs.

Methods and activities to enhance learning in Tier 1 & 2 training among staff will include but not be limited to: the use of shock language; cooperative grouping for maximum impact, case studies to inform practice, literature review of scientifically sound practice, jigsaw readings, simulations, protocols for conversations, and the use of games to encourage oral language. Using these experiential and reflective activities to enhance learning and understand the key components discussed above will help expand the knowledge and background of preschool teachers about second language acquisition and culture, build their toolbox of skills, and make them conscious of the needs of ELL students to make maximum gains to catch up to English speaking peers.

The outcomes of this proposed English Language Acquisition Plan will include teachers creating more responsive inviting classrooms to welcome diverse learners from around the world, more engaging responsive practices and placing intentional focus on language development to help every ELL attain early literacy skills. In addition preschool teachers will understand the vital role they play in the development of literacy for ELLs, and parents who feel more empowered to promote their children's literacy learning. This English Language Acquisition Plan, based on sound scientifically based practice, in conjunction with the OWL curriculum, will result in competent and well-trained preschool staff at all project sites who will be armed with the knowledge and skills to create an optimum learning environment for *all* children

and ensure that *all* children, especially English Language Learners, have the supports they need to develop a firm foundation in English language and early literacy.

ANDROSCOGGIN HEAD START AND CHILD CARE

Estelle Rubinstein, Executive Director
269 Bates Street, Lewiston, ME 04240
(207) 795-4040 ~ Fax (207) 795-4044
www.androkids.com

January 28, 2008

Sue Reed, Director
Maine Roads to Quality
400 Congress Street
Portland, Maine 04112

Dear Sue:

Androscoggin Head Start and Child Care is pleased to commit to becoming a partner in the Portland Early Literacy Collaborative: An Early Reading First Project. The Agency teaching staff is dedicated to excellence in early care and education, and upon learning about this proposed project, is eager to be fully vested in this literacy collaborative. The Lead Teachers listed below are very excited about this project:

Desiree Cossey	Anneke MacIsaac	Sally Merrill	Regina Palumbo
Shelli Rayner	Melissa Robinson	Allison Smith	Diana Smith

Androscoggin Head Start and Child Care is a single purpose, non-profit agency (501c3), governed by a board of volunteers from the community. The mission is to *promote the positive growth of children, families, and staff.* The goal is to increase the social competence and school readiness in children from low income families while strengthening families as the primary nurturers of their children. The agency currently provides quality care and early education services to 387 economically disadvantaged preschool children and their families in 18 classrooms, at 12 locations, and in 110 homes throughout Androscoggin County in Maine. An integrated "Team Approach" to child and family development are provided in the areas of education, health (medical/dental), mental health, nutrition, disability and social services, parent involvement and parent training.

Our Agency considered purchasing the OWL curriculum last year to enhance literacy programming for individual children and increase child outcome scores in language, literacy, understanding increasingly complex and varied vocabulary, phonological awareness, print awareness and concepts. The teaching staff continues to be motivated in this direction and is willing to put forward the time and energy needed for the Early Reading First Project.

On behalf of Androscoggin Head Start and Child Care we thank you for this opportunity.

Sincerely,

Estelle Rubinstein

Estelle R. Rubinstein
Executive Director
ERR:cdc

Androscoggin Head Start and Child Care promotes the positive growth of children, families, and staff.

Generously supported by the United Way, Lewiston and Auburn Community Development Block Grants, and local, state, and federal funds

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wherepeoplecomefirst.org

May 21st, 2008

Sue Reed
Maine Roads to Quality
PO Box 15010
400 Congress St
Portland, ME 04112

Dear Sue:

It is with great pleasure I write this letter of support and commitment from PROP Child and Family Services program administration and the educational staff at Parkside, Gorham, Redbank, Kennedy Park and Sagamore. We are at the end of a three-year grant cycle with Early Reading First and we could not be more pleased with the outcomes. The use of the OWL curriculum has produced outcomes for children we simply cannot ignore. As an administrator I must report that the coaching model along with the use of the OWL has strengthened and shored up a number of teacher competencies. Our strong collaborative working relationship with Maine Roads to Quality ensures success. The work over the last three years has not always been easy, but our knowledge of this project and its outcomes and the commitment from field staff and site supervisors made writing this letter so easy.

We are very excited about the possibility of bringing this project to another part of our program.

Sincerely,

Louise Marsden
VP, Child & Family Services

Lead Teachers/Family Advocates: Laureen Zappalla, Beth Roderick, Julie Sullivan-Drouin, Missy Wlodylo, Jim Pinkerton, Lucinda Boxill, Kristin Tedesco, Kim Stowell, Pamela Chute and Sandra Locke.

Where People Come First

Catholic Charities Maine Providing help... Creating hope.

St. Louis Child Development Center

Bishop Richard J. Malone, Th.D.
President

Craig R. Burgess
Chairperson

Stephen P. Letourneau
Chief Executive Officer

Cheryl Stratchko
Site Director

May 16, 2008

Sue Reed, Director
Portland Early Literacy Collaborative
Cutler Institute for Child & Family Policy
Muskie School of Public Service
University of Southern Maine
400 Congress Street
Portland, ME 04112

Dear Sue:

I am pleased to write this letter of support to affirm the commitment of St. Louis Child Development Center to participate in the Early Reading First Program. The center is committed to providing the highest standard of care and education for young children and we are excited about the opportunity to be a part of the Early Reading First Program.

The teachers at St. Louis CDC are highly qualified and have a record of retention with the program. The majority of the teachers have two and four year degrees in Early Childhood Education and are committed to furthering their professional development. The Director has over thirty years experience as a teacher and administrator in public schools. The teachers and director have a solid commitment to early learning and understand that learning to read and write is critical to a child's success in school and throughout life. Participating in the Early Reading First project will bring the most current knowledge to our teachers about how to teach young children the basics of early reading and writing. The teachers at St. Louis are excited about this opportunity to grow professionally and improve our literacy program for young children.

Sincerely,

The St. Louis CDC Preschool Teaching Staff

Cheryl Stratchko
Site Director

COA

United Way

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Human Resources
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Melvin Curtis
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Dean Flanagin
Business Manager
207-795-4104

May 20, 2008

To Whom It May Concern,

It is with great enthusiasm that I write this letter of support regarding our commitment to the Early Reading First Grant. Longley School is presently in the second year of a Reading First grant for grades K-3 with a core reading program. The ERF grant will allow us to have an scientifically based reading researched program in the Pre K classroom as well.

Both the Pre-K teacher and the ed tech are skilled in observing children and developing individual goals and providing activities to help them meet these goals. They are currently using the Creative Curriculum framework. Although we have purchased the OWL program, the Pre-K staff are not yet comfortable using the entire program. They have been to Portland to observe teachers who use the program and would greatly appreciate the professional development the grant offers. They are very enthusiastic about working with Judy Schickendanz in learning more about how to implement the program to provide quality literacy experiences for the children in their program.

We are grateful for this opportunity.

Sincerely,

Leon Levesque
Superintendent of Schools

Portland Public Schools

Administrative Offices
196 Allen Ave., Portland, Maine 04103
207-874-8100

April 14, 2008

To Whom It May Concern:

It is with pleasure that I write a letter in support of the Early Literacy for Every Child grant.

The Portland Public Schools currently has very successful preschool program partnerships in place at Reiche Elementary School and the East End Community School (formerly Adams Elementary School) through the Early Reading First grant. Our Literacy and Multicultural specialists assist in creating collaborations with the grant partners such as teacher training during the summer months for our kindergarten teachers and time for collaboration between the preschool and kindergarten teachers as children transition from this program into our kindergarten programs.

As a result of this partnership, our kindergarten teachers see positive changes in students transitioning from the preschool program into public school classrooms. Students are entering with increased literacy and numeracy awareness, skills and knowledge. Portland Public Schools is looking forward to continuing and strengthening this collaborative partnership through this new grant, Early Literacy for Every Child.

If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Jeanne Whynot-Vickers
Interim Superintendent of Schools

Equal Opportunity Employer

SUSAN REED
80 CHENERY STREET
PORTLAND, MAINE 04103
(b)(6)
sreed@usm.maine.edu

Director, Portland Early Literacy Collaborative, Muskie School of Public Service, University of Southern Maine, 2005-present
Wrote successful *Early Reading First* grant and direct this federally funded early literacy project which provides intensive professional development to preschool teachers of children at-risk for reading failure. Knowledge of scientifically-based reading research and OWL, an outcome-based early literacy curriculum. Oversee 6 coaches and an early literacy specialist. Responsible for all budget, contracts, collaborations in relationship to grant. Played a key role in establishing a 4-course graduate certificate Early Language & Literacy at the University of Southern Maine.

Director, Maine Roads to Quality, Muskie School of Public Service, University of Southern Maine
March 2004-2005 Accreditation Project Director 2000-2004
Directed Maine's Early Care and Education Career Development Center, which administers a scholarship and accreditation program, maintains a Registry, and develops Core Knowledge curricula for the state's early childhood workforce. Serve in a collaborative leadership role for the early education system on a statewide basis. Collaborate with 8 statewide Resource Development Centers, Center for Community Inclusion, higher education faculty, Department of Education, and Department of Health and Human Services-Office of Child Care and Head Start to establish consistent statewide training and education implementation. Supervised 8 project staff. Created a statewide system to support early education programs seeking NAEYC, NAFCC or NAA accreditation. Developed training and provided technical assistance to ensure that teaching and administrative staff met national standards. Over 60% of Maine's accredited centers and 99% of accredited family child care homes are a result of this project.

Curriculum Developer, Maine Roads to Quality
June-November 2000
Responsible for creating and participating in the writing of 180 Core Knowledge Curriculum. Facilitated rewriting of "Getting Started in Family Child Care" and wrote a 30 hour Infant/Toddler Caregiver curriculum.

Curriculum Developer, University of Maine at Orono
1990
Wrote curricula for infant/toddler caregivers in Early Head Start programs working toward a Child Development Associate credential.

Curriculum Developer, Office of Child Care and Head Start, Augusta, ME
1997-98
Participated on a grant from the Department of Human Services to develop entry-level, intermediate and advanced training objectives for family and center-based child care providers. Wrote 24-hour entry-level training and piloted the project with providers. Revised and published training manuals to be used by trainers throughout the state.

Assistant Professor, University of New England, Westbook College Campus
1987-1998
Part-time faculty in Early Childhood and Elementary Education program, A.S. 1987-90, B.S. 1990-98.
Courses taught:

- Infant/Toddler Curriculum & Development
- Teacher/Child Interaction
- Introduction to Early Childhood Education
- Child, Family & Community Relationships
- Working with Young Children
- Infant/Toddler Practicum
- Topics in Early Childhood Education
- Senior Seminar
- Child Development
- Student Teaching Supervision & Seminar

Instructor, Wheelock College, Boston, MA
1985-87
Courses taught:

- Introduction to Education
- Infant Toddler Curriculum

Director, The Children's Center, University of New England, Westbrook College Campus, Portland, ME
1987-1998
Responsible for overall management of early education program serving 65 children ages 18 months to 6 years. Hired and supervised 12 staff, enrolled children, prepared and monitored budget, coordinated college student placements, and served as the liaison between the academic program and center. Developed a full-day kindergarten approved by the Maine State Department of Education. Wrote parent, staff, student and substitute handbooks and maintained NAEYC Center Accreditation since 1990.

Educational Program Director, Beginnings, Weston, MA
1985-87
Involved in all aspects of start-up program: developed curriculum, designed environment, hired teachers and enrolled 75 children aged 3 months to 5 years. Supervised 15 teachers wrote monthly newsletters. Assisted in budget preparation and long range planning.

Program Director, Wellesley Community Children's Center, Wellesley, MA
1984-85
Responsible for overall operation of infant/toddler program serving 30 children aged 3 months to 3 years. Hired full and part-time teachers, supervised 12 staff, served on the Board of Directors, prepared program budget, initiated fund-raising activity.

Teacher, Parents with Toddlers, Brookline, MA
Fall 1983-Graduate Internship/Spring 1984-Teacher
Taught in an interdisciplinary, preventive mental health program for mothers and their children from birth to 3 years. Assessed developmental levels and implemented IFSPs for four groups of five children. Communicated with mothers who attended the playgroup and participated in weekly staff meetings and diagnostic interviews.

Head Teacher, The Neighborhood Center, Utica, NY
1980-83
Taught in a Title XX child care program which was part of a large human service agency. Worked with protective service and special needs children aged 2½ to 5 years of age. Helped to develop a relationship with a therapeutic nursery school and worked closely with social workers and therapists. Designed curriculum, established ongoing parent communication, maintained developmental records.

Graduate Assistant, Boston University, Boston, MA
1984
Assisted in development of videotape coding system for a NIMH study examining social behavior between depressed and non-depressed mothers and their toddlers.

EDUCATION

Master of Science, Wheelock College, 1984

Bachelor of Science, Summa cum Laude, Syracuse University, 1980
Major: Early Childhood/Elementary Education
Minor: Spanish

PROFESSIONAL ACTIVITIES

Early Childhood Task Force Steering Committee-Department of Family Heath, DHHS 2003-present
Serve on a committee with broad-based representation advising the Commissioner of Heath and Human Services and the state legislature on the creation of a Division of Early Childhood and ongoing coordination issues in the area of early childhood education.

Early Child Learning Guidelines Task Force-2003-present
Serve on a committee with DHHS & DOE which wrote guidelines for children 3-5 years and align with Maine's K-12 Learning Results. Wrote a 21- hour curriculum for early education teachers and taught the pilot in 3 areas of the state.(2004). Continue to work on strategies for assessment, statewide implementation and inclusion in the Maine Roads Core Knowledge Curriculum.

Validator, National Academy of Early Childhood Programs, 1985-present

Member, Statewide Training Committee, Augusta, ME 1993-94

Day Care Licensing Rules Revision , Augusta, ME,
Member, Ratio and Group Size Subcommittee 2004
Chair, Staffing Subcommittee, 1989-1991

Co-Chair, Program Committee, New England AEYC Regional Conference, May 1994

PROFESSIONAL MEMBERSHIPS

International Reading Association
National Reading Conference
National Association for the Education of Young Children 1978-present
Maine Association for the Education of Young Children
Board Member 1988-1994, President 1991-93
Maine Child Care Directors Association 1988-1998
Cumberland County Child Care Training Coalition 1987-1998

Curriculum Vita

Judith A. Schickedanz
School of Education, Boston University
2 Silber Way, Boston, MA 02215
Tel.: 617-232-6497 email: djaschick@earthlink.net

1. Academic Degrees

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

2. Academic Positions

University of Illinois-Urbana-Champaign College of Human Ecology, Child Development	Instructor	1969-70
University of Illinois-Urbana-Champaign (College of Education)	Instructor	1971-73
University of New Hampshire (College Human Development)	Assistant Professor	1973-75
College for Human Development Boston University School of Education	Assistant Professor Associate Professor Professor	1975-79 1979-92 1992-present
SED/BU Lisbon, Portugal	Associate Professor	Fall, 1983

3. Administrative Positions

Faculty Advisor/Site Manager Campus Supervisor for the BU Jumpstart Effort	Fall 2007-present
Director, ECE Lab, Boston University, SED	1983-2001
Coordinator, Early Childhood Education Program	1978-1997
Director, Boston University Pre-elementary Reading Improvement Project, U.S. Office of Education	1976-80

4. Publications (selected)

Books

Schickedanz, J.A. (2008). *Increasing the power of instruction: Integration of language, literacy, and math across the preschool day*. Washington, DC: The National Association for the Education of Young Children.

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

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

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

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

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

Schickedanz, J.A. (1990). *Adam's writing revolutions: A case study of one child's writing development from birth through grade one*. Portsmouth, N.H.: Heinemann Educational Books.

Book Chapters

Paratore, J., Casssano, C., & Schickedanz, J.D. (in preparation). Early Literacy. In D. Pearson et al. (Eds.), *Handbook of reading research*, New York: Lawrence Erlbaum.

Schickedanz, J. A. (2008). Increasing children's learning by getting to the bottom of their confusion. In L. Justice & C. Vukelich (Eds.). *Creating preschool centers of excellence in language and literacy* (pp. 182-197). New York: Guilford.

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

Schickedanz, J.A. (2003). Engaging preschoolers in code learning: Some thoughts about preschool teachers' concerns. In D.M. Barone & L.M. Morrow (Eds.), *Literacy and the young child: Research-based practices in early literacy* (pp. 121-139). New York: Guilford Publications.

Schickedanz, J.A. (2000). Emergent writing: A discussion of the sources of our knowledge. In R. Indrisano & James Squire (Eds.). *Perspectives on writing: Research, theory, and practice.* Newark, DE: IRA.

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

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

Journal Articles

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

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

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

Schickedanz, J. A. (1995). Family socialization and academic achievement. *J. of Education, 177* 17-38.

Schickedanz, J.A. (1994). Early childhood education and school reform: A consideration of some philosophical barriers. *Journal of Education, 176* (1), 29-48.

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

Schickedanz, J.A., Chay, S., Gopin, P., Sheng, L.L., Song, S.M., & Wild, N. (1990). Preschoolers and academics: Some thoughts. *Young Children, 46* (1), 4-13.

Schickedanz, J.A. (1984). "Mom, what does U-F-F spell?" *Language Arts, 61* (1), 7-17.

Klein, A., & Schickedanz, J.A. (1980). Preschoolers write messages and receive their favorite books. *Language Arts, 57* (7), 742-749.

Curricula, Manuals, Guides

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

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

5. Funded Projects (Grants)

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

Co-PI on NSF Grant: Neurophysiological, Computational, and Educational Studies of Sequence Learning and Cognitive Planning. With Stephen Grossberg (PI, BU), Howard Eichenbaum (Co-PI, BU), Earl Miller (Co-PI, MIT), and Elizabeth Spelke (Co-PI, MIT). Grant Award for 1997-2000.

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

Jumpstart, Northeast Region, Site Managers' Meeting. "Language and Literacy Foundations for the Preschool Years." Boston, MA, January 8th, 2008.

Annual Meeting of the International Reading Association, Co-sponsored session for the National Association for the Education of Young Children. "Supporting preschoolers' story comprehension: Goals and strategies. Co-presenter, Lea McGee (The Ohio State University). Toronto, May 16, 2007.

Regional Conference of the International Reading Association. "Story comprehension support for the preschool child." Little Rock, AK. November 16, 2007.

New Mexico PreK Institute II. Keynote 1: "Identifying sources of children's confusions in story reading context; Text, teacher talk, illustrations, and limited background knowledge and reasoning." Keynote 2: "Strategies for developing print awareness and alphabetic skills in the preschool. "December 5, 2006. Albuquerque, NM.

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

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

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

Literacy Institute, North Carolina/South Carolina Early Reading First Projects. "Children's writing," and "Quality indicators of teacher talk in the preschool classroom." June 1-2, 2005. Myrtle Beach, SC.

Colorado State Department of Education: Early Childhood Summer Symposium. Invited speaker. "Preschoolers and literacy Learning: Let's keep it in context when we can." July 16 & 17, 2003. Breckinridge, CO

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

CA DECE. Writer, Pre-K Curriculum Frameworks Coordinating with Kathy Hirsh-Pasek, language portion of the Curriculum Frameworks. 1/08 to present.

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

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

Commission on Reading First/Early Literacy. International Reading Association. July 14, 2002 - 2006.

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

Boston University/Chelsea Partnership. Early Childhood Advisor to the Partnership. (1990-1993)

8. Consultancies (selected)

Chicago Public Schools, Early Reading First Project. Literacy foundations and curriculum training for teachers and mentors. 2006 to present.

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

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

Maine Roads to Quality and Early Reading First. Literacy training. January, 2006-present. Portland, ME.

PBS—Ready to Learn Program. Construction of developmental framework (birth to age 8) in the areas of language and literacy for PBS Parent Group.

Springfield, MA Early Childhood Collaborative. Consultant, Early Reading First project. Curriculum implementation and professional development. April, 2003 – present.

State of Ohio, Department of Education, Office of Early Childhood Education. Development of Observation Protocol for Early Literacy Assessment, consistent with the OH pre-k content standards for language and literacy. August, 2002 through October, 2004.

9. Memberships in Scholarly and Professional Organizations, and Offices Held (selected)

International Reading Association

--President of the Literacy Development in Young Children SIG. (May, 2002-May, 2003).
--Early Childhood/Reading/Language Commission. May 2003 --2006.
--Early Childhood and Literacy Development Committee, 1986-1988; 1990-1992; 1996-1997.
--Reading/Language in Early Childhood Committee May, 1999-May, 2001.
--Early Literacy Committee, 2006-present.

National Association for the Education of Young Children

RESUME

Grace A. Valenzuela

Residence: (b)(6)

Telephone: (b)(6)

Education

University of Southern Maine
Portland, Maine
Certificate of Advanced Study in
Educational Leadership, 2006
Master of Arts in Teaching ESL, 1999

School for International Training
Brattleboro, Vermont

Ateneo de Manila University
Quezon City, Philippines
Master of Arts in English
Course work, 1980

Philippine Normal College
Manila, Philippines
Bachelor of Science in Education, 1977
Major in English
Minor in Speech and Drama

Work History

Director, Multilingual and Multicultural Center, Portland Public Schools, October, 2000 - Present

Multilingual Program Coordinator – Portland Public Schools, Portland, Maine. Sept. 1997 – Sept. 2000

Disseminator/Teacher Trainer for Project M.A.I.N.E – Multilingual Program, Portland Public Schools, Portland, Maine. Jan. 1995 -1997.

Independent Consultant and Teacher Trainer – Language and Multicultural Resources, Portland, Maine. Sept. 1991 - Present.

ESL Specialist and Title VII Project Disseminator/Teacher Trainer – King Middle School, Portland Public Schools, Portland, Maine. Feb. 1987 – June 1990.

ESL Teacher-Trainer/Supervisor – Philippine Refugee Processing Center, Bataan, Philippines. Sept. 1981 – Aug. 1984.

ESL Instructor – Refugee Processing Center, Bataan, Philippines. 1980 –1981.

High School English Teacher – Our Lady of Grace Academy, Caloocan City, Manila, Philippines. 1977-1980

Professional Accomplishments

Program Administration

Oversee English Language Acquisition Program for over 1500 language minority students in Portland Public Schools and about 80 professional and support staff. Designed and managed federally-funded Title VII Projects at Reiche Elementary School, Riverton Elementary School, and King Middle School. Implemented attainment of objectives and activities outlined in Title VII grants. Hired, supervised, and evaluated Title VII-funded staff. Managed professional development programs and activities related to the education of culturally and linguistically diverse students and their families. Coordinated project activities with school-wide reform efforts. Created school and community networks to collaborate on project initiatives. Developed assessment procedures to evaluate student progress. Gathered and analyzed data to demonstrate project accountability. Ensured educational equity for limited English proficient (LEP) students.

Staff Development

Designed, supervised, and evaluated a multi-prong approach to professional development for K-12 school staff and personnel from community-based organizations serving LEP students in Portland. Conducted pre-service and in-service training workshops on ESL methodology, Bilingual Education, Multicultural Education, ESL curriculum and materials, school reform, and other educational and cross-cultural topics to Pre-K – adult teachers. Frequent guest presenter/lecturer at University of Southern Maine undergraduate

and graduate classes, state and national conferences on issues related to the education of linguistically and culturally diverse students. Developed training design of Title VII Project M.A.I.N.E. (Maine Assists Innovators in Nurturing Excellence), an Academic Excellence Program whose mission is to train school systems around the United States on proven programs serving language minority students. Trained ESL/Bilingual and mainstream teachers, tutors, bilingual aides, counselors, home school liaisons, and administrators of school systems in California, Colorado, Georgia, Massachusetts, Michigan, New Hampshire, Texas, and Washington. Trained Head Start educational and administrative staff working on Early Reading First Program for preschoolers who are ELLs. Trained educational personnel, business and community leaders on prejudice reduction, conflict resolution and mediation. Designed a special teacher training program for Mexican teachers of English in Cordoba, Mexico.

Curriculum and Materials Development

Supervised the development and alignment of Portland Public Schools' elementary ESL curriculum with the Learning Results. Developed curriculum materials for LEP students K- Adults. Helped develop curriculum and classroom materials for adult Southeast Asian refugees bound for resettlement in the U.S. Disseminated materials produced by Portland Public Schools to other school systems in the nation. Designed and produced training materials, newsletters, and program brochures.

Teacher Supervision/Evaluation

Oversee instructional and curricular programming provided by 80 educational and support staff to over 2000 English language learners. Supervised and evaluated ESL teacher's performance through classroom observation, individual conferences, and demonstration teaching in a State Department-funded program for Southeast Asian refugees. Conducted in-service support training to teachers with no training or very limited training on working with English language learners. Topics of training included: language acquisition, ESL methods and materials, literacy development, and assessment.

Teaching

Taught career awareness and language arts integrated with content area subjects to Grades 6-8 LEP students at King Middle School. Taught survival English and pre-vocational ESL using competency-based curricula to Southeast Asian adult and teenage refugees form pre-literate to intermediate levels. Taught and implemented three syllabi: one for high school students of ESL, one of vocational English for bilingual secretaries, and one of advanced English for ESL teachers in Cordoba, Mexico. Taught conversational English and English for Special Purposes to Japanese businessmen and Filipino high school students and developed materials for teaching. Taught high school English courses, including grammar, composition, and literature in the Philippines.

Grant Writing

Wrote successfully funded competitive grant proposals. Form 1996-1999, brought in $6.5 million to Portland Public Schools in federally-funded projects.

Community Outreach and Advocacy

Developed strategies to advocate for the needs of language minority students and their families. Developed and maintained relationships with key leaders form the Greater Portland community representing businesses, civic organizations, institutions of higher education, service providers, political institutions, and the communities from diverse linguistic and cultural backgrounds.

Community Involvement

Board Member United way of Greater Portland, 2007- Present.
Board Member, Language Access for New Americans (LANA) 2004-Present
Board Member, Immigrant Legal Advocacy Project, 1999 - Present.
Member, United Way of Greater Portland Diversity Cabinet.

Co-founder and Board President, Asian American Heritage Foundation, 1999 – Present. Actively works to support the social, political, health, educational, and economic needs of Asian Americans in the State of Maine.

Board Member, Institute for Civic Leadership, 2000 – 2006.

Executive Board Member, ALANA (African, Latino/a, Asian, Native American), Sept. 1996 to 1999. Assist in developing programs to access educational and economic opportunities for people of color in the State of Maine.

Board Member, World Affairs Council of Maine, 2001 - 2003

Board Member, Children's Museum of Maine, 1999 – 2001

Secretary and Treasurer, Portland bias Crime Task Force, Jan. 1997-1999. Actively involved in developing community awareness on bias crimes/incidents.

Member, Maine State Advisory Board, Commission on Civil Rights, 1988-1990, 1997-2000. Assisted in public hearings to gather information on civil rights issues in the State.

Advisory Board Member, Upward Bound, USM. Advise on issues related to ensuring access to and success in post-secondary education of first generation college students.

Member, Grant Reviewing Committee of Maine Initiatives, 1997 a non-profit organization which funds Maine-based grassroots projects committed to social change.

Member, Governor's Commission to Promote the Understanding of Diversity in Maine. Chair, Education Subcommittee, 1994. Assisted in public hearings to gather information on status of diversity in the State of Maine. A report was published by this Commission.

Publications

Columnist for Portland Press herald's community Voices, on the Op Ed page 1998-1999.

Find Your Way (co-author). An intermediate-level English workbook for Southeast Asian Catholic Migration Commission, Philippine Refugee Processing Center, Bataan, Philippines, 1983.

Integrated Career Awareness Curriculum for the Middle Grades: The Dental Team, published by Portland Public Schools, 1988, Revised, 1997.

Integrated Career Awareness Curriculum for the Middle Grades: Food Workers, published by Portland Public Schools, 1988, Revised, 1997.

Project M.A.I.N.E. Career Awareness Curriculum and Teacher's Guide (co-author), published by Portland Public Schools, 1989

Video Resource Manual: A Guide to the Use of "Career Concepts Across Cultures" Videotape Series published by Portland Public Schools, 1990.

Integrated Career Awareness Curriculum for the Middle Grades: House and Home Builders, published by Portland Public Schools, 1992.

Videotape Production

"Career Concepts Across Cultures": Cambodia and the United States Director and Editor, published by Portland Public Schools, 1989.

Languages

Fluent Tagalog, Intermediate Spanish

Professional Affiliation

Member, TESOL (Teachers of English to Speakers of Other Languages)
Member, Northern New England TESOL
Member, NAAPAE (National Association of Asian Pacific American Educators)
Member, NABE (National Association of Bilingual Educators)
Member, SIETAR (Society for Intercultural Education, Training and Research)

References Available upon request.

Laurie Lemieux Mack
24 Hillcrest Circle, Portland, ME. 04103
lmack@nehearingandspeech.org

EMPLOYMENT

Associate Director, Northeast Hearing & Speech Center, Inc., Portland, Maine, 1993-present
Responsible for clinical supervision, management and support of 10 speech pathologists, monitoring quality assurance system, acting as a liaison between clinical staff and community resources, Board participation, and administrative duties related to the organization. Also responsible for providing consultation, evaluation, and treatment for people with communication disabilities and providing in-service training throughout the Greater Portland community.

Speech Language Pathologist, Northeast Hearing & Speech Center, Inc., Portland, Maine, 1990-1993.
Provided speech language evaluations and treatment to people with communication impairments ranging in age from infancy to adults. Consulted to preschools, schools, group homes, and adult day centers. Provided in-service training to a variety of professionals, family members, and caregivers. *Promoted to Associate Director in August, 1993.*

Speech Language Pathologist, York County Counseling Services, Saco, Maine, 1988-1990.
Evaluated, diagnosed, and implemented appropriate treatment to outpatient clients of varying disorders ages 18 months to 89 years. Participated in family conferences, IEP development, and in-service training.

RELATED EXPERIENCE (Selected)

Early Reading First Consultant, Muskie School of Public Service, contracted provider, 2005-present
Responsible for consulting with administration team, program directors, coaches, and teachers regarding the facilitation of early literacy skills in children ages 3-5 within a federally funded early literacy project. Provided training in the areas of Phonological Awareness, Assessment, Speech Language Disorders in Preschool Children, Standardized Testing Procedures, and Language Facilitation Strategies. Supervised four speech language pathologists involved in the initiative.

Developmental Evaluation Team member, Woodford's Family Services, contracted provider, 2000-present.
Responsible for working within a multi-disciplinary team providing evaluation, diagnosis, counseling, and treatment planning for children birth-5 with significant communication impairments including Autism Spectrum Disorder, Fragile X, Cerebral Palsy, and Developmental Delay.

Developmental Evaluation Team member, Spurwink, contracted provider 1997-2000.
Worked within a multi-disciplinary team providing evaluation, diagnosis, counseling, and treatment planning for children birth-8 with significant communication impairments including Autism Spectrum Disorder, Fragile X, Cerebral Palsy, Hearing Impairment, and Developmental Delay.

Lead Teacher/Speech Language Pathologist, *Communication Corner*, Saco, Maine, 1988-1990.
Designed curriculum, taught, and provided speech language therapy within a preschool program designed for children with communication disorders. Supervised an assistant teacher and provided ongoing education of parents through meetings and newsletters.

Speech Language Pathologist, Sweetser Children's Home, contracted provider 1988-1989.
Evaluated, diagnosed, and implemented appropriate treatment for emotionally disturbed and language disordered children ages 8-12. Participated in family conferences, IEP development, and in-service training.

EDUCATION

University of Maine, Orono, ME — 1986-1988
M.A. Speech Communication Disorders
University of Maine, Orono, ME — 1982-1986
B.A. Speech Communication, with high distinction

TOPICS PRESENTED (Selected)

"Facilitating Phonological Awareness in the Preschool Child"; ERF
"Phonological Awareness in the ERF classroom"; ERF
"Transdisciplinary Assessment and Intervention"; Department of Education
"Facilitating Language in the Young Child"; Catherine Morrill Day Nursery
"Primary Progressive Aphasia: What is it and how can I help?"; Westbrook Schools

"Communication Disorders in Children-An Overview"; Southern Maine Technical College
"Facilitating Communication in Adults with Developmental Delays"; Creative Works Systems
"Standardized Assessment Tools for Preschool Children—Guidelines for Interpretation"; Child Development Services
"Referral Guidelines for Preschool Children"; Child Development Services
"Down syndrome: Facilitating Communication in the Early Education Classroom"; Asa Adams Elementary School
"Facilitating Communication in Natural Environments"; Woodford's Family Services Respite program
"American Sign Language: An introduction"; Riverton Elementary School

PROFESSIONAL ACTIVITIES (Current)

Early Childhood Initiative, 2008 United Way Committee designed to identify and remediate issues preventing children age birth-5 in kindergarten readiness

Department of Education, 2005-2006. Ad hoc committee created to design and implement statewide Transdisciplinary Assessment and Intervention for children birth-2 protocols.

Regional Provider Advisory Board to Child Development Services, 1997-present (chair).

PROFESSIONAL CREDENTIALS

Certificate of Clinical Competence, American Speech Language Hearing Association (ASHA): 1988-present.

Licensed Speech Pathologist, Maine State Board of Speech Pathology and Audiology: 1988-Present

ERIN E. OLDHAM, Ph.D.
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Portland, ME 04101
eoldham@maine.rr.com
207-874-0539

EDUCATION

Ph.D. Psychological Studies in Education, Department of Education, University of California at Los Angeles, June 1999.
Dissertation: *Risk and Protective Processes among Children Living in Poverty*

M.A. Department of Education, University of California at Los Angeles, June, 1995.
Masters Thesis: *Classroom Change and Attachment Relationships*

B.A. Biology and Psychology, Bucknell University, Lewisburg, PA, June 1992.
Thesis: *Empathic Concern in Infants*

PROFESSIONAL EXPERIENCE

Principal (2003- Present)
Oldham Innovative Research[1]

Current Projects:

Portland Early Literacy Collaborative (2005-2008) - Lead Researcher and Evaluator for three-year Early Reading First Grant in Portland, Maine. Implementing quasi-experimental design to evaluate impact of intensive early literacy intervention in nine child care classrooms.

Little Sprouts Early Literacy Collaborative (2006-2009) - Lead Researcher and Evaluator for three-year Early Reading First Grant in Methuen, Massachusetts. Implementing quasi-experimental design to evaluate impact of intensive early literacy intervention in five child care centers.

New Americans: Child Care Choices of Immigrant and Refugee Parents of Young English Language Learners (2007-2010) – Principal Investigator for study in Maine and Colorado to examine the child care choices of Somalian, Sudanese and Cambodian refugees and Mexican Immigrants.

School Based Health Care (2007-2009) – Principal Investigator for evaluation of the Maine Assembly of School Based Health Care.

Massachusetts Behavioral/Mental Health Specialist Study (2007) – Lead Researcher for study of behavioral/mental health specialists in child care programs across Massachusetts.

Universal Pre-Kindergarten Pilot and Technical Assistance (2008) – Lead Researcher for pilot of requiring child assessments within about 200 pre-kindergarten programs across Massachusetts. Provide technical assistance materials to support programs implementing child assessment tools.

Sanford Safe Schools/Health Students Initiative (2007-2011) – Lead Researcher for evaluation of community effort to reduce substance abuse and improve access to mental health services within the Sanford School District in Sanford, Maine.

[1] Formerly Glenwood Research

New York Quality Rating System (2006 – 2008) Facilitator for developing standards for Quality Rating System in New York.

Selection of Completed Projects:

United Way of Massachusetts Bay (2006 - 2007) - Grant to identify, train and provide technical assistance to child care programs implementing a child assessment system.

Children at Risk in the Child Welfare System: Collaborations to Promote School Readiness (2004 -2007) - Co-Principal Investigator (with Helen Ward) for three year grant from federal Child Care Bureau to examine the collaboration between the child welfare system and the system of early care and education in Colorado.

Massachusetts Child Care Health Consultant Study (2006-2007) – Principal Investigator for study to (1) document the child care health consultants in MA, (2) interview a random sample of child care directors and (3) survey the child care health consultants in MA regarding the amount and type of services provided to child care centers.

Massachusetts Kindergarten Readiness Assessment System (2006) - Principal Investigator for grant from the Massachusetts Department of Early Education and Care to develop a blueprint for a kindergarten readiness assessment system through a state-wide survey, case studies and an assessment implementation pilot.

Rhode Island Quality Rating System (2005-2006) – Facilitator for developing standards for Quality Rating System in Rhode Island (through RI Kids Count) through stakeholders group and parent focus groups. Quality Rating System to be piloted in 2007.

Children' Hunger Alliance (2006-2007) – Conducting study of three types of mentoring/technical assistance programs for family child care providers in three areas in Ohio.

General Supervision Enhancement Grant - Early Childhood Transitions (2004-2007) - Researcher contracted to study current services for children with special needs transitioning from the community into Child Development Services (Part C), from Part C to Part B 619 and from Part B 619 to Part B IDEA. Development of recommendations to Department of Education and indicators to track and improve information related, in part, to the Maine Annual Performance Report. Currently developing means of tracking child outcomes related to IDEA.

Maine Early Childhood Learning Guidelines Evaluation (2005-2006) - Researcher contracted to evaluate training and implementation of Early Childhood Learning Guidelines in 4 areas of Maine.

Harvard After School Initiative (2005). Consultant to develop proposal for enhancing kindergarten readiness of children in three areas in Massachusetts based on the latest research.

Early Learning Opportunities Grant - Coastal Region (2003 - 2005) - Principal Evaluator for $840,000 grant from federal Child Care Bureau to improve quality and accessibility of early care and education in Coastal region.

Embedded Project: *Child Care and Kindergarten Readiness Assessments* - In partnership with Success by Six, Glenwood Research conducted a review of child care and kindergarten readiness assessments and presented findings at a community meeting

intended to establish interest in and partnerships around strengthening the transition into kindergarten.

Head Start Domestic Violence Initiative (2002 - 2005) - Co-Principal Investigator for project to research, design and implement a cross-disciplinary curriculum on domestic violence, child abuse and substance abuse for Head Start Family Service Workers.

New England Workforce Partners for Early Care and Education (2000 - 2003) - Principal Investigator and most recently, Technical Research Consultant for federally funded initiative to enhance availability and reliability of data and policy information on the child care workforce in six New England states.

Lecturer II
University of Southern Maine, Edmund S. Muskie School of Public Service, Public Policy and Management Program, Portland, ME (2003 - Present)
Courses taught: "Public Policy and Children"; "Research Design"

Assistant Research Professor (1999-2003)
University of Southern Maine, Edmund S. Muskie School of Public Service, Public Policy and Management Program, Portland, ME (1999-2003)
Courses taught: "Public Policy and Children"
"Research Design"

SELECTED PUBLICATIONS/REPORTS/PRESENTATIONS

Oldham, E. & Sprauge, P. (2008, April). Riding the Assessment Tide: The Realities of Implementing Child Assessment Systems in Early Childhood Programs. Child Care Exchange.

Oldham, E. & Simpson, N. (2007). Universal Pre-Kindergarten Programs in Massachusetts: What can we do to support programs in implementing child assessment systems? Findings and Recommendations. Portland, Maine: Glenwood Research

Oldham, E. & Simpson, N. (2007). Behavioral/Mental Health Specialists in Early Education Programs. Findings from a Survey of Child Care Directors and Mental Health Specialists. Portland, Maine: Glenwood Research.

Oldham, E. (2006). Massachusetts Statewide Child Assessment System: A Study to Investigate Recommended Implementation Practices. Portland, Maine: Glenwood Research. http://www.eec.state.ma.us/docs/GlenwoodExecutiveSummaryFinal20060825.doc

Oldham, E. & Wathen, K. (2005). Maine Early Childhood Learning Guidelines Follow-up Evaluation Report: Report on knowledge of the Early Childhood Learning Guidelines 6 months following training. Portland, Maine: Glenwood Research.

Ward, H., Yoon, S. Y., Oldham, E., Atkins, J., Morris, P., & Wathen, K. (2007, November). Promoting school readiness of children in the child welfare system. Poster presented at the Conference on National Council on Family Relations, Pittsburgh, PA.

ORIGINAL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN #: 1016000769A2

DATE: April 10, 2008

INSTITUTION:
University of Maine System
16 Central Street
Bangor ME 04401-5106

FILING REF.: The preceding Agreement was dated April 30, 2007

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

SECTION I: FACILITIES AND ADMINISTRATIVE COST RATES*

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

TYPE	EFFECTIVE PERIOD FROM	TO	RATE(%)	LOCATIONS	APPLICABLE TO
PRED.	07/01/07	06/30/08	48.5	On-Campus	Research
PRED.	07/01/08	06/30/10	49.0	On-Campus	Research
PRED.	07/01/10	06/30/11	49.5	On-Campus	Research
PRED.	07/01/07	06/30/11	26.0	Off-Campus	Research
PRED.	07/01/07	06/30/11	52.8	On-Campus	Instruction
PRED.	07/01/07	06/30/11	26.0	Off-Campus	Instruction
PRED.	07/01/07	06/30/11	26.8	On-Campus	OSA
PRED.	07/01/07	06/30/11	16.7	Off-Campus	OSA
PROV.	07/01/11	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending June 30, 2011.		

*BASE:
Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first $25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of $25,000.

INSTITUTION:
University of Maine System

AGREEMENT DATE: April 10, 2008

SECTION I: FRINGE BENEFITS RATES**

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

TYPE	EFFECTIVE PERIOD FROM	TO	RATE(%)	LOCATIONS	APPLICABLE TO
FIXED	07/01/07	06/30/08	8.5	All	NonFaculty-Temp
FIXED	07/01/07	06/30/08	40.3	All	All Other Employees
FIXED	07/01/08	06/30/09	8.3	All	NonFaculty-Temp
FIXED	07/01/08	06/30/09	42.3	All	All Other Employees
PROV.	07/01/09	UNTIL AMENDED	8.3	All	NonFaculty-Temp
PROV.	07/01/09	UNTIL AMENDED	42.3	All	All Other Employees

**DESCRIPTION OF FRINGE BENEFITS RATE BASE:
Salaries and wages.

INSTITUTION:
University of Maine System

AGREEMENT DATE: April 10, 2008

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:
The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

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

1. The rates cited herein are applicable to all universities of the University of Maine System which include but are not limited to Augusta, Machias, Southern Maine, Orono, Farmington, Presque Isle, Fort Kent, and System Wide Services.

2. Use of Off-Campus Indirect Cost Rate: The use of the off-campus rate is determined by agreement between the Univeristy and individual grantor agencies. If projects are principally conducted on-campus with occasional trips off-campus, the project is assumed to be utilizing campus facilities and the on-campus rate is used. If projects are principally conducted off-campus with occasional trips on-campus, the off-campus rates are used.

3. Equipment means an article of nonexpendable tangible personal property having a useful life of more than one year and an acquisition cost of $5000 or more per unit.

4. The rates in this Agreement have been negotiated to reflect the administrative cap provisions of the revisions to OMB Circular A-21 published by the Office of Management and Budget on May 8, 1996. No rate affecting the institution's fiscal periods beginning on or after October 1, 1991 contains total administrative cost components in excess of that 26 percent cap.

5. The fringe benefits rate consists of FICA, Worker's Compensation, Dental Insurance, Unemployment Insurance, Tuition, Medical Insurance, Long Term Disability, Life Insurance, Pension, Sabbaticals, TIAA/CREF and the change in the accumulated unused vacation leave liability.

Effective 7/1/99 tuition support for dependents of University of Maine employees is no longer an allowable fringe benefit expense and is not included in the approved rates.

INSTITUTION:
University of Maine System

AGREEMENT DATE: April 10, 2008

SECTION III: GENERAL

A. LIMITATIONS:
The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegociation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:
This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:
If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:
The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:
If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Maine System

(INSTITUTION)

University of Maine System

(SIGNATURE)

Joanne Yestramski

(NAME)

CFO & Treasurer

(TITLE)

April 11, 2008

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Robert I Aaronson

(SIGNATURE)

Robert I. Aaronson

(NAME)

DIRECTOR, DIVISION OF COST ALLOCATION

(TITLE)

April 10, 2008

(DATE) 0479

HHS REPRESENTATIVE: Jeffrey Warren

Telephone: (212) 264-2069

Components of Published Facilities & Administrative Cost Rate

Institution : University of Maine System

FY Covered by Rate: Rate type: Predetermined	7/1/07-6/30/08	7/1/08-6/30/10	7/1/10-6/30/11	
Rate Component				
1. a. Depreciation - Bldgs & Improvements	2.0%	2.1%	2.2%	
b. Depreciation - Equipment	2.0%	2.0%	2.0%	
2. Interest	0.8%	0.8%	0.9%	
3. Operation & Maintenance	16.4%	16.8%	17.1%	
4. Library	1.3%	1.3%	1.3%	
5. General Administration	0.0%	0.0%	0.0%	*
6. Departmental Administration	26.0%	26.0%	26.0%	*
7. Sponsored Projects Administration	0.0%	0.0%	0.0%	*
8. Other	0.0%	0.0%	0.0%	
Published On-Campus Rate- Research	48.5%	49.0%	49.5%	

* Reflects provisions of revised OMB Circular A-21, Sections G.8a. and G.10, . dated May 8, 1996.

Name [signature]

Title CFO & Treasurer

Date April 11, 2008

Components of Published Facilities and Administrative Cost Rate

Institution: University of Maine System
FY Covered by Rate: Fiscal Years Ending 6/30/08 - 6/30/11
Predetermined Rate

Rate Component	26.0%
1. a. Depreciation - Bldgs & Improvements	0.00%
b. Depreciation - Moveable Equipment	0.00%
2. Interest	0.00%
3. Operation & Maintenance	0.00%
4. General Administration	0.00% *
5. Departmental Administration	26.00% *
6. Sponsored Projects Administration	0.00% *
7. Library	0.00%
8. Student Services	0.00% *
Published Off-Campus Rate - Research	**26.0%**

* Reflects provisions of revised OMB circular A-21, Sections G.8.a and G.10, dated May 8, 1996.

Name : [signature]
Title: CFO and Treasurer
Date: April 11, 2008

Components of Published Facilities and Administrative Cost Rate

Institution: University of Maine System
FY Covered by Rate: Fiscal Years Ending 6/30/08 - 6/30/11
Predetermined Rate

Rate Component	52.8%
1. a. Depreciation - Bldgs & Improvements	2.20%
b. Depreciation - Moveable Equipment	0.90%
2. Interest	0.30%
3. Operation & Maintenance	9.90%
4. General Administration	0.00% *
5. Departmental Administration	26.00% *
6. Sponsored Projects Administration	0.00% *
7. Library	13.50%
8. Student Services	0.00% *
Published On-Campus Rate - Instruction	**52.8%**

* Reflects provisions of revised OMB circular A-21, Sections G.8.a and G.10. dated May 8, 1996.

Name : [signature]
Title: CFO and Treasurer
Date: April 11, 2008

Components of Published Facilities and Administrative Cost Rate

Institution: University of Maine System
FY Covered by Rate: Fiscal Years Ending 6/30/08 - 6/30/11
Predetermined Rate

Rate Component	26.0%
1. a. Depreciation - Bldgs & Improvements	0.00%
b. Depreciation - Moveable Equipment	0.00%
2. Interest	0.00%
3. Operation & Maintenance	0.00%
4. General Administration	0.00% *
5. Departmental Administration	26.00% *
6. Sponsored Projects Administration	0.00% *
7. Library	0.00%
8. Student Services	0.00% *
Published Off-Campus Rate - Instruction	**26.0%**

* Reflects provisions of revised OMB circular A-21, Sections G.8.a and G.10. dated May 8, 1996.

Name : Jane Westmoreland
Title: CFO and Treasurer
Date: April 11, 2008

Components of Published Facilities and Administrative Cost Rate

Institution: University of Maine System
FY Covered by Rate: Fiscal Years Ending 6/30/08 - 6/30/11
Predetermined Rate

Rate Component	
	26.8%
1. a. Depreciation - Bldgs & Improvements	0.50%
b. Depreciation - Moveable Equipment	0.40%
2. Interest	0.00%
3. Operation & Maintenance	7.70%
4. General Administration	11.10%
5. Departmental Administration	2.20%
6. Sponsored Projects Administration	3.40%
7. Library	1.50%
8. Student Services	0.00%
Published On-Campus Rate - Other Sponsored Programs	**26.8%**

Name : Bruce Leatherbee

Title: CFO and Treasurer

Date: April 11, 2008

Components of Published Facilities and Administrative Cost Rate

Institution: University of Maine System
FY Covered by Rate: Fiscal Years Ending 6/30/08 - 6/30/11
Predetermined Rate

Rate Component	16.7%
1. a. Depreciation - Bldgs & Improvements	0.00%
b. Depreciation - Moveable Equipment	0.00%
2. Interest	0.00%
3. Operation & Maintenance	0.00%
4. General Administration	11.10%
5. Departmental Administration	2.20%
6. Sponsored Projects Administration	3.40%
7. Library	0.00%
8. Student Services	0.00%
Published Off-Campus Rate - Other Sponsored Programs	**16.7%**

Name : Diane Gestrandi
Title: CFO and Treasurer
Date: April 11, 2008

University of Southern Maine
Early Reading First Application:
Early Literacy for Every Child

CFDA NUMBER: 84.359B

Submitted to:
U.S. Department of Education
Application Control Center
400 Maryland Avenue, SW.
Washington, DC 20202-4260

June 10, 2008

Submitted by:
Cutler Institute for Child and Family Policy
Edmund S. Muskie School of Public Service
University of Southern Maine
PO Box 15010, 400 Congress Street
Portland, ME. 04112

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Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **7092-Mandatory_USM_Final_Budget_Narrative.pdf**

Budget Narrative

1. Personnel-University of Southern Maine Staff **($1,237,295 total request):** All salaries & wages include an anticipated 5% Cost of Living Adjustment effective July 1st of each year.

Project Director (1 FTE/yr, $76,416 salary/yr 1, $240,902 total request) *Sue Reed* will oversee all activities, supervise the PD, Coaching Director, Admin staff & will ensure that all activities of the grant adhere to the timeline & management plans & that partners & consultants are functioning as a team.

Professional Development Director (1 FTE/yr, $55,394 salary/yr 1, $174,630 total request) *Sue Chevalier* will oversee all PD & coach in two classrooms.

Coaching Director (1 FTE/yr, $55,394 salary/yr 1, $174,630 total request) *Lyn Smith* will supervise coaches & oversee coaching PD & coach in two classrooms.

Early Literacy Coaches (3 FTE/yr, $156,826 salaries/yr 1, $494,394 total request) *Gretchen Greenberg, Jodelle Austin & TBA* will coach in 4 classrooms & ensure that *OWL* curriculum, child, & classroom assessments are appropriately implemented.

Project Assistant (0.4 FTE/yr, $39,480 salary/yr 1, $15,792 requested/yr 1, $49,785 total request) *Amy Sullivan*, Project Assistant II, will assist PD director in training logistics, enter training data in Registry, oversee scholarship & credit with all colleges. ***Administrative Assistant*** (1 FTE/yr, $27,376 wages/yr 1, $86,303 total request) *Nicholas Curlew* will oversee the administrative functions of contractors & consultant payments, materials/equipment purchases & overall support to record-keeping for the grant. ***Grants and Contracts Manager*** (0.1 FTE/yr, $5,282 wages/yr 1, $16,651 total request) *Clare Forstie* will oversee financial, contractual, and budget functions and coordinate management procedures with University and sponsor contacts.

Subtotal USM salaries & wages: $392,480/yr 1, $412,105/yr 2, $432,710/yr 3, $1,237,295 total

Teacher Salary Stipends **($148,900):** Lead Teachers ($1,000, $2000, $3000) Assistants ($300, $600, $1000). Each teacher in the project will receive a stipend for their work on the project.

2. Fringe Benefits **($523,375 total request):** applied to USM staff only @ 42.3%

3. Travel **($158,657 total request):** ***In-State Travel:*** 4 coaches: 1 to Biddeford (36 mi), 1 to Gorham (20 mi), 2 to Lewiston (90 mi + $3.60 tolls/trip) 2 trips/wk*50 wks*$.42/mi = $10,632; 4 staff to Gray (40 mi) & Lewiston (90 mi + $3.60 tolls/trip)-observation & training 2 trips/mo.* 12 mos = $5,587. Total In-State Travel: $16,219/yr, $48,657 total request. ***Out-of-State Travel:*** Travel for 4 staff to ERF (Yr 1), IRA & NRC: $700 airfare + 3 overnights @ $225/night = $1,375/trip, 4 staff *12 trips Yr 1 & 2 staff *8 trips Yrs 2 & 3. Total Out-of-State Travel: $66,000/yr 1, $22,000/yrs 2 & 3, $110,000 total request.

4. Equipment **($72,306 total request):** Yr 1 only: 5 staff laptop computers, $2,000 ea., 16 digital cameras @ $160 ea., 4 video cameras @ $1,000 ea., $55,746 budgeted for technology including $37,931 for 21 classroom desktop computers & peripherals & $17,645 for PD tech equipment including 9 "Learning Lab" laptops.

5. Supplies **($200,464 total request):** Classroom support supplies include OWL curriculum for ea. classroom & project staff Yr 1, budgeted for 16 kits @ $1275.95/kit, 32 books @ $318.95/book, 2 manuals @ $495/manual, $2,500 for shipping, $5,000 for OWL materials; classroom supplies = 16 classrooms*$2,000 ea./yr; Home/Family books & materials @ $7,500/yr; 6 full-day trainings/yr @ $300 ea., & 4 half-day trainings/mo*12 mos @ $50 ea./yr; $5,000 for a Summer Institute in yrs 1 & 2, & project supplies @ $75 x 7.5 FTE*12 mos*3 yrs.

6. Contractual **($1,884,224 total request):**

Center for Community Inclusion and Disability Studies (CCIDS) ($411,666)

Personnel: University of Maine **Coordinator/Coaching Consultant** *Labas* (0.4 FTE, $85,015

total request) will be responsible for the coordination & supervision of the CCIDS subcontract staff & assist the project management team & partners and provide PD to coaches. **Research Associate** *Blagojevic* (0.8 FTE, $114,936 total request) will lead Technology Integration PD & provide PD to coaches & teachers to support implementation on the use technology to support inclusive early literacy professional development & classroom practices (OWL implementation, observation, assessment & documentation). **Technology Specialist** *Geraghty* (0.2 FTE, $20,879 total request) & **Administrative Assistant** (0.25 FTE, $21,339 total request) will provide technology & admin support respectively & assistance to the CCIDS staff related to all subcontract activities.

Fringe Benefits ($107,680 total request): 42.3% for year 1 & 45.5% for years 2 & 3.

Travel ($23,043): Out of state travel is estimated @ $2,000/yr for conference. In-state travel is estimated @ $5,681/yr & includes coaching/PD mtgs, trainings & technical assistance.

Materials/Supplies ($3,600): Estimated @ $1,200/yr & includes training materials & general office supplies for project staff & project activities. **Other** ($4,680): Postage costs are estimated @ $60 ($5/mo.*12 mos.) printing and photocopying is $600 ($50/mo.* 12 mos.) telecommunication costs $900/yr ($75/mo* 12 mos)

Indirect costs ($30,494): 8% of Total Direct Costs

Oldham Innovative Research (OIR) The OIR consulting rate includes benefits & overhead.

Erin Oldham, Ph.D. PI Evaluation will oversee all aspects of the evaluation & will contribute 20 hrs/mo/yr @ $115/hr in yr 1, $27,600 total. Years 2 & 3 include a 5% COLA, $28,980/yr 2 & $30,429/yr 3. Nan Simpson, Project/Data Manager north (Lewiston) & Donna Link (Project/Data Manager south (Portland/Biddeford)-60 hrs/mo @ $70/hr* 2 = yr 1, a total of $100,800. Yrs 2 & 3 include a 5% COLA, a total of $105,840/yr 2 & $111,132/yr 3.

Travel: $6,000/yr is included for travel within Maine & $1,800/yr for the Evaluator to travel to ERF grantees meeting.

Equipment: 2 laptop computers @ $2,300 to collect qualitative and quantitative data on site ($4,600). CLASS training ($3,500)

Supplies: General supplies budgeted @ $75/month

Contractual: $38,340 is included to cover data collection time (classroom & child assessments) of 8 data collectors (based on $135/child/yr*284 children), & $2,700/year is budgeted for data collectors' travel. Interpretation costs are budgeted @ $2,500/year.

Other: ELLCO/CLASS budgeted @ $215/classroom*2 times*16 classrooms, $6,880 in yr 1, $215/classroom*16 classrooms, $3,440/yrs 2 & 3. Assessments in year 1 are budgeted as follows: PPVT & EVT ($4,250 for 5 more tests; $2,660/yr for forms) $6,910; PALS ($400 for 6 more tests; $1,140 for forms) $1,540; ELLCO ($100 for tests; $1,000 for forms) $1,100; CLASS ($200 for tests/books; $1,000 for forms) $1,200; Pre-LAS ($750 for 3 tests) $750; & CBDM ($2,000 for technical assistance). $9,800 is budgeted for assessments in yrs 2 & 3. Telephone ($75/mo), Postage ($75/mo), Computer usage ($90/mo), Copying ($75/mo), incentives for parents ($7,100/yr)

Total OIR Costs: Year 1 ($220,000), Year 2 ($219,280), Year 3 ($226,021)

Judith Schickedanz ($72,000): Dr. Schickedanz will provide 24 days of early literacy & *OWL* training & consultation ($750/day*24 days/yr + $6,000 total travel expenses/yr).

Grace Valenzuela ($28,490): will provide multilingual PD & consultation ($500/day*18 days/yr + $497 total travel expenses/yr), a total of $9,497/year.

Dathan Rush & M'Lisa Sheldon ($10,050): Mr. Rush & Dr. Sheldon will provide 2.5 days of on site training on coaching @ $3,500/day & an additional 5 hrs/mo, $260/hr in year 1.

Kirsten Cappy ($15,497): Home/Family consultant will coordinate home/school events budgeted @ $5,000/yr + $166 total travel expenses/yr, a total of $5,166/yr.

Northeast Hearing & Speech ($38,120): *Laurie Mack & Tara Jaquet*, SLPs will provide training on phonological awareness & will consult to teaching staff on individualizing OWL for Tier 2 children. Budgeted for 139.5 hrs/yr 1 & 168.5 hrs/yr 2 & 3 @ $80/hr.

Child Development Services ($15,000): Budgeted @ $5,000/yr. Contract includes pay for case managers & therapists working with children in the intervention preschools to attend training, adapt curriculum to IEP when appropriate & for collateral contact with staff

Mentor Teachers ($12,000): Budgeted @ 4 Mentor Teachers, $1,000 ea $4,000/yr.

Mentor Teacher Substitutes ($14,400): Budgeted @ 10 hrs/mo* $10/hr*4 subs, $4,800/yr

EL Coordinators ($577,200): PROP EL Coordinator budgeted @ $66,000/yr, Androscoggin EL Coordinator budgeted @ $37,100/yr & St. Louis EL Coordinator budgeted @ $33,100/yr, 30 subs/yr @ $10/hr*(100 hrs/sub @ St. Louis & 200 hrs/sub @ PROP & Androscoggin) = $55,000/yr, background checks: $40/sub*30 subs/yr = $1,200/yr, $192,400 total/yr.

Transcription Services ($30/hr x 100 hrs/yr), ***Videographer*** ($1,000/yr), ***Interpreters/Translation*** ($2,000/yr), and ***Materials' Makers*** ($6,500 in yr 1) are included in the budget.

8. Other Direct Costs **($199,560):** Scholarships- 40 people@2 courses ea, $240/course/yr. Membership dues & fees are $1,500/yr. Conference & registration fees are budgeted @ $210/yr. Postage, copying, telephone & LAN based on FTE totaling $31,500/yr. Rentals @ $1,800/yr.

9. Total Direct Costs **($4,424,781)**

10. Indirect Costs **($208,320):** 8% of Total Direct Costs.

11. Training Stipends **N/A**

12. Total Project Costs **$4,633,101**