U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080069
Grants.gov Tracking#: GRANT00473583

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:
06/10/2008	

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: Waterbury School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
066001900	967798059

d. Address:

* Street1:	236 Grand Street
Street2:	
* City:	Waterbury
County:	New Haven
* State:	CT: Connecticut
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	06702

e. Organizational Unit:

Department Name:	Division Name:
Education Department	

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

Prefix:	Mrs.	* First Name:	Louise
Middle Name:	Allen		
* Last Name:	Brown		
Suffix:			

Title: Grant Writer

Organizational Affiliation:

Waterbury School District

* Telephone Number:	203-346-3506	Fax Number:	23-346-3508

* Email: lbrown@waterbury.k12.ct.us

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:

C: City or Township Government

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

School District

*** 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.):

Waterbury, CT New Haven County USA

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

WE Read First – Waterbury students Read First when supported by the Trophies Pre-K and Breakthrough to Literacy programs, both SBRR programs.

Attach supporting documents as specified in agency instructions.

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

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: CT-005

* b. Program/Project: CT-005

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

4985-Congressional_Districts.doc

17. Proposed Project:

* a. Start Date: 10/01/2008

* b. End Date: 09/30/2011

18. Estimated Funding ($):

* a. Federal	1,284,211.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,284,211.00

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

○ a. This application was made available to the State under the Executive Order 12372 Process for review on .

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

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

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

○ Yes ● No

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

☑ **** I AGREE**

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

Authorized Representative:

Prefix:	Dr.
* First Name:	David
Middle Name:	L.
* Last Name:	Snead
Suffix:	Ph.D
* Title:	Superintendent of Schools
* Telephone Number:	203-574-8004
Fax Number:	203-574-8010
* Email:	dsnead@waterbury.k12.ct.us
* Signature of Authorized Representative:	Louise Brown
* Date Signed:	06/10/2008

Authorized for Local Reproduction

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
4985-Congressional_Districts.doc	application/msword

AdditionalProjectTitle

File Name	Mime Type

Waterbury School District, Waterbury, CT

Congressional Districts to be served

CT-005 and CT-003

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Waterbury School District

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	$ 468,588	$ 477,399	$ 486,478	$ 0	$ 0	$ 1,432,465
2. Fringe Benefits	$ 182,468	$ 186,275	$ 190,203	$ 0	$ 0	$ 558,946
3. Travel	$ 7,600	$ 7,600	$ 7,600	$ 0	$ 0	$ 22,800
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 453,273	$ 59,500	$ 59,500	$ 0	$ 0	$ 572,273
6. Contractual	$ 127,362	$ 131,362	$ 138,348	$ 0	$ 0	$ 397,072
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 44,920	$ 44,920	$ 44,920	$ 0	$ 0	$ 134,760
9. Total Direct Costs (lines 1-8)	$ 1,284,211	$ 907,056	$ 927,049	$ 0	$ 0	$ 3,118,316
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,284,211	$ 907,056	$ 927,049	$ 0	$ 0	$ 3,118,316

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)

Approving Federal agency: [] ED [] Other (please specify): _____

(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:
Waterbury School District

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 Louise Brown	* TITLE Superintendent of Schools
* APPLICANT ORGANIZATION Waterbury School District	* DATE SUBMITTED 06-10-2008

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

Tracking Number: GRANT00473583

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: Waterbury School District * Address: 236 Grand Street Waterbury CT: Connecticut 06702 Congressional District, if known: 5th	
6. * Federal Department/Agency: U.S. Dept. 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: NONE NONE * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: NONE NONE
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: Louise Brown * Name: Dr. David L. Snead PhD Title: Superintendent of Schools

	Telephone No.: 203-574-8004 Date: 06-10-2008
[redacted]	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
9016-GEPA_Statement.pdf	application/pdf

GEPA Statement

"The Mission of the Waterbury School System is to establish itself as the leader in Connecticut for Urban Education Reform in partnership with the State Department of Education and the entire Waterbury community. The school system will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never wavering belief that all young people can be exemplary students, while becoming respectful, responsible, productive citizens vital to our community." (emphasis added) In accordance with the Mission of the Waterbury Public Schools, and its Anti-Discrimination Policy, Waterbury will address the special needs of ALL participants and affected stakeholders to overcome barriers to equitable participation in the proposed project, including barriers based upon gender, race, color, national origin, disability and age.

In implementing the Early Reading First program at the proposed Waterbury sites, Waterbury will consider and resolve accommodations concerns for all staff, students, and parents. Hiring will be done in accordance with the district anti-discrimination policy and will include broad-based publication of job openings to assure to the extent possible that a diverse applicant pool steps forward.

The special needs of students and parents for Spanish, Albanian, or other language materials will be considered and addressed with the assistance of the Bi-Lingual Office whose staff serves students in the district who speak approximately 40 different languages. Curriculum and other documents for students participating in the project will be purchased both in English and Spanish, in light of Waterbury's high percentage of Spanish speakers. Project leaders will access print resources, and district and State Department of Education consultants/experts, to meet the needs of special education students that may arise in the implementation of the project.

Teachers will participate in training to prepare them to adapt lessons and activities to meet the needs of all students in the program. More specifically, Waterbury will provide training for teachers and other preschool staff to enhance staff skills related to delivery of a dual-language program at some sites, ESL support in others, and effective strategies to meet special education needs of the pre-school participants. This training will be in addition to the training provided in connection with the new Harcourt *Trophies P re-K* and *Breakthrough to Literacy* programs.

Access for students and other stakeholders with disabilities will be assured. Project leaders will continuously consider accessibility concerns when planning and holding all events related to the grant project.

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 Waterbury School District
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: David Middle Name: L. * Last Name: Snead Suffix: Ph.D * Title: Superintendent of Schools
* SIGNATURE: Louise Brown * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Dr.

Paul

Sequeira

*** Address:**
30B Church Street

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2. Applicant Experience:

_Yes • No _ Not applicable to this program

3. Human Subjects Research

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

_Yes • No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName MimeType

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **7529-ABSTRACT.doc**

ABSTRACT

With the support of our School Board and community, the Waterbury School District is in an ideal position to implement Centers of Excellence focused particularly on bi-lingual and special needs children. Immigrants are attracted to Waterbury because of a tolerant community demeanor, a perceived wealth of entry-level jobs and a supportive Student Intake Center. Our school Board embraces the idea that early education is the foundation to future learning for *all* children and its support is limited only by lack of funding. In the past 10 years, the Board has added inclusion classes and bilingual aides, provided for co-teachers in all special education classes and supported joint planning among all sites. Also in the past 10 years, the total student population has grown from approximately 14,000 to 18,223. Today 43% are Hispanic students, 28.6% are Black, 26.2% are White, 1.8% are Asian American, and .3% are American Indian. Demand for pre-K exceeds supply and we screen applicants, accepting those who are lowest in speech and predictive literacy skills.

Now Waterbury proposes to provide new services to our urban children who face significant learning challenges, including poverty, English as a second language, and special physical, mental, or emotional needs. The project will meet all invitational priorities and serve 216 preschool children/year in 9 classrooms with an equivalent of 6.5 hours per day, 5 days per week, 46 weeks per year, in classrooms led by highly qualified teachers. *WE Read First,* grounded in scientifically based reading research, utilizes *Harcourt Trophies for Pre-K* and *Breakthrough to Literacy Pre-K*, an extensive curriculum of explicit, intentional skill-based instruction in language and literacy development. The project will involve parents and families. It will be distinguished by a dual-language approach in some classes and a 'push-in' ESL support model in others. Classroom staff will participate in extensive and ongoing professional development and will use on-going assessments to drive instruction. *WE Read First* includes an evaluation plan to be carried out by an independent evaluator. Significant gains in the oral language skills of Pre-K students are expected.

Project Narrative

Project Narrative

Attachment 1:
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INTRODUCTION –

Waterbury Connecticut is an urban community located in the western part of the state of Connecticut. Waterbury serves a diverse population consisting of 43% Hispanic students, 28.6% are Black, 26.2% are White, 1.8% are Asian American, and .3% are American Indian. More than 18,000 students attend the Waterbury Public Schools. Enrollment has grown steadily over the past 10 years adding approximately 4500 students during this time. Each year Waterbury is faced with a number of new students and limited preschool placement. Preschool seats are offered to the students who are at the greatest risk of failing in their education. Initial screening reveals that students need significant assistance to become successful in Kindergarten. Research suggests that the greatest risk factor we face is the high poverty in the target area. [1] (88.25% of children qualify for free lunch in Waterbury's Pre-Kindergarten.)

Issues related to children's linguistic and cultural backgrounds represent a continuing and increasing challenge for our teachers. Our Pre-kindergarten classrooms are, in all likelihood, these children's first sustained contact with a new culture and their limited experiences will help set the stage for future school success or failure.[2] Parents are eager to immerse their children in education, their hope for a more secure future, and consequently, the demand for Pre-Kindergarten services far exceeds the district's ability to provide classrooms and teachers. To address greatest needs, Waterbury screens using the Batelle[3]. The acceptance of these children is based on those who are the lowest in communication and predictive literacy skills. Each mainstream class consists of at least 2 special education inclusion seats. Waterbury also offers several co-taught classrooms consisting of 8 special education children and 10 regular education peers. Despite the challenges, despite the poverty, so far, the children from the targeted classrooms enter kindergarten with average scores on the DIAL-3, an important indicator of the moderate gains the preschool program has made to date. DIAL data is included in Appendix.

Selection Criterion 1: QUALITY OF PROJECT DESIGN

Factor 1:up-to-date knowledge from research –Poverty cannot excuse low student achievement and recent research suggests that the quality of a child's early experiences can overcome the effects of poverty[4]. Yet, Waterbury preschool students are not achieving as well as they should be/can be. The main features of the proposed Waterbury Early Reading First project, *WE Read First,* will create that high quality and are based on research and the replicable experience of other successful Pre-Kindergarten programs. The proposal emphasizes: researched based curricula addressing phonological and print awareness, letter knowledge and oral language and vocabulary; major support for English Language Learners/special needs students; the regular use of assessments; support of the teacher; and involvement of parents.

Curricula – The proposed project curricula, *Harcourt Trophies Pre-K* and *Breakthrough to Literacy for Pre-K*, are both supported by the findings of the National Research Council, and aligned with the goals of the National Association of Education Young Children. *Trophies,* developed by Dr. Dorothy Strickland, (Rutgers University) was first piloted in Waterbury's two Reading First schools and now it is the existing district-wide core curriculum in Waterbury K-5 classrooms. Use of the *Pre-K Trophies* curricula will provide a seamless transition for Waterbury's youngest learners as they enter Kindergarten. In a 2005 study of the instructional effectiveness of the Harcourt Trophies Pre-Kindergarten reading program, results revealed that there were statistically significant gains in scores from pre and post tests, for students of all levels of income, minority and non-minority. (Educational Research Institute of America, July 2005) *Harcourt Trophies* is fully aligned to the Connecticut State standards and to the No Child Left Behind initiative. It is also aligned to the existing teacher developed Pre- Kindergarten curriculum. Key principles of Dr. Strickland's research and of the *Trophies* curriculum address the major components of this proposal[5]:

Harcourt Research Finding	WE Read First Components
Key early literacy predictors of reading and school success include oral language, alphabetic code, and print knowledge.	Targeted small group instruction addresses phonological and print awareness, oral language, vocabulary and alphabet knowledge.
Teacher knowledge and support of diversity and linguistic differences is important in early literacy development; support for ELLs should be specified and provided in 2 languages when feasible.	A focus of PD is on ELL/special needs support strategies. 46 weeks of full day instruction. Materials available in Spanish.
Early literacy assessment should use multiple methods and use the information to improve both teaching and the whole preschool program.	Use of assessment for screening, diagnosis, monitoring and outcome measurement; Training in administration and interpretation of assessment (PALS Pre-K, PPVT III, TROLL,ELLCO, curriculum-based assessments).
Highly capable teachers are required to implement today's more challenging early literacy curricula.	Whole group background in SBRR Classroom-based support (weekly) Opportunities to individualize PD with college, conferences etc.
Parent involvement programs should have a strong early literacy component that guides parents and caregivers in providing early literacy experiences at home.	Training videos on literacy support in English/Spanish; Weekly take home books English and Spanish Home conversation assignments Volunteer opportunities Monthly student progress updates

Breakthrough, which will be used for intervention and literacy lab instruction, evolved from research at the University of Iowa[6] and has been identified as "an exemplary program" by Head Start (2002). In 2005, in a 2 year study, in Miami Dade Co. (FL), *Breakthrough* students Many of them ELL, made significant gains on *all* measures of the Test of Preschool Early Literacy. [7] More than half of preschoolers at the New York Institute for Special Education moved from special education to general education after 1-2 years with BTL. [8]

Together Trophies and BTL makeup a comprehensive approach designed to ensure that Pre-Kindergarten age children obtain reading readiness skills. The proposed programs increase intensity of existing services and builds children's background knowledge, kindergarten readiness, early language and literacy skills. For intervention purposes, these materials will

combine an immersion in literature with a comprehensive sequence of skills instruction that can be adjusted to meet a variety of needs and that provides sufficient material for 46 weeks of instruction.

There are 5 major components in the Waterbury WE Read First proposal:

Component 1- Addresses phonological and print awareness, oral language, vocabulary and alphabet knowledge

Reading Component	Aligned Program Components	Support in Research
Oral language/vocabulary	Small Group, Story time, Activity Time; Daily book discussion, questions; graphic organizers, word wall; book on CD or computer	Snow, Burns and Griffin;[9] Yaden[10]
Phonological awareness	Small Group; Explicit small group (*Explicit Instruction for Phonemic Awareness to Phonics TG)*; Think time, Thinking Cap, Word Puzzle software	Armbruster, Lehr, Osborn,[11] NICHD [12]
Concepts of print	Story time, Activity Time; Big Books, shared reading, related literature in centers, environmental print	Moats,[13] Clay [14]
Alphabet knowledge	Small group, Story Time, Activity Time; Alphabet songs, chants; wall friezes, puzzles, whole and small group direct instruction, alphabet software	Gunn, Simmons, Kame'enui,[15] Pressley [16]

Component 2- ELL, Special education and other at-risk children – The Rand Report [17] identifies variables that can impact a child's ability to learn to read. When teachers understand these, they can focus on prevention rather than intervention. Children with language or cognitive delays may need more small group or "secondary prevention"[18] which will be partly provided with the services of Literacy Coaches and Bi-lingual Coaches, and a full 46 weeks of instruction.

Component 3 – Assessment – To individualize instruction, teachers need information about each child's development in reading.[19]

Component 4 –Support of the teacher – The teacher can have a greater impact on student achievement than any other factor. [20] Support of teachers will be sustained, intense, and occur mostly in the classroom within the context of instruction.[21]

Component 5 – Family Involvement – If parents are to be partners, they first have to be informed and kept up-to-date.[22]

Selection criterion 1, Factor2, Purpose 1-specify existing programs –The sites selected for the *WE Read First* centers include 9 classrooms annually serving 216, 3 and 4-year olds. They are intentionally selected for their location in one of the most educationally at-risk areas of the community, where the greatest concentration being non-English dominant children. In spite of their high-risk status, graduating Pre-Kindergarten children from these schools are at an average performance according to the DIAL-3 which is required by the city when they enter kindergarten. In every site, we employ highly qualified, Connecticut State certified teachers and highly qualified assistants based on NCLB standards. There is very low pre-K teacher turnover (see App.). Students made average gains throughout the Pre Kindergarten 2007-2008 school year. The current program operates just 180 school days per year. The purpose of this project is to dramatically raise the students' level of Kindergarten readiness.

The 9 classrooms are in 6 buildings located mostly within a five-mile radius of each other. The spread of classrooms across 6 buildings has not resulted in the isolation it might have. The teachers have joined together and formed one team. They meet weekly, plan together, share materials and attend professional development together. The suggested 5 center limit grows out of a concern that more than that might spread resources too thin. However, that will not be the case in Waterbury as the "centers" are close and the population served is small. In identifying centers to target, our partners felt that it was more important to go to an area where the need was

most urgent. The situation in our community is a reasonable exception to the 5 center recommendation.

Purpose 2, language and literacy activities based on SBRR

Goal: *All children will show statistically significant gains in oral language, phonological and print awareness and alphabet knowledge as measured by the PALS-Pre-K, PPVTIII, Pre—LAS and TROLL.*

Scope and Sequence –Program components follow a logical sequence from language acquisition to emergent literacy, and beyond. *Trophies* implements a scope and sequence through 25 themes that each include instruction in all literacy domains. Skills, strategies and concepts relevant to each domain are introduced, reviewed and built upon as the program progresses (i.e. each domain is more fundamental in the earlier themes and more complex as the class moves to later themes). With *Breakthrough,* children move through a sequence of lessons at their own level and pace, from simply to listening to stories in English (practice for ELLs) to gaining phonological and phonemic awareness as precursors to phonics; recognizing words and syllables which progresses to identifying initial and final consonants; and segmenting and blending phonemes. In comprehension, a weekly sequence that moves from predicting and re-telling to inferring, analyzing and evaluating. Writing recognizes a writing sequence from scribbles to invented spelling.

Teachers will know what to do as a result of intentional and explicit teacher instruction using materials that outline daily lessons; SBRR professional development that models best instructional practices; assessment data which helps teachers screen, diagnose, monitor and modify instruction for children at different levels; and regular interaction (in the classroom, common planning meetings, data meetings and via the e-mail) with the curricula trainers as well as the local literacy coach. Harcourt's Teacher's Edition has theme planners that advocate activities over the course of a theme. Planners divide the themes into 5 days, each of which

includes Circle, Story and Activity Times. Phonological awareness in the earlier themes focuses on fundamental skills such as attending to sounds in the environment and to individual words within spoken sentences. These skills will be reviewed systematically and used as the foundation for small group instruction of more complex skills, such as identifying and counting syllables in words and blending onsets and rimes. Themes near the end of the program introduce phoneme-level skills such as identifying and matching initial sounds in words. Teacher materials include notes for every Circle Time, Story Time and Activity Time. Lessons include plans for customizing instruction for children needing extra support or targeted reteach (such as ELL and advanced learners). There are also directions for over 50 learning center activities.

Teachers know what to do for effective intervention with struggling readers. On-going assessment determines the skills to be taught in small groups and teaching follows an explicit sequence that is presented in detail in the teacher's *Phonemic Awareness to Phonics Guide.*

Although the focus is on literacy, teacher materials and the *Connecticut Preschool Curriculum and Assessment Framework* also stress the importance of social, emotional and physical development and provision is made for these in each day's instruction. The State Framework was used as the basis of the Waterbury Pre-Kindergarten curriculum.

Instruction is explicit and intentional –

Trophies –In *Story Time*, small groups of children listen to a literature selection then participate in a creative response designed to increase comprehension. High interest content in a variety of theme literature includes: Big Books, lap books, Big Book of Rhymes and Songs, Nursery Rhymes Anthology, and Read Aloud/Take-Home Books. *Activity Time* features on small groups where content is individualized from Circle Time and focuses on: oral language, vocabulary, independent writing, and letters and sounds.

Direct instruction is used to teach rhyming, words in sentences, syllables, sound matching, beginning and ending sounds, blending, segmenting, and phoneme manipulation. First the teacher will model how to do the activity, and then provide guided practice, and finally opportunities for independent practice. For example, during small group the teacher might indicate a sentence with the pointer, pointing to each word. Then would model clapping out each word, " Down (*clap*) by (*clap*) the (*clap*) bay (*clap*)." The children take turns doing it with the same phrase, then with subsequent phrases with the teacher and finally with partners. Explicit instruction can take the form of games and other engaging activities but it still includes teacher modeling, guided practice, and independent practice. Intentional, focused instruction will be based on clearly defined goals and embedded in daily routines. To accomplish this, teachers will need to align their assessment results with integrating the scope and sequence of the teacher guides. At the same time, they will learn to follow up on activities that emerge as a result of student interest. For example, a student might point to the poster announcing the upcoming school play. The teacher can point out information such posters present: time, price, special events, etc. Or, on a particular day, there might be high wind and rain forecast – an opportunity to teach some rich "storm" vocabulary, examine a map, access the internet on our in-room computer for storm movement and perhaps read Seymour Simon's *Storm!* Tuning in to student interest achieves a balance between teacher-directed and child-initiated experiences.

Oral language and oral comprehension strategies include shared reading along with small group instruction related to phonological awareness and the interaction of letters, sounds, and words.[23] Teachers will learn to engage children in "rich" conversations with new words and to encourage complete sentence responses. In the unit on transportation such words might include dump truck, moving van, pick-up. Explicit instruction using real life situations (field trips) will develop comprehension strategies, background knowledge, and vocabulary in small groups.

Vocabulary for example, will be introduced within the context of a featured story. Through such activities as collaborative class writing, the class will discuss and manipulate print words using graphic organizers, visuals, and concrete objects. Reviewing vocabulary will be done in multiple contexts. Five days of oral comprehension strategies will develop vocabulary, language use, and higher-order thinking skills. Comprehension strategies follow a sequence from simple to complex: 1) activate prior knowledge and predict; 2) remember, retell and interpret; 3) reflect and personalize; 4) analyze and create; 5) evaluate, summarize, and celebrate.

Phonological awareness will be integrated into all aspects of the school day through rhyming songs, syllable clapping and grouping objects by beginning sound.[24,25] Children will engage in repeated readings [26] and increasingly complex discussions about each story. They will acquire concepts about print as they observe the teacher reading.[27,28] The rotation through the language and literacy centers provides opportunities for oral and written language including alphabet, rhyming and vocabulary activities aligning with the featured story.

Intervention and Struggling Readers - During intervention, the children will have opportunities to apply emergent forms of reading and writing. Students will have time to examine books read in story times more closely and other activities will give them ways to read and write for a purpose: observing the marking of the attendance list, placing lunch orders, reviewing the calendar and daily schedule. Applied writing includes morning sign in, morning meeting, calendar, signing up for centers, and sending thank you notes to class visitors or writing birthday party invitations.

BTL will be used in the literacy lab and in the extended year program, with children who are still substantially behind their peers, and particularly with ELL children. In the software (available to children as they become developmentally ready), *Listen and Speak* allows children to listen to stories and record themselves. *Thinking Cap, Think Time* and *Word Puzzle* are all

phonological awareness tasks where children manipulate words or parts of words from the 36 stories. *Explore Words* incorporates 4 skill areas: listen, blend, segment and word recognition. Auditory, visual, print, and context support address developmental needs, learning styles, and rates of learning. During small group instruction teachers use the *Explicit Instruction in Phonemic Awareness to Phonics Teacher Guide*, for direct teaching of such concepts as syllables, beginning sounds, etc. While the teacher works with one or a few children, other children reinforce their learning in centers. The BTL intervention comes with performance benchmarks and an automatic, internal monitoring program that helps the teacher see if the instruction is on target.

Meeting the Needs of ELL, Special Education Children -The diverse needs of ELL students require a solution that is developmental, that incorporates an integrated approach to language and literacy development, that provides individualization and that is sensitive to cultural diversity. The underlying philosophy that oral language development is fundamental to literacy success provides the framework for our ELL plan. Research supports that **second language learners** develop oral language proficiency in much the same way as first language learners – by using it![29] When possible, they benefit from native language support. [30] ***WE Read First*** combines: small group language and cognitive experiences, made clearer through staff development in specific ELL strategies; listening and individualized software instruction and support in Spanish through vocabulary and phonemic awareness cards in Spanish, Take-Me-Home books with read along CDs in Spanish and Home Videos, and progress reports in Spanish. Teachers will ensure that children have many opportunities to converse with their peers. The teacher will learn to use all available resources to provide real life, practical reasons to talk – using language to get things done. Other strategies include: manipulatives, pantomime, facial expressions, partners, short sentences, eye contact, high-frequency words, pre-teaching new vocabulary, and avoidance of

idioms. Repeated listening to the stories on the CD or computer reinforces vocabulary and allow children to focus on the nuances of pronunciation and inflection. They can record themselves "reading" (repeating sentences from the story) and compare their speech to the recorded model. This feature can be very powerful for ELL children because it helps them produce closer approximations of English speech in a private, non-threatening environment. For Spanish-speaking ELLs, *Spanish Connections* provides English/Spanish picture vocabulary cards for the stories and take-home books in Spanish, providing the recommended native language support.

Special needs students benefit from the following supports: the familiarity of a book that is shared and used in different ways for an entire week; listening to the whole story, individual words, sentences or pages as often as necessary; and comparing their reading with the model. Initially, some children may only listen and re-listen to the stories. Many of the strategies that are effective with ELLs (more instruction, more time, various supports) are also effective with Special education students.

Content - Common preschool themes (self, family, friends, food, animals, community) serve as a backdrop for building literacy and oral language through shared reading. About half of the titles are non-fiction and encompass science, math and social studies while others are simply engaging stories. Characters represent various racial and ethnic groups, different ages and include disabled characters. Audio English/Spanish CDs of the stories include regional accents from different parts of the country. A teacher guide introduces strategies for setting up developmental and literacy centers related to each book. Each classroom also has additional decodable books and story books in the classroom library.

Time Spent in Literacy Instruction- Daily Schedule

Harcourt's 25 themes are designed to cover 25 – 50 weeks. The Teacher's Edition contains theme planners that allocate activities over the course of a theme. The planners divide the theme

into five days, each of which includes Circle Time, Story Time and Activity Time sections. The three of these together account for 60-120 minutes of teacher-directed whole and small group instruction. Keeping in mind there will never be a whole group activity that lasts longer than 10 minutes. Additionally, the program offers 50 small group or independent learning center activities in which children practice key skills and gain experience with important concepts.

Sample Daily Schedule

8:00	Morning meeting, calendar
8:15	Small group shared reading; Small group centers with direct instruction with rotations (for each child, 1 is teacher-led and 5 are student choice- literacy learning centers)
9:15	Outside; gross motor; free play, drawing activities from state standards and curricula
9:45	Snack (family style "meal") –practice conversation
10:00	Small group -Literacy Learning Centers and teacher-led small group – 3 rotations (each child 1 SG with teacher and 2 language/literacy centers)
11:00	Creative arts – drawing, painting, drama, music
11:40	Lunch
12:15	Movement, chants, rhymes
12:25	Story and discussion related to AM literacy activity/unit
12:35	Science, social studies – read aloud; hands-on activities Small Group Center
1:15	Clean Up, review day
1:30	Dismissal

* Children spend over 120 minutes daily in literacy related activities

The instructional day for 4 year olds is 5.5 hours (equal to a 6.5 hour day as there is no nap). Three year olds are in the Waterbury public school Pre-K centers for 3 hours a day and at a licensed child care facility for the remaining time, totaling an average of 8 hours. The childcare is a wrap around service that supports working families. All "providers" of child care are licensed and approved through the Connecticut School Readiness Program. These providers are supervised and monitored by a Connecticut State Department of Public Health Specialist. They must also go through a rigorous grant process every 2 years to become an approved provider. To maximize literacy activities, both childcare and public school teachers are included in the

program and will collaborate in their planning. All classrooms and childcare will be fully equipped. Childcare providers work with the public preschool teachers – and meet at least 4 times a year for professional development, Open Houses and end of the year reviews. Childcare is already year round; public school instruction will be extended to 46 weeks using grant funds.

Meeting the Needs of ELL, Special Education Children -

Attached as an Appendix is the **Language Acquisition Plan** which details the Waterbury plan for two Dual -Language classrooms, with the remaining 7 classrooms receiving intense support from two Bilingual Coaches. These coaches will provide direct services to children and support teachers and assistants.

Special needs students benefit not only from the ELL plan, but will also benefit from the following supports: the familiarity of a book that is shared and used in different ways for an entire week; listening to the whole story, individual words, sentences or pages as often as necessary; and comparing their reading with the model. Initially, some children may only listen and re-listen to the stories. Many of the strategies that are effective with ELLs (more instruction, more time, various supports) are also effective with Special education students.

Purpose 3-Language and literature rich environments

Goal: Increase preschoolers' cognitive development through high quality language- and literacy-rich environments as measured by pre- and post-ELLCO administrations.

Strategies and materials to enhance the environment – Language and literacy materials (books, writing tools, environmental print) are located throughout the classroom, easily visible and accessible to children.[31] *WE Read First* will have at least 15 books per child in each classroom and child care facility. Big Books, decodable and leveled books in a variety of genres, trade books (representative of the best children's literature to support various curriculum themes), magazines, charts, posters, signs and labels, environmental print, photographs with captions, songs, and informational books [32] help children see a variety of purposes for print and

to value their own writing. In addition to print, classrooms will have multiple materials that make connections to literature, to reinforce language and literacy skills. Background knowledge is accessed through informational sources such as books, photos, charts, natural specimens, living things. Literacy support materials in the room include puppets, story props, tape recorders, wordless picture books. Visual aids in the classroom (and child care where appropriate) benefit all students, but particularly ELLs. These include: graphic organizers, timelines with rebus symbols, reading that relates to as many senses as possible.[33] Materials are displayed at a visual level appropriate for children and are easily accessible. Written materials published by students are an important part of the environment and will be displayed so that children can easily examine them. Word walls, [34] pocket charts, magnetic boards, and message boards, and student "mail"[35] are quick, easy ways to change the words and sentences children are viewing. Finally, print-rich classrooms will be stocked with a large collection of take-home books, including copies of the featured story which students add permanently to their own home libraries. Teachers, providers and students should have a place to bring additional print materials and display them. A print-rich environment is intended to inspire questions and observations. It is abundant in teaching and learning as well as materials. In classroom centers, children not only play and explore, they also learn to communicate, share, problem-solve, question, experiment, develop motor skills, pretend, AND apply what they learned during other centers. The entire day is spent in small groups with the teacher directed and child selected activities. Centers and bulletin boards will change frequently (every two weeks) to reflect current themes and most recent student work. Thus the writing center might feature menus from a local restaurant, recipe cards and a blank grocery list during the food unit. The dramatic play center that was a train station during the transportation theme becomes a grocery store, restaurant or roadside produce stand during the food unit. Student –made maps and traffic signs, on display during the

transportation theme give way to grocery store sale inserts, a class cookbook or restaurant menus.

Strategies and materials to develop oral language - Oral language is the foundation on which reading is built.[36] During shared reading, the children have many opportunities to use oral language, listen to appropriate language being modeled (full sentences with modifiers), learn new concepts (plant life cycle), and develop vocabulary (silo, pitchfork, hayloft). Each day, the teacher reads and talks with the children about the focus book. Expanding the children's enjoyment of the story's language and illustrations, while helping them connect the story with their everyday lives. These repeated interactive language experiences build upon each other to establish a strong foundation for reading success.

Research has demonstrated that the most effective read-alouds are those in which children are actively involved asking and answering questions and making predictions rather than passively listening.[37] This "dialogic reading" results in gains in vocabulary,[38] comprehension strategies,[39] and concept development.[40] Dialogic reading will be one of the professional development topics.

After repeated readings, children know the books and stories so well that they can "read" them to their families. Verbal interaction and the approval of family members are essential in promoting the children's self-confidence, love of language, and enjoyment of the printed word. The teacher will encourage full participation, engaging children in true conversation about their experiences and what they have read and not just simple yes-or-no responses.[41,42]

Each day during shared book time, the teacher and small groups create a graphic organizer. These are written representations of concepts or content from the story. Children contribute to the graphic organizers by drawing or "writing" pictures, words, or letters to represent their ideas. Teachers hang these in the classroom for later reference.

Developments of children's background knowledge- Teacher materials include strategies for activating background knowledge prior to introducing each book, such as class field trips, connecting a new story to a familiar one, to current events, or to some concrete items in the room. Teachers and students may bring real-life items and photographs that connect to stories. Teachers learn strategies for oral discussions that elicit connections for children during training. Field trips and visitors expand background knowledge and are suggested for each unit. Most of our children have narrow horizons. Funds will be used for two study trips a month for each year (for example, to the local park, theater, zoo or a farm). Concepts and vocabulary will be pre-taught.

Parents' role in expanding background knowledge –Before the beginning of each school year teachers meet one-on-one with families and fill out a Family Conference Form and Narrative Summary Form. By the second parent conference (October) a Language Sample and Child Profile Form are filled out and shared. Early readers tend to have parents or other caregivers who are enthusiastic about their early attempts at literacy. They don't necessarily try to teach the children to read, but they do keep books in the house, read to the children, answer questions about what something says, point out words and letters and value their child's attempts to write and encourage children to continue writing. Most of our parents need to be made aware of these activities and in some cases, trained in how to support their children. Planned parent support activities will include: Take-me-home books given out weekly to start home libraries; Parent workshops (featuring shared reading strategies led by other parents); A home literacy video in English or Spanish; three annual parent conferences; Classroom volunteer opportunities directed at parents and caregivers; Celebration of families at school (families and neighbors invited to share their culture, talents or skills)

Purpose 4 – Professional development

GOAL: to provide the strategies and embedded classroom support that enables teachers to understand how children acquire language and learn to read – as measured by observation and the ELLCO.

Through *WE Read First*, staff will participate in comprehensive staff development moving from overview and introduction to hands-on application. Staff development will employ the "gradual release of responsibility" as we move toward a level of teaching skill that means our current teachers can train and support future teachers. Introductory and background information will be presented in a workshop format. However, on-going supports from colleagues and specialists, as well as opportunities for self-examination are important to the career-long development of excellent teachers.[43]

The classroom literacy coach is the backbone of staff development. This person attends all whole group training and then works daily with each teacher to implement it in the classrooms. The site based coach will be experienced in early childhood education and early literacy and will have experience in providing professional development (job description attached). The coach will spend up to 6 hours a week with each teacher - depending on the individual needs of the teachers.

Finally, opportunities will be available to each teacher to continue her own staff development by attending related college courses. For teachers to internalize what they learn in staff development, they need a time and way to reflect. All teachers in the *WE Read First* grant will keep "Personal Response" notes, in formats developed for this program, following staff development and implementation of the new strategies presented through the training.

WORKSHOPS Year 1

Title	Purpose	Presenter
Overview of ERF (3 hrs)	Review grant components, schedule	Director, Supervisor (PI), Coordinator
Intro. To SBRR (6 hrs)	Introduce key research and provide examples of its application	Dorothy Strickland

Introduction to Curricula (6 hrs each program)	Review key features, materials, teacher guides and built-in assessments	Harcourt trainer Wright Group trainer
Assessment training (4 hours)	How to administer, interpret PALS Pre-K, PPVT III, Pre-LAS, TROLL	Haskins Laboratory and/or District Supervisors
Curriculum workshop #2 (Harcourt or BTL) (6 hrs each)	Follow-up to ensure fidelity to curricula	Harcourt trainer Wright Group trainer
Dialogic Reading (3 hrs)	Modeling the strategy, practice	Coordinator
Early Childhood Environment Rating Scale- Revised -- ECERS-R (12 hours)	ECERS strategies; Including classroom environments to support language and literacy	Sarah Moran, ECERS Consultant

Years 2 and 3 will each have only 3 workshops during the year and 3 days during the summer. Generally topics will be a more in-depth examination of concepts introduced in year one. Topics will also grow out of the coordinator's observations combined with the needs suggested by teachers. They are tentatively planned to include, but will not be limited to, the following: outdoor literacy centers, anecdotal records, oral language strategies, phonological awareness, alphabet knowledge strategies, strategies for print concepts, effective writing centers, infusing literacy across the content areas.

CLASSROOM-BASED PROFESSIONAL DEVELOPMENT

BTL Literacy coach **8 hours**	4 visits/year to assist with implementation, answer questions, model small groups, assist with software; model or co-teach
On-site literacy coach **184 hours**	At least 4 hours week/classroom; assists with implementation all PD; data analysis and planning instruction; models SBRR strategies
Class visits **-3 hrs**	Teachers visit 2 other classrooms to watch their peers, get ideas

SUMMER INSTITUTE

Name, hours	**Presenter**
ELL strategies –demonstration, practice 6 hours	Jo Guzman, New Horizons
SPED Strategies – demonstration, practice 6 hours	SERC: The State Education Resource Center of Connecticut
Level 2 Effective classrooms –strategies based on ELLCO for more literacy rich classrooms – 6 hours	ACES Regional Service Center representing the south central Connecticut school districts

Summer topics change but number of days remains the.same.

INDIVIDUAL PROFESSIONAL DEVELOPMENT

College courses 54hrs.	To help aides get appropriate degree; teachers get advance degree
Attend state or Nat'l reading conference 18 hrs	Teachers attend assigned or pre-approved sessions and bring information back to others (IRA,NAEYC)
T. Response Notes 12-15 hours/year	Teachers will be paid a stipend for keeping a response journal following each PD session. They will record how they plan to use information presented and what happened when they did.

Teachers will have a minimum of 265 hours of professional development, with 200 of those hours individualized or in the classroom.

Purpose 5 Assessment

First, teachers will be introduced to principles of assessment so that they understand it as a critical component of good teaching—as central to effectiveness as are lesson plans, appropriate objectives, effective teaching practices, and well-selected materials. This is consistent with the district-wide initiative to use data-driven decision making. Assessment will come to be seen by teachers as the backbone for instructional decision-making week-to-week, day-to-day, and moment-to-moment. Second, the teachers will learn to administer and interpret measures (the TROLL, PALS, PPVT-III, Pre-LAS), as well as to monitor their children's performances across the day in countless informal ways. They will learn to interpret children's responses to tasks, their oral language, and emerging writing. All teachers have been trained in DIAL 3, which is part of the districts protocol. This assessment will compliment the other assessments allowing teachers to have a holistic overview of the child. Third, benchmarks will be established through professional development sessions in which all participants discuss, plan, and project how they will help to monitor children's growth toward expected goals. The informal measures that will be employed (e.g., TROLL and curriculum-based checklists and rubrics) will indicate children who are experiencing undue delays so that they can be provided with more immediate and

focused help. Each step of this process will be supported and monitored by the Project Coordinator, literacy coaches, and school staff.

Tool	Purpose (validity/reliability –also see End Notes)	Frequency
PPVT-III[44]	Receptive vocabulary, oral language	2 x /year – fall and spring
Pre-LAS[45]	The Pre-LAS, "The Pre-Language Assessment in Spanish" indicates proficient, limited, or non-speaking skills and high, medium, or low pre-literacy levels.	3 x/year fall, winter and spring
PALS Pre-K[46]	Name writing, letter knowledge, beginning sound, rhyme, print, word and phonological awareness	3 x /year fall, winter and spring
ELLCO[47]	Literacy environment checklist; classroom observation tool; teacher and parent interviews; literacy activities rating scale	Fall and spring (pre and post)
TROLL[48]	Situational language, rhyme recognition and production, vocabulary use, speech production and listening comprehension, engagement with books, letter & word recognition, writing. Field-tested – high internal consistency –alphas exceeding .89.	Fall; then on-going as informal monitoring
Dial 3	The DIAL-3 provides standard deviation and percentile cutoff points by chronological age at two-month intervals. Motor, Concepts, Language, Self-Help, and Social. Percentiles are ranked and standard scores are provided.	Pre (Fall) and post (Spring)

One of the initial workshops introduces all of the assessments, their purposes and how to administer and interpret them. The literacy and bilingual coaches will effectively use assessment data to plan the lessons. Initial administration of the PALS Pre-K, PreLAS and PPVT will give baseline data and a starting place for planning instruction. The January PALS Pre-K and PreLAS will monitor mid-year progress and show teachers how to modify instruction or create and adjust small groups. Harcourt and BTL have a number of internal measures to monitor progress: assessment notes, observation checklist, end-of-unit, and inventories in Phonological Awareness, Listening, Print Concepts, and Letter Recognition. Teachers will use these to reconfigure groups and plan lessons

May test administrations provide annual outcome evaluation. The literacy and bilingual coaches will disaggregate the data by student and by skill so teachers can see exactly what is

needed in their classrooms. After an initial administration of the ELLCO, the evaluator will share with teachers the strengths and weaknesses of their classroom environments (Purpose 3).

Criterion 1, Factor 3- Coordination with Other Resources - All project classrooms will adhere to the CT Preschool Curriculum and Assessment Framework, along with the Pre K -12 Language Arts and Mathematic curriculum, thus ensuring a Pre K-3 alignment. Harcourt is the current K-5 SBRR reading program in the district. By adding the Pre-K program, we allow for full PK-5 alignment. Lesson plans created by the literacy coach will evolve from the curriculum and be aligned to these standards as well. Internal reports are produced on a continuum year to year and will give the kindergarten teacher the information she needs to place the child in the small group and software instruction.

We are a Reading First district. For the past four years, the Driggs and Bucks Hill schools have received Reading First funding. This has allowed for teachers of kindergarten through third grade to receive intensive professional development in phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, these schools have been using materials and strategies that were chosen because of their basis in scientifically based reading research. Now the principles supported by NCLB have filtered through the entire school district and guide instruction in all of our schools.

Monthly shared planning meetings will bring Pre-K teachers, kindergarten and 1st grade teachers together for the purposes of aligning instruction and sharing expectations. Pre-K children and their parents will take a trip to kindergarten and children will spend a day, following the kindergarten routines. A summary of progress will follow the children along with a portfolio of work and all their assessment data. Because teachers meet monthly, kindergarten staff will have easy opportunities to obtain information from the Pre-K teacher or ask for clarification.

QUALITY OF THE PROJECT PERSONNEL The School District's hiring procedures will comply with all federal and state laws, including laws prohibiting discrimination. The School District is an Equal Opportunity Employer. The proposed project will encourage applications for employment through a wide variety of sources to ensure all underrepresented groups have an equitable opportunity for employment with this project. Steps will include providing signs in multiple languages and making applications available in locations where a variety of underrepresented groups congregate. (See attachment to form 427).

Selection Criterion 2, Factor 1: Project Coordinator

The direct program leadership will be the responsibility of Ms. Kristine Keidel, Supervisor of the Early Childhood Education Program, who will serve as Principle Investigator. She will give 20% of her time to overseeing this project – with no cost to the grant. Ms. Keidel has vast experience in the field of early childhood, and has been instrumental in the expansion of the districts Pre-K program. She has incorporated monthly staff meetings and common planning time meetings. With her supervision, a fully aligned state standard curriculum has been developed and implemented. Data teams based on the Doug Reeves model meet bi-monthly. Ms. Keidel reports directly to Dr. Paul Sequeira, Assistant Superintendent of Curriculum and Instruction and Mrs. Ann Marie Cullinan, Assistant Superintendent of Special Education and Pupil Services. Ms Keidel has direct access to the vast expertise and support of the two assistant superintendents; she has ample opportunity to seek that expert input at regularly scheduled individual and group meetings. Dr. Sequeira will actually serve as the Project Director.

A full-time Project Coordinator will be retained to provide daily leadership to the overall project. The Project Coordinator will be responsible to the Early Childhood Supervisor and to the principals at each site for effective management practices. He or she also will work closely with the external evaluator to ensure ongoing reporting, assessment, and feedback to stakeholders.

The ideal candidate for this position will have a minimum of a Master's degree from an accredited university, a valid Connecticut teaching certificate, a minimum of five years of successful teaching experience in early childhood (PreK-3rd grade) preferably with an ESL or bilingual population, and experience supervising coaches or providing staff development. Superior candidates will have ESL certification, Reading certification, and administrator certification or experience coordinating large projects.

Selection Criterion 2, Factor 2: Key Project Personnel

Early Reading First funds will be used to hire two highly qualified literacy coaches and two bilingual coaches, with expertise in early childhood, literacy, and English as a second language. Acceptable candidates for the literacy coach positions will have a minimum of a Master's degree from an accredited university, a valid Connecticut teaching certificate, and a minimum of five years of successful teaching experience in early childhood (PreK-3rd grade) and/or a minimum of 5 years teaching Reading preferably with an ESL or bilingual population. Superior candidates will have Master's Degree, ESL certification, Reading certification, professional development experience at the site or district level, expertise with effective ESL and early childhood instructional strategies, and experience as an effective coach for teachers. The bilingual coaches will have at least the qualifications of the literacy coach but also must be bilingual in English and Spanish and have training in ESL/ELL/ bilingual education.

Any newly hired teachers will have at minimum a bachelor's degree and a certification in early childhood. Teacher Assistants will have a minimum of a Child Development Associate or Associates degree and/or will have a minimum of 60 hours of college credit in early childhood education.

Selection Criterion 2, Factor 3: Project Consultants

Waterbury will engage an external evaluator who is experienced in Reading First and effective literacy practices. Waterbury will contract with professional development and evaluation consultants to ensure strong, independent experts in each area. The *Harcourt Trophies* and *Breakthrough to Literacy* trainers who will provide professional development training to the school leaders and staff members implementing the program all have extensive experience and success in the field of early childhood education as teachers and/or administrators. Their role is to ensure fidelity to curriculum implementation. All trainers receive intensive, specific on-going training in providing professional development associated with their respective programs.

Trainers will use a coaching/mentoring model (the model supported by the National Staff Development Council) and techniques that are appropriate for adult learners. Trainers are all teachers or administrators, with extensive experience in early literacy and early childhood education, who have been trained. The trainers are supported by an area manager, and backed by both Harcourt and the Wright Group's implementation team. The trainers will support teachers in the intervention by visiting classrooms at least 11 times over 3 years in addition to providing workshops.

ADEQUACY OF RESOURCES

Selection Criterion 3, Factor 1: Commitment of each Partner to the Project Success

Conversation and Collaboration among targeted sites including principals, teachers, teacher assistants and childcare providers were given information about the program, the requirements, and the expectations. Each building was asked to provide a buy-in statement for selection in the program. The buy-in included commitment toward professional development attendance, implementation of new curricula and teaching strategies, and willingness to receive ongoing coaching assistance from program experts and literacy coaches. One hundred percent (100%)

support was evidenced by signatures on the attached "buy-in" sheet thus ensuring enthusiastic participation in this endeavor. (See Appendix)

Selection Criterion 3, Factor 2: Adequacy and Reasonableness of Costs

This total project cost is $ 3,118,116. approximately $4,813 per student, affecting at least 648 students over the three years. This program seeks to increase the number of students who are ready for kindergarten with a strong literacy foundation. Most of the materials and professional development in this project build capacity with the teachers, teacher assistants, literacy coaches and principals by providing the foundation to be successful in years after funding ends. Initial materials and training costs will not need to be repeated.

Of the budget for the first year, much of the cost is going towards building staff, purchasing materials and professional development to enhance teacher's knowledge and effectiveness of teaching literacy in the classroom. Monies will also be spent on upgrading the quality for developing a print rich environment in all classrooms, school libraries and childcare. These expenditures will continue to be of benefit over time and are urgently needed in the project sites. Adding real life materials and going on field trips increase the children's limited experience and can only be a tremendous "value added." Professional development is costly but is the essence of improving early literacy instruction. With intense support for 3 years, Waterbury expects to build long-term capacity. It is the project's intention to forge a critical mass of highly trained teachers who have the skill and experience to continue to provide training needs throughout the district after the grant ends. Coaches are essential and their on-site, daily involvement will give teachers the support they need to effectively implement and maintain the major changes required.

Increases in student achievement. Given data on the model and the results that this curriculum obtained in other Early Reading First programs, Waterbury anticipates bridging the

achievement gap among all children, having them achieve high scores on the DIAL-3 and Kindergarten readiness expectations for entering kindergarten. Waterbury further anticipates those gains being maintained into first grade as evidenced by DRA and DiBBLES scores (mandatory testing for district).

QUALITY OF THE MANAGEMENT PLAN

Waterbury's management plan is designed to ensure quality implementation of the proposed project. A Planning/Advisory Committee will be made up of the Supervisor of Early Childhood, the *WE Read First* Project Coordinator, the principals, childcare providers, additional district administrators (e.g. Bi-lingual, Special Ed.), and the external evaluator. **Selection**

Criterion 4, Factor 1: Adequacy of the plan to achieve objectives

Goal 1: All children will show significant gains in oral language, phonological and print awareness, and alphabet knowledge				
Objective 1 - Children demonstrate measureable improvement in oral language				
Activities	**Benchmarks**	**Indicators of Achievement**	**Position responsible**	**Begin/end date**
Administer beginning year assessments	Baseline established	Baseline data recorded	Teacher, literacy and bilingual coaches	Oct/Nov each school year
Small group shared reading, discussion	9 months growth	End of year Pre-LAS, PPVTIII – end year score of 80	Teacher, literacy and bilingual coaches	Sept/July each school year
Daily language learning ctrs.	9 months growth	End of year Pre-LAS, PPVT III score 80 end of year	Teacher, literacy and bilingual coaches	Sept/July each school year
Practice at home	Parents participate 4 times by Jan.	End of year Pre-LAS, PPVT III score of 80 each year	Family, Teacher, literacy and bilingual coaches	Sept/July each school year
10 minutes daily software instruction	Computer reports show students progressing	Monthly record of mastery of targeted skill	Teacher Literacy and bilingual coaches	Nov/July each school year
Obj. 2 Children demonstrate measureable improvement in phonological awareness				

Activities	Benchmarks	Indicators of Achievement	Position Responsible	Begin/end date
Shared book reading; listen to stories	PALS Pre-K Rhyme Winter mean score – 5.5 Beginning sounds – 6.7	PALS Pre-K Rhyme -10; Beg. Sounds-10	Teacher , Literacy and bilingual coaches	Sept./Jan/May each school year
Books on tape and CD			Teacher Literacy and bilingual coaches	
Daily songs rhymes chants			Teacher Literacy and bilingual coaches	
Scaffolded small group instruction with Spanish language or other support as needed			Teacher Literacy and bilingual coaches	
Objective 3 - Children demonstrate measureable improvement in print awareness				
Activities	**Benchmarks**	**Indicators of Achievement**	**Position Responsible**	**Begin/end date**
Explicit small group instruction and modeling	PALS winter mean print knowledge score of 7.5	PALS Pre-K results; Pre-LAS, PPVT III results	Teacher Literacy and bilingual coaches	Pre-test Sept. each year; post-test May each year
Children read along books on tape			Teacher Literacy and bilingual coaches	
Teacher infuses room w/print: environmental, word walls, labels, graphic organizers; student work			Teacher Literacy and bilingual coaches	
Students keep journals, write responses to stories, new endings			Teacher Literacy and bilingual coaches	Sept/June each school year
Objective 4: Increase children's alphabet knowledge				

Activities	Benchmarks	Indicators of Achievement	Position responsible	Begin/end date
Display alphabets – charts, posters	Children know 8 letters at the midyear assessment	Children recognize at least 17 letters by the end of the year	Teacher, assistant Literacy and bilingual coaches	August each year
Provide SG instruction - attending to different learning styles			Teacher, special education teacher Literacy and bilingual coaches	September – July each school year
Individualized instruction using software			Teacher Literacy and bilingual coaches	November – July each school year
Place alphabet reinforcement materials in centers – tracing templates, stamps etc.			Teacher Literacy and bilingual coaches	August each year; change at intervals
Send home alphabet games, magnetic letters			Teacher Literacy and bilingual coaches	3 times/year at Literacy Nights
Goal 2: Increase preschoolers' cognitive development through high quality language and literacy environments as measured by pre- and post-ELLCO administrations.				
Objective 1: Evaluate classroom literacy environment				
Administer ELLCO		Record baseline score for each classroom	Outside evaluator or literacy/bilingual coach	September each year
Objective 2 – Create SBRR classroom environments				
Activities	**Benchmarks**	**Indicators of Achievement**	**Position Responsible**	**Begin/end date**
Offer PD in effective classroom environments	Attendance POs submitted	80- end year 1 90- end year 2 100 end year 3	Literacy /bilingual coaches, outside providers	Fall 2009
Purchase books, materials to	Coach informal		Supervisor, Project Coordinator,	November each year – Feb. of next

upgrade classrooms	records		Literacy bilingual coach, budget specialist	year
Literacy coaches assist with room setup			Literacy /bilingual coaches, teachers Project Coordinator	November each year
Objective 2. Increase children's oral language and background knowledge				
Activities	**Benchmarks**	**Indicators of Achievement**	**Position responsible**	**Begin/end date**
Small group shared book experiences and discussion	Mid-year TROLL shows progress	Oral language achievement as measured by TROLL, PPVT III	Teacher Literacy and bilingual coaches	Aug./July each year
Listen to stories on CD			Teacher Literacy and bilingual coaches	Aug./July each year
Provide dramatic play and dialog opportunities			Teacher Literacy and bilingual coaches	Aug./July each year
community experiences and invite parents to visit			Teacher Literacy and bilingual coaches	Aug./July each year
Assign home conversations			Teacher Literacy and bilingual coaches	Teachers, Parents
Goal 3 provide the strategies and embedded classroom support that enables teachers to understand how children acquire language and learn to read.				
Objective 1 Design and schedule professional development plan to increase teacher understanding of SBRR				
Activities	**Benchmarks**	**Indicators of Achievement**	**Position Responsible**	**Begin/end date**
Identify specific PD needs through survey, observation, achievement analysis	Attendance, workshop evaluations indicate positive response	PD scheduled and attended	Supervisor. Project Coordinator	September each year
Concept	Attendance,	ELLCO results	Project	Schedule

workshops (overview, ELL, curricula, Assessment, special education)	workshop evaluations indicate positive response	for classroom instruction	Coordinator	varies each year but set by October 1.
Schedule literacy coach visits to classrooms	Feedback forms completed		Literacy/ bilingual coaches	September and January each year
Sign up for college courses	5 teachers who register		Teachers	Beginning fall, spring, summer semesters each year
Teachers visit colleagues' classrooms	2 visits		Project Coordinator	Beginning each semester
Objective 2 teachers understand scientific reading research and implement SBRR strategies in their classrooms				
Activities	**Benchmarks**	**Indicators of Achievement**	**Position Responsible**	**Begin/end date**
Coaches model SBRR strategies in classrooms	Teacher response notes	ELLCO results show teacher growth	Literacy/ bilingual coach	Sept./July each school year
Teachers practice and get feedback	LC notes	Literacy coach notes	Teacher Literacy and bilingual coaches	Sept./July each school year
Teachers observe in other classrooms		Teacher notes	Teacher Literacy and bilingual coaches	Sept./April each school year

Time commitments of key staff are detailed in Criterion 4 below.

Criterion 3, Factor 2 Data Collection and continuous project improvement

Data to be collected	Purpose	Frequency
PALS pre-K, PreLAS, PPVT, ELLCO, TROLL	See Criterion 1, Factor 2, Purpose 5	See Criterion 1, Factor 2, Purpose 5
Demo lesson observation checklist	to help teacher focus on how strategy will be implemented	During each demo lesson by outside consultant or Literacy and Bilingual coaches
Classroom walk-thru list	To record improvements, needs in environment,	Monthly, director and Literacy and Bilingual

	instruction	coaches
Teacher Reflection notes	To help teachers internalize what they are learning	Teacher records after implementing the strategies presented in PD
Workshop evaluations	To give director and presenters feedback on their presentations	After each of 4 annual workshops and summer Academy

The project will have the benefit of a Planning/Advisory Committee made up of the childcare providers and principals of each site, teachers, the Project Coordinator, and the PI, Kris Keidel. This group will meet 3 times a year but stay in contact by phone and email to review grant activities and to confirm that implementation is moving as scheduled. Collecting adequate progress data and interpreting it in a timely manner is crucial to effective implementation. The evaluator will work closely with the Project Coordinator and literacy and bilingual coaches to ensure that all the assessments including the PPVT, PALS, Pre-LAS, TROLL and ELLCO pre-tests are conducted on time. As soon as the student data from each center is complete, the evaluator will prepare reports for teachers to use in tailoring instruction and summaries of the ELLCO findings for the director and literacy and bilingual coaches to use in assessing the classroom environments. On a weekly basis, teachers will turn in their observation and reflection notes. An administrative assistant will maintain data on the purchase and inventory of materials. She also will keep track of attendance at all professional development activities.

To ensure that data is used for project improvement, the coordinator and evaluator and supervisor will meet monthly to review data findings, assess progress and address shortcomings. The Coordinator will visit sites weekly. Continuous improvements at the request of the Advisory Committee, PI, and/or Project Coordinator will occur based upon data collected and analyzed.

Criterion 4, Factor 3 – Hours each person will devote to project

Ms. Keidel as **Principle Investigator** will contribute 20% of her time to the project, participating in weekly updates and attending overview training. A **Project Coordinator**, to be hired, will devote 100% of her time to the project and be paid 100% from the grant, as will both of the **literacy coaches** and both **bilingual coaches**. A half-time **assistant** will be available to manage orders, inventories, copies of materials and the maintenance of reports for approximately 20 hours a week and will be paid half-time from the grant. A half-time **grant account specialist** paid by grant funds will spend approximately 20 hours a week maintaining financial records and keeping project leadership apprised of timely expenditures and account balances. This person will also file all financial reports required by the school district and the government. All consultants, including the evaluator, will be paid inclusive daily fees that include their costs for doing research, developing presentations and demonstration lessons for 6 hour days, following up training with teachers, and their travel expenses.

Criterion 5, Factor 1

Waterbury will engage an independent external evaluator to monitor and analyze the project's effectiveness in reference to the overall goals of the Early Reading First program and this project. The external evaluator will work closely with the Project Coordinator and Supervisor of Early Childhood Education (PI) to assure that a high-quality, comprehensive evaluation is conducted. The evaluation will include quantitative and qualitative data collection on both a formative and summative basis. Multiple measurement instruments are identified in the Evaluation Plan. These assessments align to the Reading First assessments for screening, diagnostic, progress monitoring, and outcomes. The reliability of the formal measurement tools noted in the Evaluation Plan is detailed above on page 20, and in the end notes. Timing of each of the formal assessments is also detailed at page 20.

Evaluation Plan

Project Goals and Objectives	Expected Outcomes	Measurement Instrument(s)	Person(s) Responsible
GOAL 1: All children will show significant gains in oral language, phonological and print awareness, and alphabet knowledge.			
Objective 1: Children demonstrate measureable improvement in oral language.	75% (yr1), 85%(yr2), 90%(yr3) of participating children will demonstrate age-appropriate oral language skills each June. 85% of participating children will demonstrate "significant gains" in oral language skills	PPVT-III Receptive Pre-LLAS Ongoing Principal Interviews/ Focus Groups Observations	Evaluator, Teachers, Project Coordinator
Objective 2: Children demonstrate measureable improvement in phonological awareness.	85% of participating children improve phonological awareness skills (pre/post comparison)	PALS Pre-K	Evaluator, Teachers, Project Coordinator
Objective 3: Children demonstrate measureable improvement in print awareness.	85% of participating children will improve print awareness (pre/post comparison)	PPVT-III Pre-LAS PALS Pre-K	Evaluator, Teachers, Project Coordinator
Objective 4: Increase children's alphabet knowledge.	85% of participating children will increase the average number of letters they can identify 90 % of alphabet letters	PALS Pre-K Upper Case Alphabet Knowledge subtask	Evaluator, Teachers, Project Coordinator
GOAL 2: Increase preschoolers' cognitive development through high quality language-and-literacy environments as measured by pre- and post-ELLCO administrations.			
Objective 1: Evaluate classroom literacy environment.	Teachers' average score on ELLCO will increase annually by 15%	ELLCO	Evaluator, Project Coordinator
Objective 2: Create SBRR classroom environments.	Teachers' average score on ELLCO will increase annually by 15%	ELLCO Literacy Coach Logs	Evaluator, Project Coordinator
Objective 3: Increase children's oral language and background knowledge.	85% of participating children will significantly improve oral language and background	PPVT-III ELLCO TROLL	Evaluator, Teachers, Project

	knowledge.		Coordinator
GOAL 3: provide the strategies and embedded classroom support that enables teachers to understand how children acquire language and learn to read.			
Objective 1: Design and schedule professional development plan to increase teacher understanding of SBRR.	SBRR professional development will be planned in year 1, and implemented in years 1, 2, and 3	ELLCO PD Questionnaires	Evaluator, Project Coordinator
Objective 2: Teachers will understand scientific reading research and implement SBRR strategies in their classrooms.	Number of teachers who understand scientific reading research and implement SBRR strategies in their classrooms will increase to 85% (yr1), 95% (yr2), and 100% (yr3).	ELLCO Ongoing Literacy Coachs' Logs; Teachers' Reflection Journals; Lesson Plans; Discussions at Common Planning Time; Principal Interviews and Focus Groups	Evaluator, Project Coordinator, Supervisor of Early Childhood Education (PI)
GPRA - Cost Item	District will determine cost per participating preschool-aged child who achieves "significant gain" in oral language skills	PPVT-III Receptive	Project Coordinator, Supervisor (PI)

Criterion 5, Factor 2

The Evaluation Plan, chart above, details the use of instruments that will yield both quantitative and qualitative data. Waterbury's plan includes formal assessment tools and informal observation, faculty/coach logs and notes, professional development questionnaires, and lesson plans, as measures of whether the district has met its goals and objectives. In addition to conducting formal assessments, Waterbury will use these frequent informal assessments to determine whether and to what extent it is meeting project goals. The evaluator will develop

protocols for focus groups and professional development evaluation questionnaires. The questionnaires will include Likert-type and open-ended items. Occurrence of and attendance at all professional development activities will be documented as well. Observations by the Project Coordinator, and the Supervisor of Early Childhood Education (PI), will yield still further qualitative data that might go uncollected but for their significant commitment of time to the project. (See management plan.) Additionally, to be sure to obtain qualitative information about program implementation, professional development, and perceptions of project effects, focus groups and principal interviews will be held at each of the participating schools. Focus group input will also be sought from other stakeholders including parents/families, data teams, participating teachers, other teachers and school administrators, and the Planning/Advisory Committee. All of the information gathered will be used to drive instruction.

The evaluator will be responsible to provide informal interim reports to the project leadership team (PD, PI, Project Coordinator), on-going summary reports for various evaluation activities, and formal annual reporting of the evaluation findings for each year of the Early Reading First (ERF) grant. Annual reports will include reports due to the U.S. Department of Education in connection with the Waterbury ERF program. The evaluator will meet with the grant leadership team regularly to provide evaluation project updates.

The evaluator will be selected in accordance with local procurement procedures that include a competitive bidding process. At this time Waterbury has put out an rfp for grant evaluators and has received responses. Respondents selected as meeting the requirements of the rfp will be approved to work on this project, if selected by the project leadership. Project leaders will select an evaluator from the approved list based upon his/her expertise in the evaluation of this and/or similar grants programs.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **6145-Mandatory_App._1_-ERF_datasheet_-_6.08.pdf**

Attachment 2:
Title: Pages: Uploaded File: **4763-App._2_Eng._Lang._Acq._Plan-_FINAL_08.doc**

Attachment 3:
Title: Pages: Uploaded File: **4534-Appendix_3.End_Notes.doc**

Attachment 4:
Title: Pages: Uploaded File: **7732-App.4_-_Resumes_&_Job_Desc._Key_Personnel.pdf**

Attachment 5:
Title: Pages: Uploaded File: **428-App._5_Staff_Support_Letter.pdf**

Attachment 6:
Title: Pages: Uploaded File: **921-App._6_-DIAL_scores_&_CT_Benchmarks_-final.pdf**

Appendix 1 Program Data
Current Information

Center	# class-rooms	# 3 year olds	# 4 year olds	% poverty	% ELL	*Special needs	Hrs/day Days/wk/ Wk/yr	% AA	% white	% other	Avg. Daily Attendance	Instruct. program	Fund. source
Bucks Hill	2	36	18	86.3%	36 Eng. 1 Arabic 16 Span. 1 Vietnamese	24	5.5 hrs/day & 2.5 hrs/day	25%	25%	49%	94%	Co – Taught & Reg. Ed w/ Inclusion	Title I
Bunker Hill	1	0	18	83%	10 Eng. 5 Span. 2 Albanian 1 Portug.	0	5.5 hrs/ day	6%	44%	50%	94%	Reg. Ed w/ inclusion	Title I
Driggs	1	0	13	92.9%	7 Eng. 6 Span	0	5.5 hrs/day	31%	8%	62%	92%	Reg. Ed w/ inclusion	Title I
Sprague	3	30	56	84.2%	39 Eng. 43 Span. 1 Kurdish 1 Arabic 1 Portuguese	1	5.5hrs/ day & 2.5 hrs/ day	14%	9%	77%	95%	Reg. Ed w/ inclusion	Title I
Walsh	1	0	18	94.9%	10 Eng. 8 Span.	0	5.5 hrs/ day	39%	6%	56%	94%	Reg. Ed w/ inclusion	Title I
Washington	1	0	15	88.2%	8 Eng. 7 Span	2	5.5 hrs/day	7%	0%	93%	93%	Reg. Ed w/ inclusion	Title I

* Of the Special Education preschool children being served;
11% of the children are diagnosed on the Autistic scale
71% receive Speech services
14% receive Physical Therapy services
29% receive Occupational Therapy service

Appendix 1 Teacher Data

Current Information

Center	# cert. teachers	Assistants	Para's	Yr. exp. Teacher	Yr. exp. Teacher Assistant	Years w/ preschool Teachers	Years w/ preschool assistants
Bucks Hill	2	2	2	Matthew- 19 Boisvert – 23 Ms. Scappini – 3 yrs Mrs. Burke – 17 yrs	Rice – 13 yrs Finke – 16 yrs Fares – 3 yrs	Matthew – 15 yrs Boisvert – 8 years Ms. Scappinni – 1 yr Mrs. Burke – 17 yrs	Rice – 10 yrs Finke – 11 yrs Fares – 3 years Smear – 15 years
Bunker Hill	1	1	0	Byron – 25 yrs	Mousaid – 1 yr	Byron – 10 yrs	Mousaid – 1 yr
Driggs	1	1	0	Rinaldi – 35 years	Allen – 1 yrs	Rinaldi – 4 yrs	Allen – 1 yr
Sprague	3	3	0	Hanas – 28 yrs Stemmer – 25 Yrs Decarlo – 32 yrs	Priblia – 3 yrs Auger – 10 yrs Rentas – 9 yrs	Hanas – 4 yrs Stemmer – 25 yrs Decarlo – 32 yrs	Priblia – 1 yr Auger – 10 yrs Rentas – 9 yrs
Walsh	1	1	0	Lago – 37 yrs	Quispe – 1 yr	Lago – 28 yrs	Quispe – 1yr
Washington	1	1	0	Miller – 14 yrs	Ortiz – 27 yrs	Miller – 4 yrs	Ortiz – 27 yrs

[redacted]

PR/Award # S359B080069

Appendix 1 Program Data
Future Information

Center	# class-rooms	# 3 year olds	# 4 year olds	% poverty	% ELL	*Special needs	Hrs/day Days/wk/ Wk/yr	% AA	% white	% other	Avg. Daily Attendance	Instruct. program	Fund. source
Bucks Hill	2	36	18	86.3%	36 Eng. 1 Arabic 16 Span. 1 Vietnamese	24	5.5 hrs/day & 2.5 hrs/day	25%	25%	49%	94%	Co – Taught & Reg. Ed w/ Inclusion	Title I
Bunker Hill	1	0	18	83%	10 Eng. 5 Span. 2 Albanian 1 Portug.	0	5.5 hrs/ day	6%	44%	50%	94%	Reg. Ed w/ inclusion	Title I
Driggs	1	0	13	92.9%	7 Eng. 6 Span	0	5.5 hrs/day	31%	8%	62%	92%	Reg. Ed w/ inclusion	Title I
Sprague	3	30	56	84.2%	39 Eng. 43 Span. 1 Kurdish 1 Arabic 1 Portuguese	1	5.5hrs/ day & 2.5 hrs/ day	14%	9%	77%	95%	Reg. Ed w/ inclusion	Title I
Walsh	1	0	18	94.9%	10 Eng. 8 Span.	0	5.5 hrs/ day	39%	6%	56%	94%	Reg. Ed w/ inclusion	Title I
Washington	1	0	15	88.2%	8 Eng. 7 Span	2	5.5 hrs/day	7%	0%	93%	93%	Reg. Ed w/ inclusion	Title I

Appendix 1 Teacher Data

Future Information

Center	# cert. teachers	Assistants	Para's	Yr. exp. Teacher	Yr. exp. Teacher Assistant	Years w/ preschool Teachers	Years w/ preschool assistants
Bucks Hill	2	2	2	Matthew- 19 Boisvert – 23 Ms. Scappini – 3 yrs Mrs. Burke – 17 yrs	Rice – 13 yrs Finke – 16 yrs Fares – 3 yrs	Matthew – 15 yrs Boisvert – 8 years Ms. Scappinni – 1 yr Mrs. Burke – 17 yrs	Rice – 10 yrs Finke – 11 yrs Fares – 3 years Smear – 15 years
Bunker Hill	1	1	0	Byron – 25 yrs	Mousaid – 1 yr	Byron – 10 yrs	Mousaid – 1 yr
Driggs	1	1	0	Rinaldi – 35 years	Allen – 1 yrs	Rinaldi – 4 yrs	Allen – 1 yr
Sprague	3	3	0	Hanas – 28 yrs Stemmer – 25 Yrs Decarlo – 32 yrs	Priblia – 3 yrs Auger – 10 yrs Rentas – 9 yrs	Hanas – 4 yrs Stemmer – 25 yrs Decarlo – 32 yrs	Priblia – 1 yr Auger – 10 yrs Rentas – 9 yrs
Walsh	1	1	0	Lago – 37 yrs	Quispe – 1 yr	Lago – 28 yrs	Quispe – 1yr
Washington	1	1	0	Miller – 14 yrs	Ortiz – 27 yrs	Miller – 4 yrs	Ortiz – 27 yrs

PR/Award # S359B080069

Appendix 1
Contact information

Center name:	**Early Childhood Education Program**				
Address:	**1443 Thomaston Ave. Waterbury, CT 06704**				
Director:	**Kristine Keidel**				
Phone #:	**203 - 574- 8025**				
e-mail:	**kkeidel@waterbury.k12.ct.us**				

[redacted]

Language Acquisition Plan

The diverse needs of ELL students require a solution that is developmental. One that incorporates an integrated approach to language and literacy growth and provides individualization and that is sensitive to cultural diversity. The underlying philosophy that oral language development is fundamental to literacy success provides the framework for out ELL Plan. WE Read First combines: small group language and cognitive experiences, made clearer through staff development in specific ELL strategies; listening and individualized software instruction and support in Spanish through vocabulary and phonemic awareness cards in Spanish, Take-Me-Home books with read along CDs ion Spanish and Home Videos, and progress reports in Spanish. Consequently, dual language also known as two-way language models are increasing in prevalence in the United States. Research consistently shows the benefits of well-implemented bilingual education programs. Studies increasingly show that developing English Language Learners (ELLs) native language skills leads to higher levels of student academic achievement as well as proficient bilingualism and bi-literacy. Teachers will ensure that children have many opportunities to converse with their peers. The teachers will learn to use all available resources to provide real life, practical reasons to talk –using language to get things done. Three recent research examples of effective bilingual education programs are: Ramirez et al. (1991). This federally funded study traced the progress of more than 2000 Spanish speaking ELLs over a four year period. It found that students in developmental bilingual programs significantly outperformed their counterparts in all English immersion programs. Oller and Eilers (2000). This study compared 952 students in Florida enrolled in bilingual and English immersion programs. It reported that bilingual children scored higher in English literacy by 2nd grade – a gap that widened significantly by 5th grade. Thomas and Collier. (2002). This study confirmed previous findings that ELLs did better academically in

programs that stressed native language development. The students in this study fared best in two-way, dual immersion programs in which English-speaking children learned Spanish alongside ELLs learning English.

According to research, dual language programs foster the goals of academic achievement in English and another language, development of bilingual/biliterate skills, and positive cross-cultural attitudes. The major theoretical principles that undergird the academic and language goals are embedded in the relationship between language, learning, and cognition. It has been found that: (1) It takes most individuals from five to seven years to acquire the second language well enough to function academically; (2) One can transfer the knowledge and skills acquired in one language to the other; and (3) By continuing to develop the two languages, children's educational and cognitive development is enhanced (Collier, 1992, 1995; Cummins, 1992; Hakuta & Diaz, 1984).

Further, according to Jim Cummins, all new learners of English progress through the same stages to acquire language. However, the length of time each student spends at a particular stage may vary greatly:

1. Pre-production/Silent Period (6 months to 1 year) -- Do not usually produce their own language; Understand language that has been made comprehensible; For students in the pre-production stage of language learning, the teacher should provide activities geared to tap into their knowledge, but not force production (speaking); Pointing, labeling, and drawing activities work well. Listening is difficult for newcomers at this stage and activities need to provide some clues to meaning.

2. Early Production (1 to 2 years) -- Have a small, active vocabulary; Feel ready to speak in one- or two-word phrases; Can produce simple questions/answers and limited conversations; Listen with greater understanding.

3. Speech Emergence (2 to 3 years) -- Speak with less hesitation and demonstrate increasing understanding; Produce longer phrases or sentences with grammatical inaccuracy; Begin to use the social language necessary in the classroom; Participate more fully in discussions with a noticeable increase in listening comprehension; Depending on the individual student, may participate more actively in many of the mainstream academic classes.

4. Intermediate Fluency (5 to 7 years) -- Will usually comprehend academic discussions in the classroom; Express their ideas comprehensibly in both oral and written communication; Will be able to decode most grade level material but may have limited comprehension due to the rigorous academic vocabulary of content area textbooks; Respond to open-ended questions that allow them to create more complicated responses and to use more complex sentence structures; Second language learners who have reached this stage at the elementary school level will probably not need additional help.

Jim Cummins was also responsible for developing the Iceberg Model. The Iceberg Model consists of BICS and CALP:

Basic Interpersonal Communication Skills (BICS): are everyday language for personal and social communication; are developed in 1 to 3 years; are not necessarily related to academic success. And Cognitive Academic Language Proficiency (CALP): is the language needed to undertake academic tasks in the mainstream classroom; includes content-specific vocabulary; is developed in 5 to 7 years; when developed in the first language, contributes to the development of CALP in the second language.

In light of the evidence of the high population of Hispanic children in Waterbury, native-language development will be a core component of the Pre-K bilingual programs.

With Sprague and Driggs having the highest population of ELL's, we plan to implement a dual language, co teaching bilingual program model. A balance of Spanish-dominant and English

dominant speakers will be participants in the dual language classrooms. Each classroom will be a co-teaching model with one English-speaking teacher and one bilingual teacher. If we are unable to find qualified bilingual teachers, quality bilingual paraprofessionals will be hired. The dual language program will focus on pre-literacy skills in both English and Spanish. Similar to other successful dual language classrooms, the early childhood dual language program will advocate the use of developmentally appropriate learning and teaching strategies such as cooperative learning, thematic approach, learning centers, hands on learning and the appropriate use of technology. Books and other learning materials, including learning software, in both English and Spanish will be purchased, student progress reports will be on both languages, and all student performance tasks will be in both language.

In the remaining centers, a sheltered English approach will be used to develop English proficiency of non-English speakers due to the high population of students with special needs and the scarcity of certified bilingual Special Education teachers. In these programs, Bilingual or ESL teachers will be hired to push into Pre-K classrooms and use second language acquisition strategies with students. Similar to other ESL programs, students' native language will be supported as appropriate. The ESL teacher will work closely with Pre-K teachers to help them better understand the needs of second language learners and offer second language acquisition strategies. As well, professional development will be provided to teachers on how to better address the needs of English Language Learners, more specifically ELLs with special needs. As well, some funding will be used to support the Spanish language development of mainstream and Special Education teachers.

Strategies including: manipulative, pantomime, facial expressions, partners, short sentences, eye contact, high-frequency words, pre-teaching new vocabulary, and avoidance of idioms. Repeated listening to the stories on the CD or computer reinforces vocabulary and allow

children to focus on the nuances of pronunciation and inflection. They can record themselves "reading" (repeating sentences from the story) and compare their speech to the recorded model. This feature can be very powerful for ELL children because it helps them produce closer approximations of English speech in a private, non-threatening environment. For Spanish-speaking ELLs, Spanish Connections provides English/Spanish picture vocabulary cards for the stories and take-home books in Spanish, providing the recommended native language support

All ELL students in the program will be assessed two times per year (in September and January) with the Pre-LAS (Language Assessment Scales) assessment in both English and Spanish to measure students' English and Spanish proficiency. As well, upon entrance to kindergarten, student data will be collected from other sites without bilingual programming to compare student achievement and analyze the success of the dual language program.

Professional development will be an integral part of the program. With the use of the existing experienced bilingual education supervisor, and the bilingual professional development coordinator will be used to help develop the program and train teachers, administrators and paraprofessionals who will attend at least four formal trainings per year. All teachers will receive copies of dual language handbooks and/or videos such as the *Dual Language Instruction Handbook* by Cloude, Genesee, and Hamayan. Additionally a component to train Kindergarten and grade 1 teachers to support students' literacy and oral language development in both first and second language will be implemented in an effort to follow-up on student achievement and focus on literacy development and improving reading scores. As it has been shown that parents of children in dual language programs tend to participate more often and consistently, the program will include development for parents. Such development will include helping parents better understand the importance of bilingualism and how to help their children become bi literate.

Appendix 2 – End Notes

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Internal consistency

Alpha: .92 to .98 (median: .95)

Split-half: .86 to .97 (median: .94)

Alternate-form

.88 to .96 (median: .94)

Test-retest

.91 to .94 (median: .92)

validity .9

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47 . Teacher Rating of oral Language and Literacy. Field-tested; high internal consistency with alphas exceeding.89; validity –correlations with other measures of language and literacy development n=461-688

48. Early Language and Literacy Toolkit. Reliability: Used for research purposes in 150+ classrooms, reliability was 90%+

RESUME

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Center for Curriculum and Research
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Waterbury, CT 06702
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EMPLOYMENT HISTORY

July, 1998 to Present – Assistant Superintendent of Schools – Waterbury, CT

The Waterbury Public Schools District is an urban Pre-K-12 school system located in west central Connecticut. Waterbury is one of four major cities, and the district enrolls approximately 16,000 students, served by a staff of about 2,100 employees (1,200 teachers). The student population is approximately 64% minority, primarily African American and Hispanic. The total annual budget is $135,000,000 and ten employee unions represent school district staff. The district is growing at a rate of 300-500 students per year. Major preoccupation is in restructuring, facility management and development and on improving tested student performance.

November 1996 to June 1998 – Interim Superintendent – Trenton, N.J.

The Trenton Public School District is an urban Pre-K-12 school system located in MercerCounty. Trenton is the capital of New Jersey and enrolls approximately 13,500 students, served by a staff of 2,800 (1,650 teachers). The student population is approximately 90% minority, primarily African Americans, Hispanics and Asians. The total annual budget is $170,000,000. Eleven employee unions represent school district staff. Trenton schools were to be taken over by the State Department of Education. The Board of Education appointed me to intervene in developing a Corrective Plan which would address compliance issues cited by the State Department of Education in the areas of student performance, facilities, finance, personnel and special education. Corrective Action Plan was approved by the State Department of Education in all areas cited.

July 1993 – October 1996 – Superintendent of Schools

The New Britain School District is an urban school system located in central Connecticut. The district enrolled approximately 8,000 students and a staff of 1,250 (800 teachers). The annual operating budget was $70,000,000 and seven unions represented school district staff. Major concerns of the Board of Education was improving tested student performance, site based management, increasing school and community involvement in schools, developing magnet school programs and increasing grant funding.

July 1991 – June 1993 – Associate Professor Education/Educational Psychologist – Western Connecticut State University – Danbury, CT

Western Connecticut State University is a flagship of the State University system. It is located in Western Connecticut serving undergraduate and graduate students from Connecticut, New York and New Jersey. Lectured graduate and undergraduate students in the area of curriculum development, methodology, contemporary problems in American education, special education law and compliance issues and classroom management. Served as advisor to graduate and undergraduate students program development and thesis approval. Appointed by the president to serve as the Director of Developmental studies, a research based support system for public schools.

December 1987 to June 1991 – Superintendent of Schools – Dobbs Ferry, N.Y.

The Greenburgh Eleven School District is located in Dobbs Ferry, Westchester, New York. Served Pre-K-12 emotionally disturbed residentially placed high management students. School system was under the jurisdiction of the State Department of Education and worked in collaboration with the residential social agency.

June 1983 to November 1987 – Assistant Superintendent – Poughkeepsie, N.Y.

The Poughkeepsie city school district is located about seventy-five miles north of New York City. It is an urban school district. The district enrolled about 5,000 students and had a staff of about 600 employees (300 teachers). The annual budget was approximately $25,000,000.

July 1978 to October 1983 – Assistant Superintendent – Hempstead, N.Y.

The Hempstead Public School System is a suburban school district located in Long Island, New York. The district enrolled approximately 10,000 students and had a staff of 1,200 employees (800 teachers). The total annual budget was $40,000,000. Pre-K-12 grade – responsible for curriculum and instruction and professional development.

July 1975 to June 1978 – Principal – Middle School – Hempstead, N.Y.

Suburban public school with 1,300 students in a multi-cultural and multi-ethnic setting. Experimental middle school with and without walls in a team teaching environment.

July 1972 to June 1975 – Principal – Elementary School, Hempstead, N.Y.

Appointed principal to develop a new program, renovate building and improve delivery of instruction. This program became a school of choice for parents in the district.

February 1968 to June 1972 – Biology/Chemistry teacher – Hempstead, N.Y.

Taught Biology and Chemistry in a K-8 system and grades 6-8 after converting to middle school. Provided leadership as department chair for the K-8, and middle school program.

EDUCATION

Ed.D. Degree – June 1980
Columbia University, New York, N.Y.
Major: School Administration and Supervision
Minor: Finance

Masters of Arts Degree – May 1973
Queens College, Flushing, New York
Major: School Administration
Minor: Curriculum

Master of Arts Degree – May 1968
Adelphi University, Garden City, Long Island, N.Y.
Major: Biology
Minor: Science Education

Bachelors of Arts Degree – May 1967
Adelphi University, Garden City, Long Island, N.Y.
Major: Biology
Minor: Chemistry

LICENSURE

Superintendent of Schools, Elementary and Secondary Principal
Connecticut, New York, New Jersey

SPECIAL AREAS OF PROFESSIONAL EXPERTISE/SKILLS

Personnel Management; Contract Negotiations; Labor Contract Administration; Legislative Liaison/Lobbying; Fiscal Management; Budget – development, Urban, Suburban and Special Needs School districts; Professional Development grades Pre-K-12 – Curriculum Management System; School Safety Anti Crime Program; Instructional Management, curriculum development; Instructional media/technology; Facilities development, superintendent level supervision of building program projects ranged from $15,000,000 - $200,000,000. Developed communication and marketing program; School site social and community services development (before and after school programs); Year round education, Saturday academies, summer school programs; Programs for gifted, Magical Mornings, before school programs, summer college programs, mentors programs.

SIGNIFICANT ISSUES/PROJECTS IN CURRENT POSITION

Professional Development localized, focused on instruction/learning; Creative labor contract negotiations; Minority staff recruitment and development; Development of intern staff to create alternative staffing; Maintenance of mandated school site racial balance quotas; Political and practical management of minority language programs; New construction and major building repair bond projects; Linkage to University of Connecticut, Eastern Connecticut State University, Trinity College, Princeton University, Rutgers and College of New Jersey – Educators roundtable; Edison Pre-K-8 grade school program; Pre-School Program; Breakfast Program; Full Day Kindergarten Program; Community-in-School-Program – School site based social and community services for inner city school neighborhood; School Strategic planning, annual report to Board of Education; "Progress Gates Program"; School Choice Program, "Finish Where You Start"; Centralized student initiative center; School Improvement Support Team Program for low performing schools; School uniform/Dress Code Policy; High School "Career Competencies Diploma".

ORGANIZATIONS AND COMMUNITY SERVICE (Past and Current)

Coordinator – Saturday Reading Program, Hempstead, NY; Board Member Community Action Program, Hempstead, NY; Coordinator – Citizens Curriculum Advisory Council, Poughkeepsie, NY; Member – Dutchess County Child Development Council, Poughkeepsie, NY; Consultant – Teacher Education, New Paltz University, St. Mary's College, Vassar College, CW Post College, Central Connecticut State University; Member – Substance Abuse Council, New Britain, CT; Vice President – Vision 2000, New Britain, CT; Corporator – YMCA, New Britain, CT; Corporator – Hospital For Special Care, New Britain, CT; Corporator – Community Mental Health Associates, New Britain, CT; Board Member – Junior Achievement of North Central Connecticut, Inc.; Coordinator – Superintendent's Advisory Council, New Britain, CT; Member – Congress on Youth Safety and Opportunities, New Britain, CT; Advisory Board – Minority Careers in Education, Department of Education, CT; Task Force on Police and Urban Youth/Department of Justice, CT; Co-President – Lifelong Learning Committee, New Britain, CT; Board Member – School Advisory Council on Teacher Accreditation, CT; Member – Board of Visitor – Central Connecticut State University; Member – Committee on American and International Schools Abroad; Member – Connecticut School Improvement Panel – Goals 2000; Board Member – Mattatuck Museum; Board Member – United Way, Waterbury, CT.

MEMBERSHIP (Past & Current)

American Association of School Administrators; Association of School Business Officials; Association of Supervision for Curriculum Development; New England Association of School Superintendents; Connecticut Association of Public School Superintendents; Connecticut Association of Urban Superintendents; Hartford Area Superintendents' Association; Lower Hudson Council of School Superintendents; New England Association of Schools and Colleges; Kiwanis, Hempstead and Poughkeepsie, N.Y.; Phi Delta Kappa, New Paltz University Chapter, New Paltz, N.Y.

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KRISTINE KEIDEL

OBJECTIVE

To serve in an educational leadership role within where my experience and skills will foster nurturing and positive educational experiences for students and teachers of diverse backgrounds.

EDUCATION

2000 Central Connecticut State University New Britain, CT
Sixth-Year Degree, Educational Leadership

1996 Southern Connecticut State University Danbury, CT
Master of Science, Special Education

1990 St. Joseph College West Hartford, CT
Bachelor of Science, Regular Education

- Elementary Education, Pre-K - 8

CERTIFICATION

State of Connecticut, Sixth-Year Certification in Educational Leadership

State of Connecticut, Professional Educator Certification, Pre-K - 8

PROFESSIONAL EXPERIENCE

2002 -present Waterbury Public School System Waterbury, CT
Supervisor, Early Childhood Education

- Supervise and oversee 28 Pre Kindergarten Classrooms. Direct administrator and evaluator of certified teachers, para professionals and office staff. Facilitate and oversee all professional development. Maintain classrooms involving part and whole day, inclusive practices. Work with up to 500 families a year. Align curriculum to Connecticut Preschool benchmarks and Assessments. Develop Data Driven Decision Making teams, Professional Literacy circles and
- Presenter of Various Workshops including, Work with the Pre Kindergarten Frameworks, Using Data to Differentiate Small Group Instruction, Co Teaching in the Preschool Setting, Proving an Inclusive setting for all,

2001-2002 Bethany Public School Bethany, CT
Director of Curriculum

- Directly responsible for all curriculum in Pre Kindergarten through 6th grade. Coordinated all professional development, acted as the BEST District Facilitator and technical coordinator.

2000- 2001 City of Waterbury Waterbury, CT

CEU Manager BEST District Facilitator Professional Development Coordinator Curriculum Specialist

- Coordinated all new teacher orientation.. Assigned mentors and cooperating teachers.
- Coordinated Professional development day for all schools in the Waterbury school System.
- Managed and implemented the PRO TRAXX, CEU system for all certified teachers.

2000-2001 Carrington School Waterbury, CT

Supervising Vice-Principal

- Taking over all school responsibilities when principal was not present.
- Key facilitator of school discipline, parent-community relations, teacher evaluations, curriculum support and grant writing.
- Currently working on "Comprehensive School Reform Demonstrative Grant."

1992-2000 Sprague Elementary School Waterbury, CT

Teacher

- Teacher of grades 3 and 5; Language Development Kindergarten

PROFESSIONAL ACHIEVEMENTS

Goals 2000 Aspirant Leadership Program, Authored $25,000 grant

- Made significant contributions to the structure of program.

State of Connecticut BEST Program Portfolio Scorer/Leader

- Trained and evaluated Elementary Education teaching portfolios.

President, Connecticut Reading Association (CRA)

- Oversee general functions of organization, providing leadership and direction.
- Oversee 2000 CRA conference.

Vice-President, CRA, 1999-2000

- Facilitated the organization of the 2000 conference.
- Participated in selection of scholarship recipients.

Chairperson, CRA, 1999 Conference, 1999
- Solicited and reviewed program proposals; organized 60 speakers for two-day event.

Who's Who Among American Teachers, 1999, 2006, 2007

Training of Trainers, Connecticut State Board of Education, 1999
- Provided Connecticut Competency Instrument (CCI) clinics to beginning teachers in BEST program, implementing CCI clinics for Waterbury.

Beginning Educator Support Training, 1995
- Trained and certified to work with beginning teachers and student teachers

Chairperson, Connecticut Loves to Read, 1994-1999
- Composed annual reading celebration integrating Waterbury and other local school systems with the community.

President, Nutmeg Reading Council, 1993-1997

Member of Teachers Preparation Program Revision Advisory Committee
- Reviewed BEST practices, edited, and implemented new teacher and college preparation programs.

PROFESSIONAL COMMITTEES

- School Readiness Council Committee
- Waterbury School Readiness Task Force Co Chair
- Magnet School Advisory Committee
- Distract Data Team
- Teacher Evaluation and Professional Development Plan
- Report Card Reform
- Kindergarten Curriculum
- Pre-Kindergarten Curriculum
- Transitional Grade One Curriculum
- Total Quality Education (TQE) Steering Committee

PROFESSIONAL MEMBERSHIPS

- International Reading Association/Connecticut Reading Association
- Association for Supervision and Curriculum Development
- American Association for School Administrators
- National Association for the Education of Young Children
- Kindergarten-Parent Connection

ANNE MARIE CULLINAN

(b)(6)

EDUCATION

MOUNT SAINT MARY COLLEGE, Newburgh, New York
BA Degree in Sociology
Certification in Elementary and Special Education

SOUTHERN CONNECTICUT STATE UNIVERSITY, New Haven, CT
Master of Science Degree in Special Education
Sixth Year Degree in Administration and Supervision

SOUTHERN CONNECTICUT STATE UNIVERSITY, New Haven, CT
Education Leadership – Superintendency Certificate Program

WORK HISTORY

6/02 – Present **CITY OF WATERBURY, Waterbury, CT**
Assistant Superintendent for Special Education and Pupil Services

9/92 – 6/02 **CARRINGTON SCHOOL, Waterbury, CT**
Elementary School Principal
2001 – National Distinguished Principal
Responsible for K-5 building with 520 students and 65 staff members. Also included is staff development, budget preparation, curriculum development and remediation techniques.

9/89 – 9/92 **SPECIAL SERVICES DEPARTMENT, Waterbury, CT**
Supervisor of Special Education
District-wide programmatic responsibility in the area of Intellectual Disability. Including staff development, programmatic meetings, and curriculum development. Supervision of all special education personnel and programs including scheduling and planning and placement team meetings.

3/89 – 9/89 **WILSON LEARNING CENTER, WOODROW WILSON SCHOOL**
Grades 6 -12, Waterbury, CT
Supervising Vice Principal

Responsible for all scheduling and administrative functions which include supervision of 11 teachers and 8 aides, discipline, busing arrangements, parental and agency contacts and PPT meetings. The Wilson Learning Center is a public school special education therapeutic day treatment facility.

1/88 – 3/89 **SPECIAL SERVICES DEPARTMENT, Waterbury, CT**
Supervisor of Special Education

Responsible for K – 12 programs for all students with an Emotionally Disturbed/Social Emotional maladjustment diagnosis. Supervision of all special education personnel and programs including scheduling and planning and placement team meetings district-wide.

11/87 – 1/ 88 **ALTERNATIVE SCHOOL, Grades 7 – 12, Waterbury, CT**
High School Vice Principal of Alternative School

9/85 – 11/87 **WILSON LEARNING CENTER, Waterbury, CT**
Acting Supervisor of Special Education
Supervising Vice Principal

(Held both position concurrently; please see Above for Responsibilities)

1976 - 1985 WEST SIDE MIDDLE SCHOOL, Waterbury, CT
Established first self-contained learning center for Learning Disabled student on Middle School level in the City of Waterbury.

1974 – 1975 WALLACE MIDDLE SCHOOL, Waterbury, CT
Established first Itinerant Resource Room for Learning Disabled students on Middle School level in the City of Waterbury.

1973 – 1974 SAMUEL JOHNSON SCHOOL, Bridgeport, CT
Taught K-5 students in a Resource Room setting.

PROFESSIONAL ASSOCIATIONS

Association for Supervision and Curriculum Development
Association for Supervision and Administration -
Southern Connecticut State University Chapter
Phi Delta Kappa
Council for exceptional Children
Division for Intellectual Disability
Council for Special Education Administrators
Connecticut CASE Region 6 Chairperson
Elementary and Middle School Principals Association (EMSPAC)
Connecticut Association of Schools

ANNE MARIE CULLINAN

(b)(6)

PROFESSIONAL ACTIVITIES AND ACCOMPLISHMENTS

Professional Experience

- Elementary School Principal – 8 years
- Supervisor of Special Education – 6 years
- High School Vice Principal – 6 months
- Supervising Vice Principal - 3 years
- Classroom Teacher – 11 years
- Saturday Academy Supervisor – 2 years
- Summer School Supervisor – 8 years

Committee Membership

- Kindergarten Curriculum
- Language Arts Curriculum
- Math Textbook Adoption
- Discipline
- Teacher Evaluation
- Saturday Academy
- Summer School
- All- Day Kindergarten
- Professional Development
- Attendance & Dress Code
- Elementary Teacher Interview Committee
- Early Reading Success Grant
- Computer technology

Grant Writing

- School-Parent-Community Partnership Grant – "ACES" – 2000-2001
- Initiated and secured state monies through a grant proposal to begin a program in technology training for professionals and for classroom teaching _ ACES – 1999-2000
- Grant proposal for the After School Program – 1999-2000, 1998-1999, 1997-1998
- Connecticut Center for School Change Competitive Grant on School reform – 1995-1996
- Grant proposal in process entitled "Artist In Residence" – 2000-2001

Selected Presentations

- "Saturday Accelerated Reading Academy – An Urban Initiative", presenter at the American Association of School Administrators National Conference, San Francisco, March 2000
- "Test Taking Strategies, Time Management Skills," – Our Company, 1996 - Present

In-Service Presentations

- Saturday Academy Curriculum & Teaching Strategies
- Summer School Curriculum & Teaching Strategies
- Flexible Groupings as a Teaching Strategy
- Reading Strategies, i.e., Guided Reading, Literacy Circles
- Interdisciplinary Thematically Based Units
- Connecticut Mastery Test Preparation Strategies
- Block Scheduling

District Initiatives

- Designed, coordinated and supervised a three-year Reform Plan that maximizes the effectiveness of people, programs and facilities for the benefit of all the students in our school -2000
- Designed, planned and implemented the Saturday Academy Program – 1999, 2000
- Designed, planned and implemented the Summer Soar to Success Academic Program 1999, 2000

College Teaching Experience

- Adjunct Professor – University of Bridgeport
- Adjunct Professor – University of New Haven
- Adjunct Professor – Naugatuck Valley Community Technical College

Publications

- School Family Community Partnerships in Reading and Character Education

Sample Job Description

Project Coordinator
Early Reading First Program Grant

The Project Coordinator will work approximately 35 hours per week, 12 months year, to facilitate the implementation of the project with integrity to the project design. S/he will provide daily leadership to the overall project. S/he will also work closely with the evaluator to insure ongoing reporting, assessments, and feed back to stakeholders. The Project Coordinator will supervise all other program staff, will oversee gathering of data at the Early Reading sites, will collect data from the site staff, will prepare all necessary program reports including the Annual Program Reports, will review all evaluation reports analyzing data collected from students, parents, teachers, ect., in conjunction with the external evaluator, will be responsible for fiscal management including but not limited to payroll and processing of contracts, purchase orders, and the like as necessary to implement the project, will attend meetings related to the project, will work to develop strategies for sustaining the program for beyond the grant period, and will accomplish additional related tasks, as requested or required. The Project Coordinator will report to the Waterbury Supervisor of Early Childhood Education, the Principal Investigator on this grant project, and to the Principals of the Schools which she/he is assigned.

QUALIFICATIONS:

Required: A Master's degree from an accredited university, a valid Connecticut teaching certificate, a minimum of five years of successful teaching experience in early childhood (Pre-3rd grade) preferably with an ESL or bilingual population, and experience supervising coaches or providing staff development.

Preferred: ESL certification, Reading certification, and administrator certification or experience coordinating large projects.

Hours: 35 hours/week, full year (12 months)

Salary: Commensurate with experience

Benefits: per SIEU Contract.

This is a grant funded position that will last so long as there is grant funding.

Waterbury Public Schools – Job Description

POSITION TITLE: Pre-K LITERACY COACH

GENERAL STATEMENT OF DUTIES: Under the immediate supervision of the Supervisor of Early Childhood Education, the literacy coach will service elementary schools to provide guidance, leadership and expertise in the delivery of high quality, research-based literacy instruction to improve student achievement as defined in the district and school improvement plans.

Responsibilities:

- Provide assistance in selecting instructional materials and assessments for Pre-K literacy
- Provide school-based support for teachers including workshops, classroom modeling, coaching, observation of literacy lessons with reflective consultation, and interpretation of district-, school-, and classroom-based assessments
- Coordinate and assist in implementing the Pre-K literacy intervention
- Collaborate with classroom teachers in the development of intervention plans including effective grouping for instruction, instructional strategies, assessments and appropriate materials
- Use computer technology to organize and display student data
- Guide teachers in using formative assessments and summative assessments to plan effective targeted early intervention
- Meet regularly with the principal and literacy team to assist with the implementation of the district language arts curriculum
- Meet regularly with the Pre-K team and the school literacy team to discuss student progress using data
- Facilitate the use of protocols for examining student work to inform instruction
- Identify and facilitate professional development needs for Pre-K literacy based on data
- Work with school library media specialists and public librarians to develop reading collections for students
- Contribute to the development of and support the goals of the school improvement plan
- Participate in curriculum development and implementation
- Meet regularly with the Supervisor of Early Childhood Education, to discuss issues and goals for each school
- Perform other duties as assigned by the Supervisor of Early Childhood Education
- Works with small groups as needed

A Literacy Coach **Does Not:**

- Take whole classes for instruction or intervention unless he/she is modeling an instructional technique
- Provide intervention services such as tutoring
- Act as a substitute
- Evaluate teachers
- Act as an assistant for administrative responsibilities

Waterbury Public Schools – Job Description

POSITION TITLE: BILINGUAL PRE-K LITERACY COACH

GENERAL STATEMENT OF DUTIES: Under the immediate supervision of the Supervisor of Early Childhood Education, the literacy coach will service elementary schools to provide guidance, leadership and expertise in the delivery of high quality, research-based literacy instruction to improve student achievement as defined in the district and school improvement plans. The Bilingual Pre-K literacy coach will facilitate exemplary instruction in dual language and ESL classrooms.

Responsibilities:

- Provide assistance in selecting instructional materials and assessments for Pre-K literacy
- Provide school-based support for teachers including workshops, classroom modeling, coaching, observation of literacy lessons with reflective consultation, and interpretation of district-, school-, and classroom-based assessments
- Coordinate and assist in implementing the Pre-K literacy intervention
- Collaborate with classroom teachers in the development of intervention plans including effective grouping for instruction, instructional strategies, assessments and appropriate materials
- Use computer technology to organize and display student data
- Guide teachers in using formative assessments and summative assessments to plan effective targeted early intervention
- Meet regularly with the principal and literacy team to assist with the implementation of the district language arts curriculum
- Meet regularly with the Pre-K team and the school literacy team to discuss student progress using data
- Facilitate the use of protocols for examining student work to inform instruction
- Identify and facilitate professional development needs for Pre-K literacy based on data
- Work with school library media specialists and public librarians to develop reading collections for students
- Contribute to the development of and support the goals of the school improvement plan
- Participate in curriculum development and implementation
- Meet regularly with the Supervisor of Early Childhood Education, to discuss issues and goals for each school
- Perform other duties as assigned by the Supervisor of Early Childhood Education
- Works with small groups as needed

A Literacy Coach **Does Not:**

- Take whole classes for instruction or intervention unless he/she is modeling an instructional technique
- Provide intervention services such as tutoring
- Act as a substitute
- Evaluate teachers

- Act as an assistant for administrative responsibilities

Sample Job Description

Grants Account Specialist

GENERAL STATEMENT OF DUTIES: Maintains financial records for the Early Reading First Grant Budget.

DISTINGUISHING FEATURES OF THE CLASS: Performs both routine and moderately difficult bookkeeping/clerical work including computer data entry, typing and mathematical calculations.

EXAMPLES OF WORK: (Illustrative only)

- Maintain financial records for Early Reading First Grant, which includes submitting requisitions, purchase orders, follow up with vendors and payment.
- Post, verifies and reconciles accounts payable, accounts receivable, expenses or other ledger accounts.
- Assemble and analyze complex information database and prepare reports for Project Coordinator and necessary Boards.
- Ensuring Certification of Funds, Tax Clearance and Insurance Clearance for Vendors.

REQUIRED KNOWLEDGES, SKILLS AND ABILITIES:

Good knowledge of current account keeping practices, procedures and equipment; good knowledge of Business Arithmetic and English; ability to understand and carry out complex oral and written instructions and to prepare complex fiscal reports. Knowledge of Windows, WORD for Windows, ACCESS and EXCEL.

ACCEPTABLE EXPERIENCE AND TRAINING:

Associates degree and/or courses in bookkeeping/accounting. 2-4 years experience in general accounting procedures, or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.

SALARY: $18. /hr

HOURS: 19 hours per week, part-time, full year position (12 mos.)

This is a grant funded position that will last so long as there is grant funding.

Job Description

Clerical Assistant

Responsibilities:
to include data entry on computer, compilation of statistics /data, retrieval of information from schools and literacy coaches, filing information (hard copy), answering and making telephone calls, copying materials, and other duties as assigned by the Program Coordinator and the PI. Collects and manages information related to workshops and presentations. Collects and manages information associated with program implementation and statistics required for evaluation of this grant program. Answers telephone and provides general information to callers, takes messages, etc.

Qualifications:
Familiarity with data gathering practices.
Knowledge of data entry and common computer software programs (such as Word, Excel)
Ability to make relatively complex mathematical computations as part of assisting with the preparation of evaluation statistics.
Good communication skills.
Ability to perform tasks with little or no supervision.

Rate of Pay:
$12.00 per hour

Hours:
Part-time position, approx. 19 hours per week. It is a full year (12 month) position.

Grant Employee:
This is a full-time Grant funded position. It exists as long as grant funds are available.

Hello everyone!

Great News! We are finalists in the national Early Reading First competition which we first applied for last February. We are developing the final proposal and have scheduled a meeting for all stakeholders to review the pre-application, ask questions and make contributions to the final proposal. The meeting is set for Thursday, June 5, 2008.

Award of this grant will enable us to create Pre-K centers of excellence in the community. Teachers in this project will use Harcourt Trophies and the very explicit, comprehensive early literacy curricula, Breakthrough to Literacy, for intervention. There will be substantial professional development for participants and a knowledgeable literacy coach will work side-by-side with teachers every week. Funds will be expended to make every classroom a literacy rich environment with lots of print and incorporating teaching strategies that utilize that print.

We will ensure the success of all children by providing 46 weeks of all day instruction, using regular assessments and monitoring to guide instruction and providing extra support to children who need it, particularly ELL children and special education children.

Program participants are asked to sign below, indicating their support of this project:

Name	School	Title
(b)(6)	BunkerHill	Paraprofessional
	Walsh	Paraprofessional
	Bucks Hills annex	teacher aid
	Bucks Hill annex	Paraprofessional
	Bucks Hill	Paraprofessional
	Washington	Teacher
	Didi Dicks	Teacher
	Bucks Hill Annex	Teacher
	Sprague	Teacher
	Sprague	Teacher
	Bucks Hill	teacher
	Walsh	teacher
	Bunker Hill	teacher
	Bunker Hill	Principal
	Bucks Hill Annex	Spec Supervisor
	Driggs	Principal

(b)(6)	Walsh	Principal
	Washington	by Denise Fernandez
	Bucks Hill	Bus Principal
	Wtby Youth Service Sys	Executive Director
	Wtby Youth Service	Program Coordinator
	Wtby Youth Services	Program Assistant

Dial III Screening
2007-2008
Early Childhood Education Program
Waterbury Public Schools

	Pre Score	Post Score	Increased By:
Bucks Hill	17.9%	29.2%	11.3%
Bunker Hill	14.3%	31.2%	16.9%
Driggs	12.8%	33.4%	20.6%
Sprague	13.8%	29.6%	15.7%
Walsh	14.3%	28.3%	14.0%
Washington	9.6%	32.0%	22.4%
TOTAL S	13.8%	30.6%	16.8%

Chart of Performance Standards and Benchmarks

P&S 1	**Shows self-direction with range of materials.**			
Selects and uses a limited range of familiar materials	Selects familiar materials; participates in unfamiliar activities with teacher support	Usually participates in both familiar and unfamiliar activities	Independently selects and participates in a variety of activities	
P&S 2	**Sustains attention to task**			
Sustains attention primarily to self-selected, high interest tasks	Sustains attention to high-interest, self-selected task until complete or reaches frustration level	Sustains attention to variety of self-selected tasks until complete despite some frustration	Persists in both self-selected and teacher-directed tasks until task is completed	
P&S 3	**Participates in teacher-led group activities**			
Stays briefly in a small group (up to 5) with teacher encouragement	Joins small group (up to 10) in high-interest activities; usually participates	Willingly participates in most whole-group activities	Actively participates in whole-group activities and usually waits turn	
P&S 4	**Manages transitions, follows routines and rules**			
Makes transitions and follows basic routines and rules with teacher supervision	Makes transitions and follows basic routines and rules with occasional reminders	Makes transitions and follows routines and rules when given signal	Anticipates transitions and follows routines and rules independently	
P&S 5	**Uses words to express emotions or feelings**			
Expresses desires or feelings, primarily nonverbally	Sometimes expresses desires or feelings using words	Independently identifies own feelings related to a cause using words	Independently identifies own feelings and their cause using words	
P&S 6	**Shows empathy and caring for others**			
Sometimes notices and reacts to a familiar peer's delight or distress	Usually notices and reacts to a familiar peer's delight or distress	Offers to help peer in need	Understands when others' needs are different from own	
P&S 7	**Interacts cooperatively with peers**			
Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children	
P&S 8	**Works to resolve conflicts**			
Gives in or uses physical force to solve conflicts	Seeks and accepts teacher help to solve conflicts with peers	Develops solutions and works to resolve conflicts with teacher support	Begins to solve conflicts directly with peers using appropriate strategies	

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P & S 9	**Recognizes similarities and appreciates differences**			
Identifies self, family members, teachers and some peers by name		Shows awareness of similarities and differences among own family members	Shows awareness of similarities and differences among peers	Demonstrates respect for differences among others
PHY 1	**Uses coordinated large-muscle movements**			
Moves with some large-muscle control		Moves with increased large-muscle control and coordination	Coordinates several movements, such as running and jumping	Coordinates more complex movements with increasing control, balance and accuracy
PHY 2	**Uses coordinated small-muscle movements**			
Uses fingers to take apart and put together small objects		Uses eye-hand coordination to manipulate small objects with increasing precision	Uses eye-hand coordination to manipulate even smaller objects with refined precision	Uses opposing hand movements to cut and draw with control
PHY 3	**Cares for self independently**			
Performs self-care tasks with teacher's help		Attempts to dress, eat and toilet independently with some success	Manages most aspects of dressing, eating and toileting independently	Dresses, eats and toilets independently
COG 1	**Engages in scientific inquiry**			
Observes or explores and notices effects		Experiments, observes and comments	Experiments, observes purposefully and describes how effects vary	Describes, predicts and plans for purposeful exploration or observation
COG 2	**Uses a variety of strategies to solve problems**			
Moves to another activity when confronted with a problem		Imitates other child's or repeats own strategy to solve a problem	Tries several strategies to solve a problem with teacher support	Creates and uses alternative strategies to solve problems independently
COG 3	**Sorts objects**			
Uses inconsistent sorting strategies		Sorts on the basis of one attribute with teacher support	Sorts consistently on the basis of one attribute independently and tells reason	Sorts the same objects in more than one way, such as color, shape, size, function
COG 4	**Recognizes and makes patterns**			
Notices similarities and differences in items in a series		Repeats simple pattern	Creates and describes simple pattern	Creates and describes complex patterns

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COG 5	**Compares and orders objects and events**			
Notices similarities and differences in objects		Makes simple comparisons and orders several events and objects	Sequences and makes verbal comparisons on visible attributes	Verbally compares and orders based on non-visible attributes such as time, weight
COG 6	**Relates number to quantity**			
Uses number-related vocabulary		Rote counts to 10 and uses number-related vocabulary with some accuracy	Counts 10-20 objects and puts two groups of 5-10 objects in 1-to-1 correspondence	Counts 10-20 objects and identifies groups of objects with less, same or more
COG 7	**Demonstrates spatial awareness**			
Shows understanding of basic positional words		Understands and uses several positional words	Uses more complex positional words and represents position in work	Understands the relative nature of positional concepts
COG 8	**Uses complex sentences and vocabulary to describe ideas and experiences**			
Uses short, simple phrases or sentences		Uses a sentence of five or more words to express a thought	Uses a series of at least two to three related sentences to tell experiences or stories	Uses a series of more than three related sentences and details to convey experiences or stories
COG 9	**Understands and participates in conversations**			
Understands and makes verbal responses to comments		Understands and participates in a short conversational exchange	Understands and participates in an extended conversational exchange	Understands and participates in an extended conversational exchange about past and future events or experiences
COG 10	**Shows understanding of stories**			
Participates in story-related activities		Makes connections between story and own experiences or feelings	Understands several aspects of story, such as characters or events	Demonstrates clear understanding of the main characters and sequence of events in a story
COG 11	**Displays knowledge of books and print**			
Holds book and turns pages conventionally		Knows that the picture in book tell a story	Understands that the printed words convey the story	Understands that printed words in book are read from left to right and top to bottom

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Budget Narrative

Budget Narrative

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PR/Award # S359B080069

Early Reading First
Waterbury Public Schools
Waterbury, CT

BUDGET NARRATIVE

Category	Year 1	Year 2	Year 3	Total
PERSONNEL				
Project Coordinator (1. FTE) $75,000. per year (annual salary) 3% increase years 2 & 3	$75,000.	$77,250.	$79,568.	**$231,818**
2 –Literacy Coaches (2. FTE) $46,872. per year/coach (annual salary) 3% increase years 2 & 3	$93,744.	$96,556.	$99,454.	**$289,754.**
2- Bilingual Literacy Coaches (2. FTE) $46,872. per year (annual salary) 3% increase years 2 & 3	$93,744.	$96,556.	$99,454.	**$289,754.**
Clerical Assistant (.5 FTE) $ 12/hr. X up to 20hrs/wk X 52 wks/yr 3% increase years 2 & 3	$12,480.	$12,855.	$13,241.	**$ 38,576.**
Grant Account Specialist (.5 FTE) $18/hr X up to 20 hrs/wk X 52 wks/yr 3% increase years 2 & 3	$18,720.	$19,282.	$19,861.	**$ 57,863.**
Assistants for Extended Day Bussing 4 Asst. x $15/hour x 4/hours x 200 days	$48,000.	$48,000.	$48,000.	**$144,000.**
Professional Development/Teachers Institute 15 Teachers x up to 50 hours @ $30/hour = $22,500 9 Paraprofessionals x up to 50 hours @ $15/hour = $6,750	$29,250	$29,250	$29,250	**$87,750.**

Category	Year 1	Year 2	Year3	Total
Personnel cont. Hours Paid for Extended Year-- 9/Teachers x $30/hr x 7 hrs/day x 5 days/wk x 6 wks	$ 56,700.	$ 56,700.	$56,700.	**$170,100.**
9/T. Asst. x $15/hr x 7 hrs/day x 5 days/wk x 6 wks	$28,350.	$28,350.	$28,350.	**$ 85,050.**
4/Bus Driver X $15/hr x 7 hrs/day x 5 days/wk x 6wks	$12,600.	$12,600.	$12,600.	**$ 37,800.**
FRINGE BENEFITS Project Coordinator $75,000. per year x 46.91% (District rate for full-time employees)	$35,183.	$36,238.	$37,325.	**$108,746.**
2 – Literacy Coaches $93,744. per year x 46.91% (District rate – full time)	$43,976.	$45,294.	$46,654.	**$135,924.**
2 –Bilingual Literacy Coaches $93,744. per year x 46.91% (District rate – full time)	$43,976.	$45,294.	$46,654.	**$135,924.**
Clerical Assistant Fringe at 12.47% (part-time/extra duty fringe rate) X salary	$ 1,557.	$ 1,603.	$1,652.	**$ 4,812.**
Grant Account Specialist Fringe at 12.47% (part-time/extra duty fringe rate) X salary	$ 2,335.	$ 2,405.	$ 2,477.	**$ 7,217.**
Assistants for Extended Day Bussing 4 Asst. x $15/hour x 4/hours x 200 days = $48,000. x %12.47	$5,986.	$5,986.	$5,986.	**$ 17,958.**
Professional Development/Teachers Institute 15 Teachers x up to 50 hours @ $30/hour = $22,500 x %12.47 (extra-duty) 9 Paraprofessionals x up to 50 hours @ $15/hour = $6,750 x %12.47 (extra-duty)	$3,647.	$3,647.	$3,647.	**$ 10,941.**

Category	Year 1	Year 2	Year 3	Total
Fringe Benefits cont. Hours Paid for Extended Year -- 9/Teachers x $30/hr x 7 hrs/day x 5 days/wk x 6 wks = $56,700 x 46.91% 9/T. Asst. x $15/hr x 7 hrs/day x 5 days/wk x 6 wks = $28,350 x 46.91% 4/Bus Driver X $15/hr x 7 hrs/day x 5 days/wk x 6wks = 12,600 x 46.91%	$26,598. $13,299. $5,911.	$26,598. $13,299. $5,911.	$26,598. $13,299. $5,911.	**$ 79,794.** **$ 39,897.** **$ 17,733.**
TRAVEL 4 staff to attend annual ERF and/or related Conferences Includes transportation, hotel, and per diem for 4 staff each to attend one conference per year.	$7,600.	$7,600.	$7,600.	**$22,800.**
Equipment None	$0.	$0.	$0.	**$ 0.**
SUPPLIES ECERS assessment materials @ $500/classroom X 9 Assessment Material ELLCO,PPVT-III $25,000. per year Trophies Pre- K Reading Series Complete Kit $272,355. year 1 $15,000 year 2 & 3 (updated materials) Breakthrough To Literacy (BTL) Year 1 = $132,525. ($14,725. x 9 classrooms) Additional materials for Para's = $1,869. Headphones, mouse pads, cords, LAN (500 each) = $5,060. BTL Spanish connections = $11,964. $15,000. year 2&3 (updated materials)	$ 4,500. $25,000. $272,355. $151,418.	$ 4,500. $25,000. $15,000. $15,000.	$ 4,500. $25,000. $15,000. $15,000.	**$ 13,500.** **$ 75,000.** **$302,355.** **$181,418.**

Category	Year 1	Year 2	Year 3	Total
CONTRACTUAL				
Prof. Dev. Workshops / Teachers' Institute = $7,500/presenter ($500/day or session)	$7,500.	$7,500.	$7,500.	**$ 22,500.**
$12,000. - Presenters & materials -- Early Childhood Education PD for all teachers	$12,000.	$12,000.	$12,000.	**$ 36,000.**
Busing for Extended Year – 4 buses/day, 5days/wk X 6 wks $10,320. per year	$10,320.	$10,320.	$10,320.	**$ 30,960.**
Busing for Field Trips - $129/bus X 2 trips/mo. X 11 mos. X 9 classes = 198 trips X $129 = $25,542	$ 25,542.	$ 25,542.	$ 25,542.	**$ 76,626.**
Outside Evaluator – rate equivalent to 8% of total overall budget costs	$ 72,000.	$ 76,000.	$82,986.	**$230,986.**
CONSTRUCTION	$ 0.	$ 0.	$ 0.	**$ 0.**
OTHER				
Parent Involvement Activities – including student culminating activities, intergenerational reading experiences, and parent reading training $10,000. per year	$10,000.	$10,000.	$10,000.	**$ 30,000.**
Student Field Trip Fees est. @ $2/child X 20 students X 9 classrooms X 2 trips/month X 11 months	$ 7,920.	$ 7,920.	$ 7,920.	**$ 23,760.**
College Courses for District 18 Teachers/Paraprofessionals x approx. $1500 / 3 credit course	$27,000.	$27,000.	$27,000.	**$ 81,000.**
TOTAL DIRECT COSTS	$ 1,284,211.	$ 907,056.	$ 927,049.	**$ 3,118,316.**
INDIRECT	$0	$0	$0	**$0**
TRAINING STIPENDS	$0	$0.	$0.	**$0.**
TOTAL COSTS	**$ 1,284,211.**	**$ 907,056.**	**$ 927,049.**	**$ 3,118,316.**