U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080059
Grants.gov Tracking#: GRANT00473520

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:

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Wilkinson County Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
58-6000350	100014711

d. Address:

* Street1:	PO Box 206
Street2:	111 Asbell Street
* City:	Irwinton
County:	Wilkinson
* State:	GA: Georgia
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	31042

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Dr.	* First Name:	Barbara
Middle Name:	K		
* Last Name:	Lundy		
Suffix:			

Title:

Organizational Affiliation:

* Telephone Number:	478-946-4225	Fax Number:	478-946-3275

* Email: blundy@wilkinson.k12.ga.us

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

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

Early Literacy Skills for pre-school children and families.

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 8

* b. Program/Project 8

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

17. Proposed Project:

* a. Start Date: 10/01/2008

* b. End Date: 09/30/2011

18. Estimated Funding ($):

* a. Federal	4,433,871.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	4,433,871.00

*** 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: Kathy

Middle Name:

* Last Name: Culpepper

Suffix:

* Title: Assistant Superintendent

* Telephone Number: 478-946-5521

Fax Number: 478-946-3275

* Email: KCulperrer@wilkinson.k12.ga.us

* Signature of Authorized Representative: Kathy Culpepper

* 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

AdditionalProjectTitle

File Name	Mime Type

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Wilkinson County Schools

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	$ 567,740	$ 755,450	$ 765,712	$ 0	$ 0	$ 2,088,902
2. Fringe Benefits	$ 191,483	$ 255,581	$ 263,800	$ 0	$ 0	$ 710,864
3. Travel	$ 15,900	$ 16,900	$ 16,900	$ 0	$ 0	$ 49,700
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 362,791	$ 56,080	$ 54,580	$ 0	$ 0	$ 473,451
6. Contractual	$ 342,200	$ 288,900	$ 253,500	$ 0	$ 0	$ 884,600
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 75,618	$ 75,368	$ 75,368	$ 0	$ 0	$ 226,354
9. Total Direct Costs (lines 1-8)	$ 1,555,732	$ 1,448,279	$ 1,429,860	$ 0	$ 0	$ 4,433,871
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,555,732	$ 1,448,279	$ 1,429,860	$ 0	$ 0	$ 4,433,871

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: Wilkinson County Schools	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 Kathy Culpepper	* TITLE Assistant Superintendent
* APPLICANT ORGANIZATION Wilkinson County Schools	* DATE SUBMITTED 06-10-2008

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

Tracking Number: GRANT00473520

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: Wilkinson County Schools * Address: 111 Asbell Street Irwinton GA: Georgia 31042 Congressional District, if known:	
6. * Federal Department/Agency: NA	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: NA NA * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: NA NA
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Signature: Kathy Culpepper * Name: NA NA Title: Telephone No.: Date: 06-10-2008

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
752-Wilkinson_ERF_GEPA_Statement_06_08.doc	application/msword

GEPA Statement

Wilkinson County, Georgia, Early Reading First is designed to serve pre-school children and their parents in a high quality literacy program. By design, Wilkinson County, Georgia will provide outreach materials to the emerging population of ELL learners in the Title 1 attendance zone. The materials will be in the native language. Notices of family literacy activities will be provided in the native language of participants. Books provided children each month to promote reading and early literacy learning experiences in the home will be provided in the native language so that parents may read to their children.

All activities will be conducted in handicapped accessible buildings. Transportation to and from activities will be provided, so that no child will be denied services because of the distance to an ERF classroom.

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 Wilkinson County Schools
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Kathy Middle Name: * Last Name: Culpepper Suffix: * Title: Assistant Superintendent
* SIGNATURE: Kathy Culpepper * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Dr.

Barbara

K

Lundy

*** Address:**
207 West Main

Wilkinson
County

Irwinton,

GA: Georgia

31042

USA: UNITED STATES

*** Phone Number:**
478-946-4225

Fax Number:
478-946-3275

Email:
blundy@wilkinson.k12.ga.us

2. Applicant Experience:

• Yes _No _ Not applicable to this program

3. Human Subjects Research

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

_Yes • No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Tracking Number: GRANT00473520

FileName	MimeType

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **3530-Abstract.doc**

Wilkinson County-Early Reading First---Great Beginnings

Wilkinson County (WC) is one of the poorest counties in Georgia[1]. Wilkinson County Schools (WCS) has one primary school (k-2) with a total enrollment of approximately 533 students. 17% of our students have been identified as students with disabilities as defined under IDEA, which is a concern. In 2005, an Even Start grant was awarded which provided much needed parent support. to help curb the downward spiral creating a cycle of poverty. Early Reading First (ERF) for WC will provide the foundation we so desperately need for our children to succeed by giving them a solid foundation in SBRR literacy development and a blueprint for parents in the ways that they can become their child's first teacher. The goal of Great Beginnings (GB) is to prepare children to enter kindergarten with the strong language and early literacy skills necessary for them to become successful readers. This will be accomplished by: 1) providing high-quality preschool instruction in a SBRR early literacy curriculum using valid and reliable assessments and interventions to improve school readiness; 2) training staff in SBRR teaching practices that target language and early literacy, as well as, cognitive, social, and emotional development; and 3) creating a family and community network that supports the school learning environment. Program outcomes for children will be aligned to Georgia pre-k and Head Start standards and Reading First. GBs proposal features a literacy team lead by an expert literacy coach (LC), family literacy coordinator (FLC), and parent educators (PE) that will serve approximately 210 children (7.5 hr/d, 5 d/w, 46 wks). GB will implement a program of intentional instruction and a research-based design for PD in which preschool staff learn and work together with families. The chosen curricula will provide a continuous foundation for preschool to elementary school. By unifying classroom instruction, professional development, parent involvement, and coordination with the existing kindergarten program, GB will serve as a national model for the development of cognition, language, and literacy in children.

Project Narrative

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Criterion 1, Factor 1: Current Research—Wilkinson County [WC] Early Reading First (GB) is committed to a comprehensive, inclusive, family-centered education for our 3- and 4- year olds. Great Beginning's project design reflects up-to-date knowledge from research and effective practices. Full endnote citations can be found in Appendix A. Scientific Base-The project design is grounded in scientifically based reading research as defined by Section 1208 of ESEA and is based on the findings found in the National Reading Panel,(areas that apply to preschool)[1] Preventing Reading Difficulties in Young Children,[2] Learning to Read and Write: Developmentally Appropriate Practices for Young Children,[3] Beginning Literacy with Language,[4] Meaningful Differences in the Everyday Experience of Young American Children,[5] Effective Early Childhood Programs: Turning Knowledge into Action,[6] and the Handbook of Early Literacy Research (vol 1 and 2).[7] Our understanding of SBRR is reflected in our Literacy Strategies and Activities listed below.

Understanding of SBRR	*Great Beginnings' SBRR Literacy Strategies and Activities*[8]*:*
Alphabet Knowledge[9]	Exposure to letters occur in a natural, playful way [10] Create context in children can understand what the alphabet is, how relates to reading & writing. Connect alphabet learning-themes; encourage play w/alphabet puzzles, magnetic upper lower case letters, alphabet games; alphabet chart at eye level; sing song; read aloud alphabet books & point out letters in storybooks; help children recognize letter-sound associations, & cultivate a general letter-learning environment.[11], [12]
Print Awareness[13]	As they gain alphabetic knowledge, children learn that letters make up words and words have meaning. Recognition of environmental print (signs, books, labels). Alphabetic awareness leads directly to print awareness. Print communicates information.[14] Expose children to different types of printed materials; demonstrate use and purpose of print; label objects in classroom; read big books to draw attention to concept of word and track print from left to right, and pointing to words & following print with a finger during read aloud.[15], [16]
Phonological Awareness[17]	**Phonological awareness** follow developmental continuum involves working w/: sentences, words, word parts, syllables, rhymes, & onset and rimes. Listening: environmental sounds, sequencing sounds, following verbal directions, reversing or substituting words; Rhyming: Chants, songs, & finger plays; reciting nursery rhymes & poetry; reading stories w/rhyming text; & cloze method; Alliteration: grouping objects by beginning sounds, reading & reciting alliterative poems, chants, & books, playing beginning sound games, & calling attention to words w/

	similar sound beginnings; Sentence Segmenting: Clap/Count each word in a sentence; shuffling & reordering words in familiar sentences; & making silly phrases by deleting words from sentences; Syllable Segmenting: Clap/tap out the syllables of their names and other words; .Onsets and Rime[18]: Familiar nursery rhymes & sorting words into families-rhyme; phoneme segmentation, blending, & Manipulation: singing songs & reading books that involve phoneme replacement.[19]
Oral Language[20]	Extend & enrich children's **oral language & comprehension[21]** thru frequent, daily opportunities to talk & communicate w/ responsive, interested adults in unhurried conversations; modeling rich & varied **vocabulary[22]** via planned interactions & conversations[23]; daily reading; sharing a book using dialogic reading strategies; using question. techniques that encourage children's language (open-ended "wh" questions, extension, recall, distancing, reflection, narrative & explanatory talk); children dictat stories or ideas; reading predictable & pre-decodable books w/rebus pictures; using puppets & props for dramatic play & acting out stories; encouraging children to speak about their thoughts & ideas & to play w/language.[24]

Factor 2: Purpose 1—Existing Program— GB represents 3 existing sites, WC Pre-k (est. 1988),WC Even Start (est. 2001), and Head Start (est. 1968), will form a partnership to become WC Early Reading First – Great Beginnings (GB) serving approximately 200 children for **two consecutive years** prior to kindergarten entry. (See Appendix B-Demographic Chart). Student Average Daily Attendance is 90% (HS), 91% (Pre-k), and 90% (ES) w/ a staff attrition rate <1% for all sites. GB is housed in 3 buildings. WC does not have non-English speaking children. An ELL plan is located in Appendix C if need should arise. GB has the capacity of becoming a Center of Excellence based on the following:

--All meet Georgia quality, space, safety, health and sanitary standards;
--HS is NAEYC accredited;
--All attend to developmental domains using Pinnacle (ES); High Scope & Montessori (pre-k) and Creative Curriculum (HS), have been sited for effective program implementation;
--HS evaluation—Strengths-Good collaboration w/LEA, strong parent groups, classroom colorful & labeled appropriately, teachers trained in Creative Curriculum and implemented, parents participate in setting goals, facilities & vehicles are well maintained (new facility), Weakness- Scored 62% on letter recognition and 67% on vocabulary recognition; no individual classroom assessment, no language / literacy as such, and <50 books in each classroom;
--Even Start evaluation: 24/25 Communication, 25/25 Gross Motor, 24/25 Fine Motor, 24/25 Problem Solving, 24/25 Social, Emergent Language Skills- ,100% of students are on grade level;
--WC Pre-k evaluation—Lacks curriculum scope and sequence for language and literacy.

GB will provide a high quality language-rich and print-rich environment with activities and instructional materials based on SBRR. These research based strategies, materials, and curricula

will be **integrated** throughout the program.

Program Component	Existing Programs	Great Beginnings Center of Excellence[25]
Oral Language (Voc+Comp)	Story reading, songs, uses explanations, show & tell Taught directly	Dialogic & story reading[26], songs, brainstorming[27], extended discourse[28], direct/indirect vocabulary taught[29], [30], PEER[31], high quality literature, writing
Phonological Awareness	Rhyming, alliteration, segmenting	Rhyming, alliteration, segmenting, blending, picture sorts[32], onset and rime[33]
Print & Book Awareness	Teacher models, concept of word/letter, title/ author, diff. purposes	Concepts of word/print, different purposes[34], morning message, following recipes, making books, journals & maps[35], [36], [37]
Alphabet Knowledge	Name/letter ID, days/ week, month/year	ID of letters[38], letter/sound matches, ID some high-frequency words[39]
Instructional Program	Creative Curriculum framework (HS); Pinnacle (ES); Pre-k-High Scope and Montessori	*DLM*-3's, *Language for Learning* (oral language supplement), Open Court's *Imagine It!*-4's; *Photo Library* (vocabulary cards), *Literacy Launcher* (at-home web based literacy)
Social Skills	Taking turns, waiting for turn	Initiating/responding w/peers & adults[40]; negotiate w/peers for materials[41]; group cooperation-take turns[42]
Cognitive Skills	Q & A, classifying, dramatic play	Problem solving-paper folding, puzzles[43]; classify colors, sizes, shapes;[44] sequencing-plays,[45] stories
Assessment	CBM checklist	PALS, PPVT-III, IGDI [GGG], *DLM & II!* CBMs. Weekly data team meetings
Intervention	Wrap-around services-OT, PT, Speech, Special Ed	*Breakthrough to Literacy*, Interventions, wrap-around services
Literacy Environment	Children's work, labels, books, charts	ELLCO, 500 books per classroom[46], alphabet eye level, book bins for repeated reading, book rotation-CHELLO (home literacy)
Professional Development	EV Start director – 250 hrs SBRR training Phonological Awareness Training-range 0-24 hrs.	PD provider-Book Studies[47], *HeadsUp! Reading*[48],-year 3 only; College Coursework, Side-by-side coaching model[49], literacy coach, Yearly: 88 hrs Training-Initial, Winter, Spring
Parent Education	Home visits (2 per yr) for ES and HS	*Read Together, Talk Together*, Family Literacy Coordinator, Parent Educators, P.A.C.T.[50], monthly home visits, Interactive Literacy, Love & Logic training

WC Head Start, pre-k, and ES programs consistently receive high marks in all areas **except** literacy. Adding a strong SBRR language and literacy component would assure distinction as a Center of Excellence within the first year of the Early Reading First program.

Goal 1: To demonstrate language and literacy activities based on SBRR that support the age appropriate development of young children's oral language, phonological awareness, print awareness, and alphabet knowledge.
Obj. 1.a: The SBRR curriculum will follow a defined **scope & sequence** that is systematic and

aligned to support development of children's oral language, phonological awareness, print awareness, and alphabet knowledge.
Obj. 1.b: The curriculum, combined with **project procedures** and other supports, will ensure teachers know what they are supposed to do to support the development of children's oral language, phonological awareness, print awareness, and alphabet knowledge, and have the materials necessary for implementation.
Obj. 1.c-Explicit & intentional instruction will start as teacher directed & move to a more independent activity in whole group then small group w/practice as well as independent practice.
Obj. 1.d-Content will provide **context** to improve oral language and background knowledge.
Obj.1.e-Schedule for each day will allot 265 minutes for developing each child's language, cognition, and early reading.

Purpose 2: Improving Oral Language, Phonological awareness, print awareness and alphabet knowledge--Curricula—Language and Literacy—GB lacks the necessary literacy instruction for a Center of Excellence based on the kindergarten baseline assessment data. Letter Naming Fluency: 34% are at risk; 32% are at risk; and 64% scored below the 50th percentile on the PPVT-III. GB feels that by improving the quality of first tier reading instruction within the Response-to-Intervention model[51], can mitigate early delays in reading development that occur due not only to environmental disadvantages (e.g., limited experiences with books in the home), but also to developmental disabilities and will make the biggest difference in the reading potential of our students. Great Beginnings' project design will focus on ensuring the quality of the first tier learning environment in which our children are learning to read. Georgia's Department of Early Care and Learning (DECAL: www.decal.state.ga.us), requires the use of an approved early childhood framework to ensure that the developmental domains are adequately covered during the school year. Each of the frameworks varies slightly, but in essence cover the domains (physical well-being and motor development; social and emotional development; quality approaches to learning; language development, and cognition and general knowledge)[52] All sites received excellent marks on their yearly evaluations in all of these areas. All WC RF schools are implementing *Reading Mastery Plus*, a Direct Instruction model. Curricula selections

were based on a seamless alignment Pre-k-3. In order to prepare children for a smooth transition to kindergarten, GB selected the following SBRR curricula for the following reasons:

3 yr. old Core: Tier 1 *DLM Early Childhood Express*[53]	SBRR base, skills are taught explicitly and systematically, literacy objectives are clearly labeled, explicit instructions provided, embedded program assessments to monitor progress, and aligned to GA standards. Correlated to NRP, NRC, HS Outcomes Framework
4 yr. old Core: Tier 1 *Imagine It!* (Open Court-2008)[54]	
Supplement: *Language for Learning* (L4L)[55]	SBRR-base, evaluated FCRR, evidence of effectiveness w/language delayed, scripted lesson, themes
Intervention: Tier 2-(1:5) *Breakthrough to Literacy (BTL)*[56], Tier 3 (1:1)	SBRR-base, 1 hr. daily, scaffolds ELL, differentiated instruction, comprehensive, explicit, data driven.
Technology: *Photo Library (PL)*[57], *Literacy Launcher (LL*[58]*)*	SBRR-base, PL-computerized vocabulary, phonological awareness-10 languages center activities; LL-web based, pass code entry, game-like format, alphabet knowledge, phonological awareness, & vocabulary, accessible to home & school.
Professional development for core and supplemental programs will be provided prior to ERF implementation for GB staff. *BTL* intervention training will begin in January of Year 1, allowing children time to benefit from Tier 1 instruction. The core programs are comprehensive and address the developmental domains required by the state of GA-DECAL.	

DLM and *II!* teachers' guides and weekly theme guides provide teachers with appropriate goals and objectives across the developmental domains, a detailed learning focus for each week, and purposeful, meaningful, and significant play and learning activities to support intentional instruction. During initial and all subsequent training, teachers will focus on state and Head Start standards to ensure a balance between core, supplemental, and intervention materials and the developmental domains. GB classrooms are separated by age. 3 yr old staff will only use *DLM* and 4 yr. old staff will only use *Imagine It!* **Scope and Sequence**--3 year old program: *DLM* incorporates carefully selected and sequenced activities and experiences in key areas (**bold**) of early literacy development. The teaching sequence in each *DLM* lesson follows learning and memory strategies: Focus, Develop, Practice, Reflect/Assess. Teachers are trained to follow an integrated, sequential structure of one *DLM* lesson during a two week period to provide opportunities for teachers to scaffold strategies through multiple exposures to the same story. *DLM* provides a chart detailing activities for each major component of the lesson. Pre-reading

skills are taught explicitly and systematically. Objectives such as **phonological awareness, oral language development, print awareness** and **alphabet knowledge** are clearly labeled so educators understand the lesson's purpose. Three additional components are **creating literacy-rich classroom environments** through stimulating age-appropriate literature, teaching through a **thematic approach**, and **scaffolding strategies** in which adults build upon what children already know; and, linking disciplines and domains that reach across the curriculum to help children create relevance and context. Each child-centered, thematic unit offers more than 200 age-appropriate, hands-on learning experiences.

Components: Circle Time (whole group), **Lessons** (whole group & small group skill and concept instruction), **Learning Centers** (small group activities for practicing skills and concepts taught in the lesson), **Literacy Circle** (whole-or small group)					
***DLM* E Lit Developmental Areas:**	**Wk 1-4**	**Wk 5-12**	**Wk 13-24**	**Wk 25-30**	**Wk 31-36**
Oral Language					
Speech product. & discrim.					
Listening Comprehension					
Vocabulary					
Verbal Expression					
Phonological Awareness					
Print and Book Awareness					
Letter Knowledge & Early Word Recognition	Wk 1-4 full alphabet; Wk 4-31 Focus on one letter per week following alphabetical order;				Review
Motivation to Read					
Develop Knowledge of Lit. Form					
Comprehension					
Written Expression					
		Key:	Concept focus	Lessons Presented	

***DLM*'s Literacy Scope and Sequence**
Skill/Concept & Rationale
Listening (Theme 1-4) Children need to learn to listen before they are able to acquire other literacy skills. Children will: Expand their attention span to what is expected of 3 yr. (12 min); Listen for details, and Follow Directions
Oral Language (Themes 5-12) Vocabulary: After children have perfected their listening skills, they are ready to learn vocabulary that will be needed for sound comprehension, i.e.-Spatial relationships-Positional Words-Attributes
Phonological Awareness (Themes 5-12) Sounds of Language: Children will be exposed to-Rhyming Words-Onomatopoeia, and-Alliteration
Comprehension (Themes 13-24) Comprehension is enhanced when children have adequate working vocabularies. Children will: -retell stories in their own words, -re-enact stories, -answer

questions that represent all 6 levels of Blooms taxonomy,-become familiar with traditional tales, -become familiar with nursery rhymes, and –create Venn diagrams
Print Awareness (Theme 25-36) After children develop a sense of literacy they are able to understand the association between the spoken and the written work. Children will: -write stories, -follow rebus directions, -brainstorm lists, and-read along with books and charts.
Letter Knowledge/Recognition (Themes 1-4 Full alphabet) (Themes 5-31: Focus on one letter per week following alphabetical order. Themes 32-36: Review: Children are exposed to alphabet consistently and explicitly beginning Week 1 and carrying through Week 36.

WC PPVT-III scores indicate that 64% of our entering kindergarteners scored below the 50% percentile. In an attempt to catch them before they fall, *Language for Learning [L4L]*, a preschool program designed to accelerate vocabulary and oral language and a precursor for *Reading Mastery*, will be used. *L4L* scope and sequence provides for explicit, direct instruction. Each lesson (15 minutes) is scripted (teacher modeling new concept, children given opportunities to respond chorally & individually) so teachers know exactly how to present the material. Lessons provide clear correction and re-teaching procedures for teachers to meet the needs of struggling students. Lessons include story reading and other language activities such as finger plays, poems, or songs to further practice and review previously learned concepts and skills. 4-year old program—*Imagine It!* [59](formerly *Open Court Pre-k*, copyright 2008) [*II*] uses systematic, explicit lesson plans combined with engaging literature and differentiated instruction to meet individual needs across curricular areas. *II* addresses **phonological awareness, alphabetic knowledge, concepts of print, and oral language development**. *II* Scope and Sequence—*II* is organized around 10 thematic units (4 wk per unit). All strategies and skills are arranged from simplest to the most complex, because the skills build upon one another, children are able to grasp complex concepts more easily. *II* provides a comprehensive teacher's edition where a presentation of concepts, skills, and practice is detailed. In addition, *II* provides a variety of strategies such as reteach, intervention, challenge, and ESL. Teachers will be directed to follow the scope and sequence of *II*. Each lesson is aligned to support the development of oral

language, phonological awareness, print awareness, and alphabet knowledge. Parts 1 & 2 are whole group and Part 3 is small group instruction in which the children will be given adequate time to practice. The teacher does the initial reading followed by a discussion, thus allowing for listening comprehension to be addressed at the beginning of the lesson and to emphasize the primary purpose for reading.[60] The teacher will ask students on the third or fourth reread to join in reading the story. Students can then be paired for partner reading of the text, or they can read the text independently inasmuch as scaffolding of the text has already been provided. In addition, teachers, once a skill has been introduced, may ask, "What have you tried?" This may be sufficient scaffolding for success when students ask a teacher to solve a problem for them such as "What is this word?"[61]

Lessons: 1) Sounds & Letters (Warming Up, Phonological and Phonemic Awareness, Reading the Big Book; **2) Reading & Responding** (Before Reading, Making Connections, Vocabulary & Oral Language, Reading the Story, Discussing the Story); and **3) Integrating the Curriculum** (Developing Writing w/young children, Across the Curriculum-Music and Movement, Science, Math, Art, Dramatic Play, Listening) Social Skills.

Breakthrough to Literacy (BTL)—Intervention Identification: GB will follow the Response to Intervention [RtI] model[62] (IDEA2004) for child at risk of reading failure. At-risk children will be identified following the first progress monitoring period based on IDGI, PPVT, and PALs data analysis. Staff estimates that half of the students in each classroom will need some form of intervention (based on kindergarten RF baseline data). Two, 1-hour intervention periods will be held each day per classroom. Interventionists highly trained in *BTL* will meet daily with classroom teachers and literacy coaches to create a learning plan for each child.[63] *BLT* Scope and Sequence: *BTL* essential practices for moving through the Scope and Sequence include: Listen & Discuss; Read; Write; Read, Talk, and Write at Home; and, Individualized Software Instruction. The curriculum's small group and individualized instruction (Tier 2 & 3) carry children along a continuum. Children move through sequential lessons at their own level and pace, gaining

phonological and phonemic awareness as precursors to phonics; recognizing words and syllables, progresses to identifying initial and final consonants and to segmenting and blending phonemes. Comprehension strategies begin with simple retelling and advance to evaluating, analyzing, and summarizing, building from simpler to more complex each day and throughout the week. Children are pre-assessed on alphabet letters (upper and lowercase) and sounds, then receive instruction on those they do not know. The teacher may select specific letters and sounds for individuals, groups, or the entire class. Children move through the writing process at a developmentally appropriate level and pace, from scribbling to drawing to copying letters, writing "words" with the letters they know, developmental spelling, and eventually to independent writing. Students will work in whole group, small group, and individually with a computer (computer-assisted technology has been effectively used with low-level children, ELL, and struggling readers[64], [65], [66], [67]Academic quarters contain the following instructional priorities:

Phonological Awareness: Sound/Word Discrimination, Rhyming, Segmentation, Alliteration
Alphabet Knowledge: Letter names & Sounds
Print Awareness: Name, Print Functions, Print Features/Conventions, Sight Words, Concept of Word, Developmental Writing
Vocabulary: Labeling, Categorizing/Classifying, Picture Naming, New Words
Oral Language (Comprehension): Listening to Stories & Books, Gaining/Reporting Info from books, Retelling/Summarizing; Making Connections, Using Rules of Interaction
***BTL* software**: PA tasks—Listen & Speak (listening & retelling); Thinking Cap, Think Time & Word Puzzle, Explore words-listen, blend, segment, & word recognition. Identify initial & final consonants; & segment & blend phonemes. Multiple levels of support (auditory, visual, print, contextual) are provided to each child to address different developmental needs & rates of learning.

All instruction is scaffolded. Scaffolding approaches have been used successfully to assess and teach language delays,[68] children at risk,[69] and children from diverse cultural backgrounds.[70]

Technology— Literacy Launcher (LL) is a web-based program allowing children to move at their own pace using games to build phonological awareness, letter knowledge and sounds, vocabulary, and oral comprehension. Students have unlimited access using a password. A web-based report tracks individual progress for teachers and parents. *Photo Library* (PL) provides

activities in vocabulary, oral language development and support for cross curricular study in 10 languages. All technology programs will be used as learning center activities and additional instructional support that can be modified to fit the instructional sequence of the core and intervention programs. Additional program information can be found at www.sraonline.com.

Program	Topic
Literacy Launcher	Print, Auditory & visual Discrimination, Letter Knowledge, Rhyming, Sounds/Letters, Blending, Segmenting, Vocabulary, Oral Comprehension
Photo Library	Animals, Colors & Shapes, Earth, Human Body, Plants, Clothing, Food, Recreation, School, Toys, Equipment, Home, Occupations, Structures, Transportation-**10 Languages**

Procedures and Supports: One of the key elements that needs to be in place to ensure an adequate Tier 1 learning environment is a protected time for literacy.[71] In the preschool setting literacy instruction may be emphasized throughout the day in a variety of embedded and incidental ways.[72]The **daily routine** will be structured to incorporate large-group, small-group, and individual literacy activities throughout the day. One-on-one provides individualized instruction to meet special needs (Tier 3); small groups allow children more opportunity for talking, provides opportunities for scaffolding, and encourages hands-on activities and child discovery; and, large group builds a sense of community, and sets the stage for the introduction of theme, information about new concepts, and review. Key activities throughout the classroom will support the diverse needs of all children's learning through the seamless integration of curricula, materials, and instructional approach. Children will be given opportunities to develop vocabulary as they plan, predict, organize, sequence, question, report, recall, imagine, tell stories, persuade, and reason.[73] Children will be read to a minimum of six times a day from a variety of sources.[74] In addition to teachers reading and telling stories, children will be encouraged to add to and complete stories. Such activities promote both expressive and receptive language. The following reflects a blended schedule for both curricula.

GB Schedule: 7.5 hr/day, 5 day/week, 46 week/year: Space does not permit 2 complete daily schedules. *II!* **and** *DLM* program key components have been listed. Each classroom will have a separate schedule of activities appropriate for their age. 3's will only receive *DLM*, 4's only *II!*.	
7:30-8:00	Breakfast, structured play BF uses an inclusion model for all special needs students. **Group 1 *BTL* Intervention**
8:00-8:15	Arrival Activities: Matching names on attendance board, daily message using environmental print. Free choice activities at their tables:
8:15-8:30	Morning Circle, Calendar Dates, Days of Week, Months of Year, Lunch Menu, Reading/Making the Picture of today's lunch, weather & temperature, counting activity, social skills-Lesson (e.g. taking turns, appropriate group interaction)
8:30-8:40	Oral Language & Concept Development, Theme related expository Book Read-Aloud Questioning & Discussion (dialogic)-*Teacher choice-1st* Reading-small groups-facilitate "talk"
8:40-8:55	*Shared storybook* Reading of a Big Book (Print & Book Awareness), Rhyming Games, and Phonemic Awareness (individual assessment), clapping transition
8:55-9:25	*II!* Pre-K Lesson-Sounds & Letters, Phonological Awareness-4 yr. olds; *DLM* lesson for 3 yr. olds—Rhythm & Rhyme (Fall Leaves, Down, Down), *Reading from a Big Book*—making connections before reading, exploring vocabulary/oral language, enjoying the story, discussing the story through questioning
9:25-9:40	Snack Time w/read aloud- *Teacher Choice 2nd Reading* of 8:30 book
9:40-9:55	Music & Movement
9:55-10:15	Literacy Enhanced Guided Play and Learning Centers
10:15-10:35	Small Group Read Aloud w/questioning & discussion; Children rotate through small groups & centers. Differentiated Instruction (individual assessment)
10:35-11:05	Hands On Science or Mathematics Activity
11:05-11:20	Creative Movement & Free Play (indoors or out depending on weather)
11:20-11:40	Dramatic Play, Puppetry, and Oral Language Development (shared writing session-language experience) Teacher thinking aloud to draw opinions from children-small groups. Clean-up for lunch.
11:40-12:25	Lunch and Supervised Free Play-Gross Motor
12:25-12:50	Centers and Small Group Interactive Writing Center w/ teacher (Individual assess.)
12:50-1:20	Story *Circle Read Aloud* and Rest Time ***BTL* Intervention** Group 2 for non resters
1:20-1:35	Phonological Awareness lesson: Rhyming and Alliteration games
1:35-1:50	Snack Time w/ *Children's choice Read Aloud* & discussion
1:50-2:20	*L4L*-3 yr old-Learning w/Letter and Words-Word Work magnetic letters, Centers
2:20-2:25	Clean-up-Book bags ready w/take home reading and activities.
2:25-2:35	Group Activity: Revisit literacy lesson
2:35-2:50	*Teacher's Choice 3rd Reading* of 8:30 book
2:50-3:00	Closing Circle: Show & Tell, Children Depart
3:00-4:00	**Teacher preparation**-M. W.F.; **Study Groups** Tuesday, **Assessment meetings** for struggling learners-1st & 3rd Thursday-3 yr. olds, 2nd & 4th -4- yr. olds.
Total Tim = **450 min.**	Total Literacy Learning Time = **265 minutes** **Total Intervention = 135 minutes (BLT & L4L)**

Professional development: Teachers will receive in-class coaching from literacy coaches and SBRR program consultants (side-by-side coaching for fidelity to the core curricula)[75]. Additional training and support will be provided through participation in weekly study group meetings. Individual Assessment Plans: Literacy coaches and staff will meet weekly to discuss children with significant and moderate concerns based on classroom observation, CBMs, and GGG. See testing table for frequency. Plans will be developed outlining intervention strategies to be implemented and what additional testing needs to be administered. Instructional Strategies: Teachers' manuals are well organized, very well written, and contain detailed lesson plans for teachers to follow.[76] The manual lists theme concepts, learning focus, domains (personal, physical, social, language/literacy, cognitive, creative, mathematical) vocabulary, grouping options, lesson length, materials needed, questioning strategies/answer options, teacher movement within the lesson, and lesson extension activities, home links, etc.. Parental Engagement—GB will use ***Read Together, Talk Together***[77] to support **parent engagement** in their children's education and storybook reading in the classroom. This program uses research based language and literacy activities based on the dialogic reading techniques (PEER-prompts, evaluates, expands, repeats). [78]Teachers who use dialogic strategies with their children make greater gains on tests of their language development than children of teachers who do not.[79] Materials and Resources—*Literacy Launcher;* books; educational videos; and, magnetic interactive letters (Leapfrog's Fridge Phonics, for 3 yr. olds, and Leapfrog's Word Whammer[80], for 4 yr. olds) support alphabet knowledge and letter sounds using an engaging tune for literacy support in the home.[81] In combination, these provide explicit, intentionally varied and cohesive strategies to actively engage young learners[82],[83] and achieve outcomes toward preventing the "downward spiral."[84] **Explicit and intentional skills**— Successful early learning occurs when

both teachers and children are actively engaged. The challenge for teachers is to help children to think, explore, talk about concepts, and practice new skills. Early literacy teaching strategies allow teachers to explicitly and systematically help children develop a conceptual knowledge base that underlies the meaning of words rather than only focusing on letters and sound.[85] Skills start as teacher directed and move to independent activities within the whole group with practice; proceed to small group with practice, then moves to independent practice.[86] [87] For example, the teacher will begin the lesson by focusing on listening comprehension (oral language development). Listening comprehension might involve the use of a big book to familiarize children with print concepts and directionality. After chanting and playing with a similar refrain (concept of rhythm & rhyme) with finger puppets, students show understanding by practicing the appropriate motions. Facilitate whole & small group activities & independent practice[88]--The children break off into flexible groups, some working at the computer on a follow-up skill in the form of a game, some a center task (testing and sorting objects), while 2 groups work with adults. One adult meets with a small group for a discussion and to encourage children's "talk" as a follow up to the center activity on sorting/testing objects) while the other small group takes part in a shared reading with a focus on the acquisition of oral vocabulary-magnets-attract/repell.[89] Small groups will include both teacher directed and independent practice. Learning Centers: Young children learn best through multiple experiences of the same idea. [90]The following learning centers will be established or enhanced: Library; Dramatic Play/Listening; Writing; Math; Science; and Art. Each learning center will be equipped with materials, resources appropriate to the subject matter (theme) and various print materials. **Content/Context**: Content-rich classrooms are carefully constructed to be sensitive to what children should know and be able to do. But they are also sensitive to children's development and their need to explore new

ideas on their own. These environments should be challenging, stimulating, and age appropriate.[91] The context for improving children's oral language and background knowledge comes from themes in each unit. Themes within the first unit focus on the child and the people and places closest to them. Later themes provide experiences related to cross-curricular, high interest topics such as food, jobs people do, farm animals, weather, and the four seasons. The stories, rhymes, poems, and songs that form the foundation for each theme spark discussions, experiences, and activities that purposefully, and meaningfully, develop children's vocabulary and background knowledge about the theme. *II & DLM*, will be reinforced with books, language games, word walls, wide variety of reading and writing materials, and book/language extension activities related to the theme. Together, with masterful orchestration of pacing and management, they will offer a combination of teacher directed and child initiated activities that provide context to the content. **Time**--Research supports extending the time young children from low-income families spend in systems designed to increase their language skills to levels closer to the levels of children in professional families.[92] [93]GB will devote 265 minutes to literacy instruction within each 7.5 hr. day, 5 days per week, for 46 weeks. Intervention services will be provided for those students needing additional support for two 60 -minute per day by highly trained interventionists, using *BTL* and their respective core intervention strategies. These programs and strategies, together with the coaching model, the use of valid and reliable assessment, will strengthen our literacy focus. **Purpose 3: Literature and print richness of the environment**

Goal 2: To provide cognitive learning opportunities in high-quality language and literature rich environments.
Obj. 2.a-Strategies and materials will enhance the **literature & print richness of the environment.**
Obj 2.b-Strategies and materials will establish a physical environment that provides **support for the development of oral language.**
Obj. 2.c-Strategies & materials will establish a physical environment that provides support for the development of **background knowledge.**

Assessing the Environment—ELLCO will be used to help teachers assess their classrooms with regard to **literature and print richness** and **development of oral language.** Information gleaned will help define improvements to create classroom designs that foster exemplary standards. **Strategies & Materials to Enhance**—GB will maintain our current adult/child ratio of 1:10. ERF funds will be used to fund 2 LCs and 3 interventionists for *BTL*. LCs, teachers and interventions will work together to create individual assessment plans for struggling students. In a well equipped classroom environment, children construct their own learning using materials provided by the teacher, who designs meaningful, explicit classroom activities using what is in the classroom to scaffold learning.[94], [95] Distinct book areas will be located in each classroom. The setting and display of books will be organized in a thoughtful manner and coordinated with ongoing classroom activities and learning goals. The content and level of books will be appropriate for and include representations of various racial and cultural groups, informational, as well as narrative. Literacy coaches will see children dramatizing stories using props and puppets[96], [97], [98] and highly visible print labels on objects, signs, and bulletin boards around the classroom. [99], [100] Children are more likely to use books and actively participate with others in book-related activities when there is a special place to enjoy them. Books must be high quality, physically attractive, and inviting to the eye.[101] Design features for a literacy center will include partitions, ample space, comfortable furnishings, open-faced and traditional bookshelves, literacy displays and props.[102] ERF funds will supply each classroom with **500 books**, printed materials and tools, as well as furnishings to support print richness.[103] A central supply of books and materials will be purchased for teachers to check-out on an as needed basis to support thematic unit. All materials selected will be a coordinated effort based on the GA standards and core themes. Parental Engagement--"The secret of it all lies in the parents reading to and with the

child."[104]---Research shows that parents play a pivotal role in their child's literacy development by serving as teachers and role models. There is a strong relationship between storybook reading in the home and beginning literacy development.[105] Parents and their children will receive 1 book per month which will allow for multiple re-readings in the home, and one-on-one instruction in dialogic reading strategies.[106] GB parent educators will conduct monthly home visits and group meetings for learning & sharing using NCFL literacy activities.[107] Quarterly Interactive Literacy sessions will be held featuring SBRR strategies. Parent workshops supporting growth and development, and Love & Logic (www.loveandlogic.com)[108] will be held each semester.[109] CHELLO Home Literacy Environment Checklist will be used to demonstrate growth. **Strategies and materials to support the development of children's oral language:** Wasik, et al[110] states that children learn to use language by engaging in dialogue; limited opportunities to talk and receive feedback will limit language development. As evidence suggests, providing opportunities for children to talk and develop language skills is an important aspect of high-quality programs and effective interventions. Staff will be trained in using conversational strategies that promote multiple opportunities to speak, to actively listen, and to use varying vocabulary. During story time the teacher actively listens, acknowledges what the child said and extends the child's language about the concept about which the child was talking. "I see a dog" "Yes, you see a big, black dog." "What do you want to tell me about the big, black dog that you see?" To expand vocabulary, staff will be trained to provide elaborate explanations and descriptions of common activities and events. "The glue is on the round table next to the scissors." To provide feedback, staff will be trained in using informational talk. "I made a house." "Yes, you made a house with 10 blocks." The conversation is repeated or recast with more details and explanations. Staff will use open-ended questioning during book reading and

extend it to other situations. "Tell me about it." "I wonder how that happened." Or "What if. .?"Children living in poverty must be exposed to an abundance of language and guided to skillfully use language in order to be learners, readers, and writers to prevent later reading difficulties.[111] It is though everyday experiences filled with talking, reading, and writing that children gain the oral language they need to be strong readers and learners in the future. Teachers must be **planful** (assess knowledge, take steps to further oral language); **purposeful** (set clear learning goals, engage in activities that help them to explore and use language); and **playful** (adult interactions w/children to use new words & oral language skills).[112] Teachers will help children learn, think, and talk about their environment, experiences, and the new knowledge that they are acquiring. Talking, reading, and writing join together to build children's knowledge about the world and about words. Time will be built into the learning schedule for responsive conversations between teacher-child and child-child (see schedule). Oral language will be coordinated with the curricula (literacy/content learning). One strategy will be reading a minimum of 6 times during the course of each day (3-teacher choice [repeated reading], 1 children's choice, minimum of 2-core). Students will then be divided into smaller groups for one or two group book reading times to allow children to ask questions and for the group to engage in thoughtful discussions about books. Favorite books will be read multiple times in order to extend children's understanding by asking questions about features of the plot or characters that have not been discussed before. Once classrooms have completed the ELLCO, the results will guide decisions about modifying classroom environment.[113] Parental Engagement will include training parents to engage their children in oral language activities (speaking & listening) at home.[114]. In addition, teachers will select and send home appropriate books on the theme topics to be shared by parents with their children. Parent educators will share "kid friendly" web sites

with parents that expand theme units, as well as, ways to extend conversations. **Strategies and Materials to Support Background Knowledge--** All aspects of the curricula will help children make connections and expand on past experiences while building new knowledge: Farm, Changes, Animals, Transportation, Seasons, Senses are a few of the themes geared to provide the content on which the context is built. Children will work collaboratively to complete projects, such as examining ice as it melts in the Changes theme. Hands-on learning centers will integrate language and literacy skills into content areas and build background knowledge. Storybook reading such as, *Some Things Change* and *The Apple Pie Tree* will help children bridge what is in the story and their own lives.[115], [116], [117] Children will be encouraged to discuss stories and request multiple re-readings through daily "Children's Choice" reading aloud time. The talk that surrounds the story helps children bridge what is in the story and their lives. Opportunities for children to meaningfully use their literacy and language skills will be integrated with content area activities to build background experiences. Structured Read Aloud—Reading aloud occurs many times throughout the day. Teachers will provide 3 planned read aloud sessions each day focusing on different text structures using the same text (Teacher choice).[118] Materials, activities, and interactions will encourage use of *DLM* or *II* theme's throughout the classroom to unify and integrate learning (Purpose 2). *Photo Library* will be used as a vehicle to develop background knowledge in literacy centers or small groups facilitated by an adult. Parental Engagement—Dr. Pat Edwards will be invited to share her research in building a strong relationship between the school and home through parent stories. She will work with parents quarterly.

Goal 3: To provide all staff with systemic, ongoing professional development based on SBRR in early literacy development.
Obj. 3.a: Professional development **scope and sequence** will provide comprehensive information about SBRR.
Obj. 3.b: Professional development will ensure **classroom focus** and enhance implementation of curricula, materials, and instructional strategies.

Obj. 3.c: Each teacher will participate in high quality, sustained and **intensive** professional development.
Obj. 3.d: A qualified **literacy coach/family coordinator** will link professional development to the classroom/home, respectively.

Purpose 4: Professional Development lies at the heart of effective education reform, particularly when it is firmly rooted in research. Before teachers can adopt a new approach, they need to have a clear understanding of children and why the strategies are effective. Teachers can be trained to implement strategies that have positive effects on children's language and literacy development. They need to be given explanations as to why talking and reading to young children would be beneficial to children's language and literacy development; and, an opportunity to practice target strategies and to conference with an expert trainer on what worked and what was less effective. Having trainers available to observe and provide feedback helps most teachers implement strategies with fidelity.[119] **Content** --ERF Staff training—Training of key staff will be necessary to ensure the fidelity and sustainability of the grant once the grant cycle is over. Therefore, our professional development model will focus in three areas: 1) training key staff (LCs, FLC, PEs) to be expert trainers; 2) training teachers and paras in the how's and why's of early literacy, and 3) training parents to be their child's first teacher.

Training Key Staff: To **prevent** ERF from becoming a "trickle down kindergarten," LC will need to have an understanding of the interrelationship of all of the domains with literacy and language. LCs will attend C.I.R.C.L.E. training to understand the preschool child. Creating Centers of Excellence will be our focus. Dr. Terri Purcell will provide monthly training sessions (train the trainer) in the foundations of literacy, effective practices, and coaching (See Appendix A endnote 47) to key staff (PC, LC, FLC, PEs). A critical condition to sustain PD is the formation of learning communities in which professionals come together weekly to study, implement what they are learning, and share the results.[120] The LCs will redeliver the

instructional approaches and strategies during **weekly, study groups** to teachers, paras, and interventionists.[121] Dr. Purcell will train LCs to use fidelity checklists to evaluate the professional development being studied each week. It is anticipated that it will take the grant cycle to train all staff on SBRR and best practices for preschool children. Staff Training--While teachers receive guidance from LCs daily on what is being studies, teachers will also be given support in the implementation of core, supplemental and intervention programs. Teachers will focus only on their specific core program (3's-*DLM* and 4's *II*). GB will contract with McGraw Hill (MH) to provide reading specialists who are experts in training teachers to use core materials with fidelity and incorporating state pre-k standards. The MH reading specialist will work side-by-side with the literacy coach and the classroom teacher 2 days each month using: **M**odel, **O**bservation, **P**ractice, **A**pplication, **E**valuation/**P**rovide written **F**eedback. Training will ensure that teachers understand how the pieces fit together. GB will contract MH once per month in Year 2 and 3 in order to maintain fidelity. Parent Training--The Family Literacy Coordinator (FLC) and Parent Educators (PEs) will attend the National Center for Family Literacy (NCFL) literacy training; dialogic reading strategies training; and, Love & Logic training. Each month, PEs will work with parents on a specific book so that parent will know how to redeliver the learned strategy to their child. **Data Analysis Groups**[122]—Staff will meet bi-weekly (2X month) to discuss children, assessment results, and develop individual instruction plans. **College Course Work**: ERF funds will be used to pay for ECE coursework (Georgia College & State University)[123] for non-certificated staff to become certificated in field. **Scope and Sequence--5-Day Institute**—The kick-off training for GB will begin with 2 days (16 hrs) of teachers working within their core programs connecting content to the HS standards, pre-k standards, and linking all developmental domains. Teachers will plan their first unit together and practice transitioning

from one activity to another within their grade level schedule. McGraw Hill reading consultants will train on the implementation of all core and supplemental programs and link program materials. Day 3 will cover (AM) supplemental materials (technology-*Literacy Launcher* links & reports, how to supplement themes with *Photo Library*, overview and practice for *Language for Learning*). The outside evaluator, Dr. Robin Morris, will provide an overview of the evaluation process (Pals-Pre-k, PPVT-III, ELLCO), assessment calendar, reporting data, and train teachers on IGDI (GGG) w/practice. Days 4 and 5, GB staff will work with the PD provider as an introduction to the weekly study groups. Dr. Purcell will begin with the foundations of literacy, linking standards and position statements from accrediting agencies to ERF. **Year 2**--GB will sponsor training in which UT-Austin preschool SBRR materials. (www.texasreading.org) will be used as the basis for understanding SBRR strategies and as a bridge from research to practice. These materials are aligned with GA's Reading First Teacher Reading Academy (developed at UT-Austin). **Year 3** will be determined by staff based on the evaluation data and program benchmarks. Two **3-Day Retreats—Winter and Spring** Staff will be given time to internalize the core and supplemental materials, conduct mid-year progress monitoring before the Year 1 retreat in February.-- Jana Crosby (www.brookespublishing.com/onlocation) will train GB staff on ELLCO. Dr. Purcell will follow-up with using progress monitoring assessments (GGG) to drive instruction. The Spring Retreat in June will focus on: grouping decisions, placements, and identification of specific needs and planning instruction; analysis of Year 1 data (GPRA); and, the review benchmarks and objectives for Year 2. CHELLO training will be delivered on site to the family literacy coordinator and parent educators in January 09. The project coordinator will present a "State of Great Beginnings ERF" to all stakeholders at a BOE meeting to share successes and future program improvements. **Strategies and Materials:** The chart below is a

sample of **Year 1** professional development. GB will schedule over 200 hrs. of PD per year. All GB staff feel that the strength of the ERF program is the PD which will make a difference in the lives of our children. 100% have signed a commitment to participating in all PD offered.

ALL STAFF Delivery	**Year 1 Hours**	**Topic Year 1-below;Year 2 and 3 will have the same hrs. but focus on PD driven by evaluation data, teacher/student needs.**
5 day Institute	40	Core & supple. curricula TR; evaluation (tools); SBRR
Winter Retreat	24	ELLCO; eval. update; data analysis (progress monitor.)
Spring Retreat	24	UT-Austin Pre-K academy; evaluation update; SBRR; data analy.
Intervention Train.	12	Intervention materials (*BTL*)-RtI Model[124]on site
McGraw Hill Dianne Hill	12 per month	Monthly visits to maintain fidelity to core curricula (model, observation, practice, application, evaluation/provide written feedback=**MOPAEPwf**)
In-class Coaching	767	Literacy Coach in classroom **80%** of day **MOPAEPwf**
Study Groups	69	Weekly, professional books guided by LC See Appendix B
Assessment Meet.	23	Bi-monthly-discuss at risk students
Conferences	TBA	ERF, National Reading Council, Head Start, State Pre-k
College	6	ECE coursework, GC & SU-for non certificated staff-
Interactive Literacy	12	Quarterly Dialogic Reading-*RTTT* for parents and staff-Pearson
Key Staff training	monthly	Train-the-trainer model SBRR, Dr. Terri Purcell
Heads Up! Reading	Ja.'11	www.huronline.org satellite feed coursework-Year 3 only
ERF STAFF		
Conferences		ERF; NRC, NCFL; Head Start
SBRR groups	72	Dr. Terri Purcell, monthly study group-train the trainer model
NCFL training	40	Family Literacy Coordinator, Parent Educators-PACT activities
CIRCLE[125]	30	LCs-understanding preschoolers
Parent Training		
Interactive Literacy	12	Pearson trainers, Quarterly, dialogic *RTTT*-parents & staff
Monthly visits	12	Dialogic Reading-PEs working in home visits
Parent Stories	24	Dr. Pat Edwards working quarterly with teachers & parents
Love & Logic	ongoing	12-week sessions (1 hr) offered each semester

Classroom focus —Dr. Terri Purcell will lead the training for GB key staff book study groups. The LC/FLC will redeliver the training to the staff. ERF funds will provide side-by-side coaching delivered by Dianne Hill, reading specialist for McGraw Hill to maintain fidelity of the DLM and *II!*. Institutes and Retreats will be scheduled yearly. The first year's focus will be on core curricula, supplemental materials, intervention training, assessment training, SBRR research, and data analysis. Follow-up classroom support during each year of the ERF grant will include **daily literacy observations and modeling** of lessons providing best practices strategies.

Fidelity to the curricula and ERF project procedures will be monitored through the use of tools provided by the publishers, lesson play analysis, coaching visit reports, and staff literacy activity logs. **High Quality, Sustained, and Intensive**--GB professional development will be ongoing throughout the grant process. Over 200 hrs. will be provide on campus. **Qualifications and responsibilities of teacher mentors**: A highly qualified literacy coach (reading specialists highly trained in SBRR, MA or higher, 5 years experience in field, experience working with adult learners, extensive experience in the use and interpretation of valid and reliable assessments) will work daily (**80% of day**) in classrooms to link SBRR professional development to classroom instruction. Research demonstrates teachers who receive coaching as follow-up to professional development training exhibit greater long-term retention of knowledge and skill with strategies and generally practice new strategies more frequently.[126] GB is committed to our parents as their child's first teacher. The family literacy coordinator (FLC) and parent educators (PEs) will be teachers highly trained in SBRR, have extensive experience in EC programs, provide artifact of work experience in developing language and early literacy skills in young children, and experience working with adults. The FLC and PEs will provide ongoing intensive professional development in homes and on site for parents. Parent Training—Dr. Pat Edwards will work with parents quarterly using "Parent Stories" research. Additional support for parents will be provided monthly through home visits (dialogic); quarterly dialogic reading "Interactive Literacy" sessions; and weekly Love & Logic training offered each semester.

Goal 4: To use valid and reliable screenings, diagnostic, progress monitoring and outcome early literacy measures to identify students at –risk, guide instructional decisions, and evaluate program effectiveness. Obj 4.a: Each teacher will administer designated assessments based on the assessment calendar to identify students at-risk. Obj. 4.b: Each teacher will use information gained from screening and progress monitoring assessments to improve instruction for individual children. Obj.4.c: Staff will gather high-quality data for program effectiveness.				
Assessment	**Purposes**	**Properties**[127]	**Skills Measured**	**Test Frequency**

PALS-Pre-k	S, PM, O	Yes[1]	AK, PA, CoP, OL	3X per yr.
Get it! Got it!Go!(IGDIs)	S, PM	Yes[2]	PN, A & R,	3X per year
PPVT-III	S, O	Yes[3]	V	3 X per yr.
ELLCO	Class Observa	Yes[4]	Lit environment	3 X per yr
CHELLO	Home Lit.Env	Yes[6]	See appendix[97]	3X per year
BTL CBMs	PM	No	AK, PA, CoP, OL	Continuous monitor
II DLM CBMs	PM	N	AK, PA, CoP, OL	End of each unit
AK-Alphabet Knowledge, PA-Phonological Awareness, CoP-Concepts of Print, OL-Oral Language, PN-Picture Naming (expressive language, vocabulary), A & R-Alliteration & Rhyming (Phonological Awareness, Vocabulary, Oral Language), OL**--Oral Language (Vocabulary inflections & syntax, narrative conventions, fluency*** students w/significant concerns bi-monthly **** students w/moderate concerns-monthly **See Appendix B-Psychometric Properties (endnote 127)**				

Purpose 5: Assessment--The GB assessment plan ensures that teachers will regularly and systematically assess and monitor children's progress in oral language and early literacy development using the valid and reliable measures above. Outside testers will administer PALS, PPVT & ELLCO for the evaluation. Teachers will use GGG, CBMs, and state required checklists to screen children's early language and literacy skills and monitor progress. Following initial screening assessments, teachers will identify children in need of further diagnostic assessment and additional intervention supports Children who have significant concerns will be monitored weekly, children with moderate concerns will be monitored bi-weekly and other children will be monitored 3 X per year (fall, winter, spring). Each child's progress monitoring data will be graphed and visually analyzed for changes in trend, level, and variability. Additional progress monitoring data will be collected through embedded program assessments and teacher observations. At assessment meeting (2X month), children with significant and moderate concerns will be discussed and an intervention plan will be implemented, as well as follow-up training in analyzing and using data. Initial training (5-Day Institute) will include effective administration and scoring of all assessments, and use of assessment data to guide instruction.

Goal 5: To coordinate ERF with similar or related efforts, and with other appropriate resources.
Obj. 5.a: GB will coordinate **SBRR training** with area day cares.
Obj. 5.b: GB will coordinate **transition** training between ERF and all RF sites.
Obj. 5.c: GB will create an ERF **web site** linking all stakeholders with the ERF project.

Factor 3: Coordination of resources--Horizontal and vertical alignment of curriculum, GA Pre-k standards, and program planning helps to ensure that all children entering WCE have access to a high quality early childhood program that targets the development of predictive reading skills and prepares them to participate in the school's Reading First program. ERF and RF project administrators and literacy coaches will meet monthly to coordinate efforts and share information. **Transition to Kindergarten**: The team will identify ways to address the need for family-school, child-school, peer, and community connections. Current transition activities will remain in place (sharing data, portfolios).[128] Kindergarten teachers will spend 4-1/2 days in July as a para conducting small group instruction in each pre-k classroom, studying data, and getting to know upcoming kindergartners to facilitate a smooth transition. Kindergarten teachers will be invited to participate in the weekly book study groups. A transition to school team will be created to connect projects within community stakeholders and families to promote a shared investment in successful school achievement. GB will lay a positive foundation for parents, prepare children for entrance in the RF program, strengthen knowledge base of educators, and provide ERF children a solid foundation upon which their academic success will grow. **Quality of Project Personnel Criterion 2, Factor 1:** WCS is an equal-opportunity employer and does not discriminate on the basis of gender, race, national origin, color, disability, and age in hiring and employment practices. Employment of existing staff, new hires, and consultants will be consistent with these principles. See GEPA attachment. Candidates for ERF instructional positions will be recruited from among all of the district and area educators. WCS advertises on the state's web site www.teachgeorgia.com . Dr. Kathy Culpepper, Assistant Superintendent of Schools, will serve as the **Project Director**. Dr. Culpepper has extensive experience in education, educational administration, budget management, curriculum, and assessment. She will

work closely with the PC, all collaborating partners, and the evaluator to ensure that all aspects of GB are implemented with fidelity and within budget. She will be the primary contact with ED and provide all documentation required as it related to implementation and evaluation of the project. **Factor 2: Key Personnel** Dr. Barbara Lundy, Even Start family literacy, will serve as the **Project Coordinator.** She has extensive experience working at the district level with Head Start, pre-k, Title I, Reading First, and REA. She is certified in administration, early childhood, and reading. WCS will advertise and hire 2 literacy coaches, a family literacy coordinator, 2 parent educators, and 3 interventionists. The **Literacy Coaches**[129] requirements were previously listed. The **Family Literacy Coordinator** will have: MA in field, evidence of knowledge and understanding of SBRR, and previous experience with family literacy activities. The **Interventionists** and **Parent Educators** will have: BA in field, evidence of knowledge and understanding of SBRR strategies and assessments, and classroom experience. **Factor 3**: Dr. Robin Morris, Regents Professor of Psychology at Georgia State University will serve as the program **evaluator**. Dr. Morris is the evaluator for four Early Reading First grants in Georgia. Dr. Terri Purcell will serve as the **professional development provider** for ERF staff and has successful served as an ERF director and is an assistant professor of early literacy. She has extensive experience working as an ERF monitor for ED. Jana Crosby will serve as the **ELLCO & CHELLO trainer** and work with staff struggling to create a literate environment.[130] See Appendix D for section key personnel vitae or job descriptions. GB will contract with Dianne Patterson-Hill, SRA/DLM reading specialists, to train the literacy coach and staff on all curricula and fidelity measure that the literacy coach can utilize each week during in-class coaching. *BTL* will provide a specialist to train the interventionists in the implementation of the Tier 2 and 3 intervention plan. All professional development providers must provide artifacts of their

knowledge and understanding of SBRR, knowledge of the ERF grant requirements prior to the contract negotiations, and experience working with adult learners. **Start-up Grant Manager—** Based on the information contained in the RFP, the earliest filling of August postings is the November 2008 BOE meeting. In order to comply with ERF requirement, WCBOE will contract an ERF grant manager, Gaytha Harris, to act as/with the project coordinator for the first 7 months of the ERF project. She has extensive experience acting as the transition project coordinator for 3 ERF grants in Georgia. **Adequacy of Resources Criterion 3: Factor 1-Support of Stakeholder** 100% of staff, BOE, and Parents has signed a Letters of Commitment to ERF. See Appendix E. **Factor 2: Costs/Benefits.** GB will be cost effective. The project will integrate a research-based early literacy program in ten classrooms. GB will serve 200 children, 190 families, 11 teachers, 11 TA's, 14 ERF educators. Georgia spends $10,015 per student. Literacy support to high poverty children and families increase the indicators Without these services, children will begin school without readiness skills. The per pupil rate is crucial to meet GPRA benchmarks and GB ERF goals. Coordination of resources—

Fund Source	Type	Use of Resources	Amount
Reading First	Federal	Vertically align curriculum for age 3 through 3rd grade; expertise of 9 professionals (principal, 6 teachers, Reading Specialist, RF Coach) x $48/hr. x 36 weeks	15,552
Preschool Special Ed.	State	Special education preschool teacher (**ALL classrooms** fully inclusive—**NO PULLOUTS**) at ERF school	16,211
Pre-K	State Lottery	6 Pre-K classes at Primary School, including staff salaries/benefits and curriculum	672,795
Even Start	Federal	Pre-purchased materials and equipment through Even Start funds: curriculum for ERF classrooms and *Read Together, Talk Together* kits to teach dialogic reading to parents.	22,325
USDA	Federal	Fed break/lunch/snack program 3/4-year-olds-Primary school	144,000
(In-kind) Professional Learning	Local	Early childhood learning; ERF/Pre-K/kindergarten collaboration with Primary School; performance-based standards (Curriculum); character education/social-emotional learning (Social Work); discipline (Psychology)	35,000
(In-kind)	Local	Space, utilities, custodial, transportation, security, payroll, accounting services (District Services)	73,000
R&RCG: QCC *	Local	Facilitate working with 4-year old Pre-K per DECAL regs	500
		Total	979,383

Criterion 4, Factor 1: Quality of the Management Plan:				
KEY: D-Director; C-Coordinator; LC-Literacy Coach; T-Teacher; P-Parent; FLC-Family Literacy Coordinator; PE-Parent Educator; I-Interventionist; GM-Grant Manager; Purch-purchase; Les.P-Lesson Plans; PD-Professional Development; BOE-Board of Education; Months-abbreviated; Par Notif-Parent Notification; Invent-Inventory; Min-Minutes; Intev-Intervention; PD provid-Provider				
Goal 1: To demonstrate language & literacy activities based on SBRR that support the age appropriate development of young children's oral language, phonological awareness, print awareness, and alphabet knowledge.				
Benchmark: **1.1**: By May 2009, and by the end of each subsequent program year, teachers in 100% of participating classes will provide a minimum of **265** minutes of systematic, scaffolded daily instruction in language & literacy that is integrated with content of all subject areas to support learning through implementation of scientifically based instructional strategies. **1.2:** By May 2009, and by the end of each subsequent program year, 100% of parents will be trained on dialogic reading.				
Activities	Resp. Par	Indicators	Timeline	Obj.
Place orders for all materials, curriculum, technology, assessment, PD	D,C	Purch. orders	S/08	1.a
Set schedule for **265** minutes of literacy instruction per day	Staff	Lesson Plans	N-08	1.a
Implement SBRR curricula	LC	Les.P; Observations	Ja-09	1.a
Use technology to support SBRR curriculum	LC	Observation	Ja-09/11	1.a
Implement new learning schedule	D,C,LC,T	Observations	Ja-08	1.b
Provide professional development and coaching	P, LC	PD logs	N-08	1.b
Develop instruction/intervention plans	T,LC	Written plans	F-09	1.b
Revise instructional strategies to integrate w/curricula	D,C,LC,T	Les P, Observations	Ja-09	1.b
Implement teacher-directed, whole & small group, & independent activities	LC, T	Les P. Observations	Ja-09	1.c
Prepare facilities for whole & small group & indep. practice	C, LC, T	Observations	D-08	1.c
Design classroom themes to support SBRR curricula to improve OL & BK	C, LC, T	Les P. Observations	N-08	1.d
Link lessons to other subject matter (math, science, social studies, etc.)	LC, T	Les P. Observations	N-08/11	1.d
Expand to year-round, full-day, pre-k and HS classes	D, C	BOE, Par. Notif	Jn-09/11	1.e
Provide parent training in dialogic reading	FLC, PE	PE Home Visit Rep.	D-08/11	1.e
Goal 2: To provide preschool-age children with cognitive learning opportunities in high-quality language, literature, and print rich environments.				
Benchmark: **2.1**: By May 2009, & by the end of each subsequent program year, all preschool classrooms in the **ERF** will demonstrate an exemplary language &print rich environment w/a rating of 100%. **2.2**: By May 2009, & by the end of each subsequent program year, all preschool families will have received one book per month (total 12 per year) to enrich their home environment.				
Assess each classroom environment w/regard to literature and print richness	D.C.LC	Observ's, ELLCO	S-08/11	2.a
Provide 500 books w/central supply of books to support content area learning.	D, C	Inventory	M-08	2.a
Provide strategies & materials to promote parent support for print richness	C, FLC	Invent., Par. agenda	D-08/11	2.a

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Assess each classroom environment w/regard to support for oral language.	C, LC	ELLCO	S-08/11	2.b
Provide materials to stimulate oral language development	C	Invent, Observations	Ja-09/11	2.b
Provide strategies & materials to promote parent support for oral language.	FLC,PE	Invent., Par. Agenda	D-08/11	2.b
Assess each home environment w/regard to home literacy.	PE	CHELLCO ✓ list	J-09/11	
Assess each classroom environment w/regard to background knowledge	D, LC	ELLCO ✓ list	S-08/11	2.c
Provide materials to stimulate background knowledge	C	Invent, Observations	Ja-09/11	2.c
Provide strategies & materials to promote parent support of background know.	FLC, PE	Invent, Par. Agenda	D-08/11	2.c
Provide one book per month to promote a print rich environment in the home.	FLC, PE	Parent Receipt Sigs.	D-08/11	2.c
Goal 3: To provide all staff with systematic ongoing professional development based on SBRR.				
Benchmark: **3.1:** By May 2009, and by the end of each subsequent program year, 100% of participating preschool teachers and paraprofessionals will demonstrate a significant improvement in their skills (85%) in applying new knowledge that enhances the early language and literacy development of preschool children. **3.2:** By May 2009, and by the end of each subsequent program year, 100% of preschool parents will have participated in parent stories training.				
Train teachers in SBRR practices & strategies.	PD provid	PRE-POST PD test	N-08/11	3.a
Coach teachers daily in SBRR practices & strategies	LC, SRA	Coaching logs	daily	3.a
Provide ongoing support through weekly study group, observations, & assess.	C, LC, T	Min., Observ. √-list	weekly	3.a
Follow-up after all training w/daily observations, modeling, best practices	LC	Obser √-list,LC logs	daily	3.b
Ensure that professional development providers are qualified	D, C	Vitae, References	Se-08/11	3.c
Est. an ongoing system of observ, coaching, self-assessments, study group	D, C, LC	Plan, observ √-list	N-08/11	3.c
Daily coaching of classroom staff to link PD to instruction (80% of day)	C, LC	Observations	Ja-09/11	3.d
LC will become certified trainers in SBRR programs to build district capacity	PD provid	Certificate	N-09	3.d
Train parents in using parent stories to increase parent particip. ERF activities	FLC, PE	Work samples	Ja-09/11	3.d
Goal 4: To use valid and reliable screenings, diagnostic, progress monitoring, and outcomes early literacy measures to identify students at-risk, guide instructional decisions, and evaluate program effectiveness.				
Benchmark: **4.1:** By August of each program year, 80% of children who enter the program at the beginning of the school year will master 100% of the objectives and skills covered in the **OCR & DLM** curricula in the areas of oral language, phonological awareness, print awareness, and alphabet knowledge. **4.2:** By August of each program year, 80% of children will show significant gains on the assessments given, and 95% of children who enter kindergarten will show a level of language development and reading readiness that will ensure success in kindergarten. **4.3:** 80% of children will demonstrate age-appropriate oral language skills as measured by the PPVT-III when they exit **ERF** to enter kindergarten **(GPRA)**. **4.4:** 85% of children will identify 100% of letters on the Upper Case Alphabet Knowledge subtask of the PALS-Pre-k assessment when they exit **ERF** to enter kindergarten (GPRA).				
Use PPVT-III, PALS-Pre-k, IGDI, to identify students for intervention	LC, T	Assessment data	monthly	4.a
Use Pre-LAS as ESL assessment, if needed	LC, T	Assessment data	3 X yr.	4.a

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Use IGDI, PALS-Pre-k, embedded assessments to monitor student progress	LC, T	Assessment data	3 X yr	4.b
Provide PD: admin. & scoring & measures & analysis of assessment data.	D, C	Attendance Files	N-08/11	4.c
Use assess. meetings to analyze assessment data and design intervention plan.	Staff	Instruct. /interv Plans	Ev. 2 wk	4.c
Goal 5: To coordinate ERF with similar or related efforts, and with other appropriate community, State, and Federal resources.				
Benchmark: **5.2** By the end of the grant cycle, the area day care center will have received SBRR materials. **5.2** By May 2009, and each subsequent year, kindergarten teachers & **ERF** will have provided monthly transitional trainings and meetings. **5.2** The district will provide a website featuring SBRR best practices and link to thematic unit. **5.3** By May 2009, and each subsequent year, kindergarten teachers & **ERF** will have provided monthly transitional trainings and meetings.				
Ensure horizontal & vertical alignment of curricula from HS to grade 3	C,D, LC	Alignment Document	N-09/10	5.b
Provide transition meetings, collaboration & cross visits to share teaching strategies & assessment results and coordinate transition to kindergarten.	LC, RF LC, T	Meeting notes	Mar 09/11	5.b
Design website for ERF stakeholders	Web master	Web site	Ja 09/11	5.b
Provide Heads Up! Reading for K teachers & UT CIRCLE for preschool staff	LC	pre/post test, roster	N-08/11	5.b

Factor 2: Process/Procedures--BF processes and procedures for ensuring feedback and continuous improvement include: daily monitoring of instruction (curricula fidelity checks) bi-annual monitoring of the classroom environment, quarterly summaries of all evaluation data, including student progress monitoring; weekly study groups and bi-monthly data-analysis groups; weekly meeting of project administrators, LCs and FLCs and monthly meetings with the external Evaluator. These procedures will enable administrative staff to use data to inform decisions about program strategies, including providing appropriate instruction for every child and making sure the project is supportive of and welcoming to parents. The evaluation section outlines how data will be reported, who will analyzes data, and how it will be reported back to stakeholders.

Factor 3: Time and Commitments:

Key Personnel	Primary Project Responsibilities	% of Time
Project Director Carolyn Medlock	Oversight/budget manag.; supervision of PC; primary liaison with RF & other EC programs, stakeholders, consultants	Year 1-25% 10 hrs.
BF Coordinator (1)	Day-to-Day coordination of activities, supervision/training of staff; liaison w/stakeholders & project consultants	100% 40 hrs/wk
Grant Manager Gaytha Harris	Order all materials, set up PD for Year 1, broker/ write contracts, advertise positions, to guarantee start-up date by January 1, 2009, Train Project Coordinator	Sept 1, 2008 – Feb 1, 2009 40 hr/wk
Literacy Coaches (2)	Coach & mentor for preschool staff (80% in classrooms-individual & group modeling, observation w/feedback, study group redelivery; assessment monitoring	100% 40 hrs/wk
Family Literacy Coordinator (1)	Professional learning for parents; liaison with community & family literacy consultants, oversight of Parent educators	100% 40 hrs./wk
Interventionist -3	Provide instruction for at-risk students—Tier 2 and 3	100% 40 hrs/wk
PD Provider Terri Purcell	Work with project director & coordinator to design and implement a model professional learning program for staff	Year 1-8 days Year 2/3-12
PD Provider Jana Crosby	Train ERF staff –ELLCO/CHELLO, work w/struggling and new staff	Year 1--11 days
PD Provider	Work with parents developing Parent Stories-Pat Edwards	quarterly
PD Provider	Side-by-side coaching-fidelity of core program-Diane Hill	Year 1-3-12 day
PD Provider	Train interventionists to maintain fidelity to BTL-Breakthrough to Literacy specialists	Year 1-3-6 days
Evaluator-	Work with PD & PC to design, refine, and carry out an independent project evaluation-Dr. Bob Popp	40 days

Criterion 5: Project Evaluation: Assessment/Performance Monitoring--The GB ERF assessment plan ensures that teachers will regularly and systematically assess and monitor children's progress in oral language and early literacy development using the following valid and reliable measures: **Obj. 4.a, 4.b** are contained within the assessment table. **Obj. 4.3** can be found in the Endnotes under Testing. GB ERF assessment plan includes a focus on child assessment, classroom assessment, and parent-child literacy activities. The **child assessment** plan ensures that teachers and independent evaluators will regularly and systematically assess and **monitor children's progress** in oral language and early literacy development using valid and reliable measures, and will gather formative and standardized assessment information to **guide instruction**. Initially, the LC and teachers will use multiple measures to screen children's

behavior and early language and literacy skills. Following initial screening assessments embedded within the instructional programs, and using the more standardized IGDI (Picture Naming, Rhyming, Alliteration) and FACES Cooperative Classroom Behavior & Behavior Problems Scales, teachers will identify children's behavior and initial language and literacy status, and identifying those falling in the lowest 20% of the district on these assessments, **detect those in need of referral for further diagnostic assessment and additional intervention supports**. In addition, using this initial screening information, teachers will be able to set realistic, initial instructional goals which will assist children in meeting the end of program (4 year old) benchmarks on the various standardized measures (see Table below)These End of the Year Benchmarks were chosen based on data suggesting that 4 year old preschool children who meet these benchmarks by August of each program year (right before entering Kindergarten) have increased success in learning to read and be successful in Kindergarten literacy programs. Although there is no current data on how many children will enter the pre-K program not meeting these benchmarks, it is expected based on data from similar nearby counties, that approximately only 30-40% of the children will meet some of them, and only a few will meet all initially. The program goal is to increase the percentage of children meeting these benchmarks by 20-25% by midyear assessments, and another 20-25% by the end of the year assessments. The ideal **4.1** goal is to have between 90-100% of the children who enter the program at the beginning of the school year master 100% of the objectives and skills covered in the **II & DLM** curricula in the areas of oral language, phonological awareness, print awareness, and alphabet knowledge. In addition, **4.2**: 90-100% of children will show significant gains on the assessments given, and 95% of children who enter kindergarten will show a level of language development and reading readiness that will ensure success in kindergarten. **4.3**: 90-100% of children will

demonstrate age-appropriate oral language skills as measured by the PPVT-III when they exit **ERF** to enter kindergarten (**GPRA**). **4.4:** 90-100% of children will identify at least 21 letters on the Upper Case Alphabet Knowledge subtask of the PALS-Pre-k assessment when they exit **ERF** to enter kindergarten (GPRA).

Additional continuous, formative progress monitoring data will be collected through embedded program assessments which are primarily structured via teacher observations using systematic checklists ratings of a child's skills. The DLM uses a Performance Assessment Checklist which the teacher completes a minimum of 4 times a year, and which covers a wide range of developing language and literacy related skills. This Assessment Checklist has been linked to the HS Child Outcomes Checklist. The II Pre-K program has a series of benchmark growth indicators which are based on short (1-3 minute) tests focused on language and literacy skills that are given at least 3 times a year, minimum. Finally, the BTL program captures much of what a child is doing in each activity and provides a teacher with a variety of instructional information about the child's progress. For those children using the BTL program, there will be assessment data available every time they use it. As described, even though these instructional programs have standard and timely assessment points, usually at the end of an instructional unit and which provide guidance for instruction, children who have been identified as having significant concerns will be monitored weekly, children with moderate concerns will be monitored bi-monthly, and other children will be **monitored no less than three times per year (initial screening, mid-year, end of year)**. These teacher focused assessments will focus on critical literacy skills (e.g., phonological awareness, print and book concepts, vocabulary, alphabet knowledge) data which will be used to assist in planning instruction and learning goals and documenting what has been learned.

In order to provide a more **independent standardized program evaluation** of these children, three times a year independent evaluators with training and experience with pre-school children, will complete a standardized measure of vocabulary development (PPVT-III) and general pre-literacy skills (PALS-PreK – and PRE LAS 2000 if ELL child) to provide further normative based information regarding those children needing **referral for further diagnostic assessment** and to provide nationally standardized data useful in **evaluating and improving the educational programming**. This independent evaluation, which will take no more then 30 minutes with a child, will take place at initial screening, mid-year and at the end-of-year. These measures have strong reliability and validity in this age group. In addition, the family literacy team will perform an in-person or phone interview with each child's parent using an adapted Home Literacy Survey which will focus on the **frequency and type of reading activities with the child at home**. A **classroom assessment** will also be performed at these 3 time points in order to provide the program director independent assessment of classroom quality using the ELLCO measure. This measure addresses language and literacy practices, materials, and classroom environment based on a classroom observation, teacher interview, and a literacy activities rating scale. **(Obj. 4.d) Initial assessment training** (Summer Institute), particularly on the IDGI will be provided by Dr. Morris and his colleagues, with side-by-side shadow scoring to establish reliability in measurement, and follow-up during assessment meetings will be provided to all assessment staff and teachers, as appropriate. In addition, initial and on-going training will include effective administration and scoring of all assessments, use of data recording systems, **how to use assessment data to guide instruction**, and how to transfer data for systematic review. Side-by-side shadow scoring will involve the LC and teachers both assessing a child simultaneously and establishing reliability of at least 80%. Follow-up training in analyzing and

using both informal and formal data will occur at ongoing assessment meetings as teachers receive assistance using their own class data. As example, each child's progress monitoring data will be graphed and visually analyzed for changes in trend, level, and variability, and comparisons to class averages, national norms, and related benchmarks will be utilized to inform teachers of the progress children are making. Children with significant and moderate concerns will be discussed, by name, and appropriate evaluative referrals made, and an IIPs will be implemented as needed. Wilkinson County (WC) RF administers DIBELS, PPVT-III, GORT, and Woodcock-Johnson. IDGI and PPVT-III will provide a link to RF assessments. The LC will provide a yearly "State of the Preschool" to the WC Board of Education, RF staff, HS staff, parents and community stakeholders.

Standardized Assessments	**Purposes**	**Properties**	**Skills Measured**	**Test Frequency**
PALS-Pre-k	S, PM, O	Yes[1]	AK, PA, CoP, OL	3 X per yr.
Get it! Got it! Go!(IGDIs)	S, PM	Yes[2]	PN, A & R,	3 X per yr.
PPVT-III	S, O	Yes[3]	V	3 X per yr.
ELLCO	Class Observa.	Yes[4]	Lit. environment	3 X per yr.
Pre-LAS (ELL only)	S, D	Yes[5]	OL, V, F	3 X per yr.
Benchmarks			**End of Program 4 years old**	**Test Benchmarks for 4 year old**
PALS-Pre-k Name Writing Upper Case Letters Lower Case Letters Letter Sounds Beginning Sounds Print and Word Rhyme Awareness Nursery Rhymes	Baseline Expect that Less than 30-40% of Pre-K children in 4 year old classrooms will meet Benchmarks at beginning of year	Mid-Year Goal is to Increase number of children meeting benchmarks by 20-25% over baseline percentage	End of Program Goal is to Increase number of children meeting benchmarks by 20-25% over midyear percentages. Ideal goal is for all children to meet benchmarks before leaving program.	 5-7 12-21 9-17 4-8 5-8 7-9 5-7 5-7
Get it! Got it! Go!(IGDIs) Picture Naming Alliteration Rhyming	See Above	See Above	See Above	18-21 wpm 2-4 pairs in 2 min. 4-7 pairs in 2 min.
PPVT-III	See Above	See Above	See Above	SS > 85

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Project Narrative

Other Narrative

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Attachment 12:
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Early Reading First Grant—Mississippi State University, Early Childhood Institute, Dr. Cathy Grace----cgrace@colled.msstate.edu

ERF grant-Round Rock ISD, Round Rock TX

ERF grant Navaho Head Start, Bluff, UT

[54] **Research Evidence for Imagine It!** (formerly Open Court Reading Pre-k) copyright 2008-2 additional themes were added over the 2005 copyright.

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[127] **Psychometric Properties for Assessments**

PALS-Pre-k--[1]Internal consistencies from .75 to.93 Concurrent Validity from .41 to .71 with other early childhood measures Content validity documented in the manual;

Get It! Got It! Go! (IDGIs)--[2]Concurrent validity of .47 to .75 with other early childhood assessments Predictive validity of .44 to .61;

PPVT-III--[3]Coefficient alpha mean of .95 Test-Retest reliability from.91 to .94 Internal consistencies from .61 to .88 Alternate forms reliability from .71 to .91 Construct & criterion validity documented in manual;

ELLCO--[4]Interrater reliability of 81% Internal consistency from 73 to .92 Construct Validity

Pre-LAS--[5](ELL only)-- [5]Reliability established using a seven state sample in1997 (n=956).Reliability coefficients range from .76 to .91.

[6]CHELLO--Reliability-logically cluster around a common set of characteristics. Internal consistency Group/Family Observation Physical Environment for Learning .91 Correlation coefficients ranging from .57 to .86. Internal consistency Supports for Learning and Adult Teaching Strategies .92 and .93, respectively. Total correlations for Supports for Learning .66 to .85. Adult Teaching Strategies-.41 to .80 Cronback alpha = Physical Environment = .91; Support for Learning = .90; Adult Teaching Strategies = .94; Group/Family = .97

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Wilkinson County ELL Plan for Early Reading First

In recognition of the growing numbers of children entering US school systems in which English is not their first language or culture, Wilkinson County – Great Beginnings (GB) Early Reading First will initiate the following recommendations based on the position statement from the National Association for the Education of Young Children (NAEYC) (1996)—Responding to Linguistic and Cultural Diversity—Recommendations for Effective Early Childhood Education.

Child Centered	Family Centered
Recognize that all children are cognitively, linguistically, and emotionally connected to the language and culture of their home.	Actively involve parents and families in the early learning program and setting.
o GB will collect cultural information by interviewing parents and making home visits, as a result, GB educators will be able to develop our own understandings about the meaning of the home language and culture in the lives of the children we serve. o GB children will never be made to feel that they must choose between the ways of their family and friends and the ways of their school. Instead, they will be assisted in adding to their cultural and linguistic repertoire in this new setting without feeling that they must give up their cultural and linguistic heritage	o GB will use questionnaires with non-English speaking parents to that each family's interests can be included in the classroom. o GB will make every effort to bring the child's home language and culture into the classroom where their knowledge and interests are valued.
Acknowledge that children can demonstrate their knowledge and capabilities in many ways.	Encourage and assist all parents in becoming knowledgeable about the cognitive value for children of knowing more than one language, and provide them with strategies to support, maintain, and preserve home-language learning.
o GB will assist children in ways other than verbal communication to show what they know, including the use of extensive observation and nonverbal tasks. o GB teachers will be alert to the possibility that a child's behavior, although different from other children's is, however, an expression of what that child's understandings are at that time and ill	o GB will assure parents of their importance in their child's development and how important the home language is in accomplishing this. o GB staff will help parents develop strategies for continuing the use of the home language within the family context, for eking social situations outside the family where the

need to use that as the relevant starting point for that child.	language is spoken, and for traveling to areas where the home language is the primary language. o GB staff will inform parents in advance about media messages, the traditional educational establishment, and their children in order to maintain their home language before language loss begins.
Understand that without comprehensible input, second-language learning can be difficult.	Recognize that parents and families rely on caregivers and educators to honor and support their children in the cultural values and norms of the home.
o GB staff will use techniques such as buttressed communication, repetition, running commentary, and context-embedded talk to ensure that a second-language-learning child will be able to understand what is being communicated and will begin to get an idea of how the new language works. o GB staff will ensure that second-language learners feel safe and included in all classroom activities. Wilkinson County will use immersion as a strategy for helping second-language learners develop and practice their English Language skills. o GB staff will provide safe havens where second-language learners can play independently and develop small-group activities that include ELL students. ELL children will never be left alone to figure out appropriate strategies for communication.	o GB will let parents know that we understand and value family norms.
Recommendations for Professional Preparation	
Provide early childhood educators with professional preparation and development in the areas of culture, language, and diversity.	Recruit and support early childhood educators who are trained in languages other than English.
o GB will conduct bus tours in culturally diverse areas so that new staff may sample food, view cultural events, speak with community leaders to gain an understanding of the culture of the children they will be teaching. New hires will be given an opportunity to study and reflect on the cultural differences that may make a difference in young children's	o WC will actively seek individuals who are bilingual and bicultural to work within the school system who can serve as translators for children and their parents, share cultural insights with staff, and become responsive to the needs of children.

behavior and to think about how those differences can influence what goes on in their classroom.	
Recommendations for Programs and Practice	
Recognize that children can and will acquire the use of English even when their home language is used and respected.	Support and preserve home-language usage.
o GB will support the multiple-container theory of language acquisition or additive bilingualism. o GB will educate the children of all parents in understanding the importance of additive bilingualism.	o WC will inform, support, and strategize with parents efforts to keep the home language alive for their children.
Develop and provide alternative and create strategies for young children's learning.	
o GB staff will use multiple ways and modes that children can use to arrive at new understandings of a topic being studied. GB will make it possible for all children to participate more fully in the construction of their own knowledge.	
Recommendations for Teacher Preparation and Staff Development	
▪ WC will ensure that preschool educators develop new understandings about the role of language and culture in development and the pathways that children take in becoming bilingual and bicultural. ▪ WC will ensure that preschool educators realize that developmentally appropriate practice must be interpreted to include development as expressed in other cultural groups. ▪ WC will ensure that preschool educators be prepared to examine their own cultural and linguistic heritage so that they can begin to gain an understanding of the cultural lens that they bring to the classroom and to examine their attitudes about other linguistic and cultural groups. ▪ WC will ensure that preschool educators reflect on the ways that these understandings can and will affect their practice. ▪ WC will ensure that preschool educators will be well versed in the research related to second-language acquisition so they can help parents develop strategies for home language preservation. ▪ WC will ensure that preschool educators learn how to observe and assess children during ongoing activities in the classroom, looking for alternative and nontraditional ways that children express their understanding.	

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kculpepper@wilkinson.k12.ga.us

Kathy W. Culpepper

Experience

2001-present Wilkinson Co. Schools Irwinton, GA
Assistant Superintendent

- Provided leadership for system – wide curriculum development and instructional improvement PK – 12, including but not limited to: all school improvement initiates, all curriculum implementations and interventions, all professional development for professional and classified staffs, and strategic planning for instructional improvement PK-12.
- Provided over-site for all federal, state, and local program management (annual budgets of over $1,500,000);in addition, Director for 21st Century Community Learning Center, $596,000 per year – 5 years; Grant writer/manager for Integrating Technology to Enhance Education (ITEE) $96,000 - 1 year; Grant writer/manager for E-math $300,000 over 3 years
- Grant writer/project director for Reading First $1,000,000 - 3 years; attended all Reading First Training, including SBRR training
- Serve as central officer liaison for Even Start, PK, and Early Childhood Education Laboratory School.

1994-2001 Wilkinson Co. Schools Irwinton, GA
Special Projects Coordinator

- Provided over-site for System-wide innovative and unique projects, including a true alternative education program for high school-aged students at risk of not graduating on time; secured grand funds from outside sources of $500,000.
- Served as CTAE director who envisioned and initiated successful funding for Early Childhood Education Laboratory School.
- Revised and established local student support team procedures with written manual of policies and procedures for totally inclusive environment for students with Special Needs.

1993-1994 Wilkinson Co. High School Irwinton, GA
Principal

- Assumed all duties and responsibilities of High School Principal: communicated high expectations for teaching and learning of staff and students; supervised all aspects of high

school curricular, co-curricular and extra-curricular activities.

- Initiated and collaborated to write and implement the Youth Apprenticeship competitive grant program for Wilkinson County School System.

1987-1993 Wilkinson Co. Elementary Irwinton, GA
Principal

- Assumed the duties and responsibilities of Elementary Principal who was an instructional leader for the entire Elementary Staff, certified as well as classified.
- Successfully Implemented State Standards School Accountability System for Wilkinson County Elementary School
- Inaugurate student recognition and celebration program for outstanding achievement in reading.
- Collaborated with community leaders to establish community mentor program.

1988-1998 Georgia College
Milledgeville, GA
Adjunct Professor

- Taught graduate courses in school leadership.

1976-1987 Wilkinson Co. Schools Irwinton, GA
Teacher

- Supervised Vocational Programs part-time (1984-1987).
- Taught Vocational Home Economics grades 7-12.
- Designed and taught first computer course in local high school.

Education

University of Georgia Athens, GA

- Doctor of Education Administration 1995
- Education Specialist Administration 1986
- Master of Education Home Economics Education 1976
- Bachelor of Science Home Economics 1974

Other

- Board of Directors, Heart of Georgia Technical College
- Family Connection, former chair
- Georgia Leadership Institute for School Improvement
- Successful Grant Writer
- Presenter, National Council Math Supervisors Conference, 2006
- Presenter, Georgia Compensatory Education Leaders, 2005
- Presenter, National Tech Prep, Nashville, TN
- National Policy Seminar, Washington, DC 2005-2007

Barbara K. Lundy

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Objective: Full time employment as Director, Coordinator, or Program Manager of an Early Reading or Literacy Program.

Experience:

October 2006 – Present

- **Even Start Family Literacy Program** responsible for parenting education (Parents as Teachers), and interactive literacy in early childhood classroom (PACT) and all professional development including SBRR for Even Start staff. Program grew 150% during my tenure.

September 2005 – August 2006

- **Resource and Referral Agency of Central Georgia, Quality Care for Children-** Technical Assistant and Inclusion Coordinator, responsible for assisting private child care centers with successful training for including "**special needs**" children into regular program. Certified by Georgia Department of Early Care and Learning, Trainer in The Art of Technical Assistance. Facilitated and provided professional development to child care providers (1000^{+}) in Georgia: State of Georgia Rules and Regulations; Standards of Care, Infants; Standards of Care, Early Childhood; Ages and Stages; all State mandated trainings; curriculum(s), SBRR for pre-school.

February 2004– August 2004

- **Middle Georgia Community Action Agency** - Head Start Literacy Coordinator for 21 sites in 15 counties, 66 classrooms totaling 1122 children, and 182 staff members. Responsible for professional development as well as classroom visitations and monitoring.

August 1998 – July 2003

- **Twiggs County Public School System – Superintendent's Cabinet (1 of 3 members)**
  Managed funds (approximately $1.5 M) and directed program implementation of Title 1, State Lottery Pre-K, and system-wide federally-funded programs for Pre-K through fifth grades including school improvement efforts. System grant writer for: Georgia REA funding for Danville Elementary; Georgia Innovative Grants, Developmental Program Project; Georgia SIA Program, and Georgia Early Intervention Program, EIP; and other grants related to elementary curricular. System legislative contact for interruption of new State legislation and State budgeting issues. System SACS contact for **Initial** SACS accreditation for System and all schools concurrently.

June 1988 – August 1998

- **Twiggs County Public School System – Elementary Curriculum Director / At-Risk Programs Coordinator** responsible for System-wide elementary curriculum and specialized curriculum for "At Risk"-students at all levels. Fiscal and program management of system- wide Title I, Title II, and Title VI totally at least $ 1 million

per year. System grant writer successfully wrote: Georgia Reading First; Georgia Pay-for-Performance; Original GA Lottery Pre-K; Initial competitive GA SIA; Power Pack (reading); PiE, business partners in education; Innovative Grants, (Art Sense, Brain Compatible Learning, Technology in High School Remedial Education, and Learning Logic (2 grants ...high school math computer labs)

January 1974 – May 1988

- **Master Teacher Habersham Twiggs County Schools**

Taught	Title I grades 2nd – 6th grades reading and math	.8 year
Taught	2nd grade	2 years
Taught	1st grade	14 years

Education

• **2001 Graduate**	Georgia School Superintendent Professional Development Program
• **1993 Doctor of Education**	Nova Southeastern University, Educational Administration and Supervision
• **1987 Certification**	Georgia College and State University, Certification Educational Administration and Supervision
• **1976 Masters of Education**	North Georgia College and State University, Masters of Elementary Education
• **1973 Bachelor of Science**	North Georgia College and State University, General Home Economics

Georgia Teaching Certificates		**Fields**
• **Level 7 L**	Education Leadership (P-12)	FLD704
• **Level 7 T**	Reading (P – 5)	FLD732
• **Level 7 S**	Data Collection	FLD811
• **Level 7 T**	Early Childhood Education (P – 5)	FLD808
• **Level 7 T**	Middle Grades (4-8)	FLD809
	Middle Grades (4-8) Language Arts	FLD853
	Middle Grades (4-8) Science	FLD852
	Middle Grades (4-8) Social Science	FLD854

Affiliations (Past and Present)

- International Reading Association (officer)
- National Association for the Education of Young Children
- Georgia Compensatory Education Leaders (officer)
- Georgia Association of Educators (officer)
- Georgia Association of Open Classrooms (officer)
- Georgia Association of Professional Educator
- Parent Teacher Association (officer)
- Parent Teacher Organization (s) (officer)

Working Title: Early Reading First Literacy Coach/*Family Literacy Coordinator
Official Title: Teacher
Qualifications:

- Hold a master's degree (specialist's degree preferred) in reading or early childhood education w/reading endorsement
- Have a minimum of three years experience teaching preschool and/or early childhood
- Have proven ability to communicate with students, faculty, parents and the community
- Have proven ability to work cooperatively and collaboratively
- Have successful leadership experience within a school faculty
- Have proven knowledge of literacy assessment and diagnostic screening instruments (preferably DIBELS, IGDI, PPVT-III, PALS-Pre-k)
- Have proven knowledge of scientifically based reading research
- Have proven ability to work with adult learners in providing professional development
- Have knowledge of Imagine It!, Early Childhood Express and Breakthrough to Literacy, preferred

Responsible To: ERF Project Director
Performance Responsibilities:

- Align the reading curriculum with GA's Bright from the Start Learning Standards
- Provide feedback (written and oral) to teachers, the school, and the stakeholders
- Analyze achievement data
- Monitor ongoing reading progress and make decisions based on the continuous progress of the student and teacher data
- Facilitate coordination of preschool curriculum
- Facilitate coordination of preschool to kindergarten activities
- Provide professional development training for Early Reading First faculty in study groups, in-class coaching (80% of time), assessment meetings
- Plans and supervises professional development training for area day care providers in scientifically based reading research
- Select, order, and organize materials purchased with Early Reading First funds
- Complete and file reports for the Early Reading First evaluation
- Coaches will be required to attend all ERF professional development and work on extended contract during the summer

Early Reading First literacy coaches will have the expertise, time, and authority to work collaboratively with teachers, other instructional staff, administrators, day care providers, and other relevant stakeholders.
*The Family Coordinator will serve as the parent community. Parent trainers will report directly to the family coordinator.

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE
Robin D. Morris	Regents Professor of Psychology, Joint appt. Educational Psychology & Special Education

INSTITUTION AND LOCATION	DEGREE	YEAR	FIELD OF STUDY
Emory University, Atlanta, GA	B.A.	1975	Psychology, High Honors
Trinity University, San Antonio, TX	M.S.	1978	Clinical Psychology
University of Florida, Gainesville, FL	Ph.D.	1982	Clinical Psychology -Child

Early Reading First Related Experience

2006 – Present ERF Evaluator, Talbot County Schools, Georgia
2007 – Present ERF Evaluator, Early County Schools, Georgia
2007 – Present ERF Evaluator, Twiggs County Schools, Georgia
2008 - ERF Evaluator, Clarke County Schools, Georgia

Other Related Experience

1991-1998 Walden Preschool Community Advisory Board
1991-1992 Member, Learning Disabilities Association Scientific Committee
1991-1994 Member, Research Committee, Council for Exceptional Children
1993-1999 Member, Georgia Reading and Literacy Partnership
1993-1997 Board of Directors, Central Child Development Center [Chair, 1995 - 1997]

2001 Special Education Research Award, Ga. Fed. of the Council for Exceptional Children
2001-2002 Tier 2 Reviewer, Early Childhood Education Professional Development Grants, U.S. Department of Education
2002 Member, International Dyslexia Association Consensus Definition Group
2002 – Member, Advisory Group, Even Start Classroom Literacy Interventions and Outcomes (CLIO) Study, Westat & U.S. Department of Education.
2003- 2004 Advisory Board, National Institute for Literacy; Vice Chair; Chair, Budget Committee
2004 - Member, Stakeholder's Committee, Services for Exceptional Children, Fulton County Schools.
2005 – 2006 Member, Arthur's Reading World Advisory Committee, Imagine IT: The Children's Museum of Atlanta.
2006 - Advisory Council for the National Institute for Child Health and Human Development.
2006 - Member, Technical Working Group, McREL (Mid-continent Research for Education and Learning).

1982 - Licensed Psychology, State of Georgia #872, Private Assessment and Evaluation practice.

1982-1987 Assistant Professor, Dept. of Psychology, Georgia State University, Dir. Assess. Lab
1989-1990 Co-Chair, Clinical Child and Family Program
1990-1994 Director, Children's Transition Program for Acquired Brain Injuries, Ga. State Univ.
1991-2000 Director, Regents Center for Learning Disorders at Ga. State Univ.
1994-2001 Professor and Chair, Department of Psychology, Ga. State Univ.
2000-2003 Professional Education Faculty
2001- Regents Professor of Psychology

B. Selected relevant peer-reviewed publications/research in literacy and reading related areas (Selected from over 100 publications)

Wolf, M., Bally, H. & Morris, R. (1986) Automaticity, retrieval processes, and reading: A longitudinal study in average and impaired readers. *Child Development, 57*, 988-1000.

Molfese,D., Morris,R. & Romski,M.A.(1990). Semantic discrim. in nonspeaking youngsters with mod. or sev. retardation:Electrophys. correlates neurolinguistic processing, *Brain & Lang., 38*, 61-74.

Fletcher, J.M., Morris, R.D. & Francis, D.J. (1991). Methodological issues in the classification of attention related-disorders. *Journal of Learning Disabilities, 24(2)*, 72-77.

Morris, R.D., Fletcher, J.M., & Francis, D.J. (1992). Psychometric issues in the neuropsychological assessment: Measurement of ability discrepancy and change. *Handbook of Neuropsychology*, Boller, F. & Grafman, J.(Eds.) Vol. 6, Amsterdam: Elsevier Science Publishers,

Aram, D.M., Morris, R. & Hall, N.E. (1993) Clinical and research congruence in identifying children with specific language impairment. *Journal of Speech and Hearing Research, 36*, 580-591.

Carlson-Green, B. Morris, R. & Krawiecki, N. (1995). Family and illness predictors of outcome in children with brain tumors. *Pediatric Psychology, 20(6)*, 789-784.

Suzman,K.B., Morris,R.D., Morris,M.K., & Milan,M.A.(1997). Cognitive-behavioral remediation of problem solving deficits in children with acquired brain injury. *J. Behav.Th.Exp. Psychi, 28*, 203-212.

Rashid, F.L. , Morris, M.K. & Morris, R.D. (2001). Naming and verbal memory skills in adults with ADHD and Reading Disability. *Journal of Clinical Psychology, 57*, 829-838.

Bone, R.B., Cirino, P. T., Morris, R.D., Morris, M.K. (2002). Reading and phonological awareness in reading disabled adults. *Developmental Neuropsychology, 21*, 305-320.

Cirino, P.T., P.T., Rashid, F.L., Sevcik, R.A., Lovett, M.W., Frijters, J., Wolf, M., & Morris, R. (2002). Psychometric stability of nationally normed and experimental decoding and related measures in children with reading disability. *J. of Learning Disabilities. 35(6)*, 525-538.

Wolf, M., O'Rourke, A., Gidney, C., Lovett, M., Cirino, P., & Morris, R. (2002). The second deficit: An investigation of the independence of phonological and naming speed deficits in developmental dyslexia. *Reading and Writing: An Interdisciplinary Journal, 15*, 43-72.

Cirino, P.T., Chin, C.E., Sevcik, R.A., Wolf, M., Lovett, M. & Morris, R.D. (2002). Measuring socioeconomic status: Reliability and preliminary validity of different approaches. *Assessment, 9(2),* 145-155.

Wolf, M. Goldberg, A., Cirino, P., Gidney, C., Morris, R. & Lovett, M. (2003). The unique and combined contribution of naming speed and phonological processes in reading disability: A test of the Double-Deficit hypothesis. *Reading and Writing (Special issue on Timing in Dyslexia), Vol. 22,* 1-20..

Morris, R. & Sevcik, R. (2003). Reading Development: Models and Processes. *Perspectives on Augmentative and Alternative Communication, Vol. 2(1),* 3-5.

Wolf, M., O'Brien, B., Donnelly Adams, K., Joffe, T., Jeffery, J., Lovett, M., & Morris, R. (2003). "Working for time": Reflections on naming speed, reading fluency, and intervention. In B. Forrman (Ed.), *Preventing and remediating difficulties: Bringing science to scale.* York: Timonium, MD.

Fletcher, J.M., Morris, R. D., & Lyon, R. (2003). Classification and Definition of Learning Disabilities: An Integrative Perspective. In Swanson, H.L., Harris, K.R. & Graham, S. (Eds)., *Handbook of Learning Disabilities.* NY: Guilford Press, Inc.

Morris, R. (2004). Clinical trials as a model for intervention research studies in education. In McCurdle, P. & Chhabra, V. (Eds)., *The Voice of Evidence: Bringing Research to the Classroom.* 127-149.

Pae, H.K., Sevcik, R.A. & Morris, R. (2004). Cross-language links between English & Korean in second language reading acquisition. *J. of Multilingual Communication Disorders, 2(1),* 68-79.

Rashid, F.L., Morris, R.D. & Sevick R.A. (2005). Relationship Between Home Literacy Environment and Reading Achievement in Children with Reading Disabilities. *J. of Learning Disabilities, 38(1),* 2-11.

Wagner, R.K, Francis, D.J. & Morris, R.D. (2005). Identifying English Language Learners with Learning Disabilities: Key Challenges and Possible Approaches. *Learning Disabilities Research & Practice, 20(1),* 6-15.

Ledesma, H.M.L. & Morris, R.D. (2005). Patterns of Language Preference Among Bilingual (Filipino-English) Boys. *The International Journal of Bilingual Education and Bilingualism, 8(1)* 1-19.

Montgomery, C.R., Morris, R.D., Sevcik, R.A., & Clarkson, M.G. (2005). Auditory backward masking deficits in children with reading disabilities. *Brain & Language, 95,* 450-456.

Fletcher, J.M., Francis, D.J., Morris, R.D., & Lyon, G.R. (2005). Evidence-Based Assessment of Learning Disabilities in Children and Adolescents. *J. of Clinical Child and Adolescent Psychology, 34(3),* 506-522.

Katzir., T., Kim, Y., Wolf, M., O'Brien, B., Kennedy, B., Lovett, M. & Morris, R. (2006). Reading fluency: The whole is more than the parts. *Annals of Dyslexia, 56(1),* 51-82.

Kuhn, M.R., Schwanenflugel, P.J., Morris, R.D., Morrow, L.M., Bradley, B.A., Meisinger, E., Woo, D., & Stahl, S.A. (2006). Teaching children to become fluent and automatic readers. Journal of Literacy Research, 38, 357-387.

Morris, R., Pae, H. K., Arrington, C. & Sevcik, R. (2006). The assessment challenge of Native American educational researchers. J. of American Indian Education, 45(3), 77-91.

Terri Lynn Purcell
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EDUCATION

University of Virginia (UVa)

- **Ph.D,** Reading Education
  University of Virginia, May 2002

  Dissertation: "Articulatory Attributes of Letter Sounds: Considering Place, Manner, and Voicing for Kindergarten Instruction" Advisor: Dr. Marcia Invernizzi

  Course Concentrations in Early Literacy Development, Reading Assessment, Reading Intervention, and Curriculum Development and Evaluation

- **M. Ed.,** Special Education, 1998
  Course Concentrations in Learning Disabilities

Winston-Salem State University

- **B.S.,** Elementary Education, Winston-Salem State, North Carolina, 1992
  Minor: Psychology

PROFESSIONAL EXPERIENCE

UNIVERSITY TEACHING

2002-present **Assistant Professor** **Cleveland State University, Cleveland, OH**

- Graduate/Undergraduate Course Titles
  - EDL 300/500 Phonics, Assessment, & Instruction
  - EDL 311/511 Emergent Literacy
  - EDL 301: Literacy Assessment and Instruction
  - Off-Campus Offerings Preschool Literacy
  - EDL 301 Reading Diagnosis

READING INTERVENTION SPECIALIST

2001-2002 **Kindergarten and First-Grade Reading Teacher** Charlottesville City Schoo

- assisted in designing and implementing instructional strategies in reading for students in a school that serves primarily middle and low-socioeconomic families
- administered quarterly assessments for kindergarten children using the Phonological Awareness Literacy Screening for Kindergarten (PALS-K)
-

1999-2002 **Kindergarten Reading Intervention Teacher** Charlottesville City Schoo

- provided additional phonics instruction for small groups of kindergarten children who scored below the benchmark on the PALS-K

CLASSROOM TEACHING

1993-1997 **Elementary Teacher** Winston-Salem City Schools, Winston-Salem, N.C.

- primary teacher in a multi-aged K-2/looping classroom setting
- served as a member of numerous committees including the Professional Development Committee and Curriculum Integration Committee
- appointed as a school representative for the Professional Development Conference in Kennebunkport, Maine to share suggestions about additional ways that schools and universities should collaborate to better prepare pre-service teachers

GRANT ACTIVITY

Awarded Grants: Served as lead writer and primary investigator for all grants

$3, 010,000.00	**U.S. Department of Education: Early Reading First Grant (4 year project-with extension)** Program will increase the quality of literacy instruction and support to children in low-income communities
$46, 950.00	**Internal CSU Grant: Closing the Preschool Literacy Gap (One year program)** Program will offer monthly professional development training to Head Start teachers
$10,000.00	**Internal CSU Grant: Time and Instruction (One year program)** Grant will explore the relationship between time and instruction in two large elementary schools in Cleveland

Other Grant Work (Consultant)

2005-2006 **Early Reading First Site Reviewer, U.S. Department of Education**

- Served as a national site reviewer for five Early Reading First programs across the country. Provided feedback and a formal report to each program and the USDOE

2004-present **Professional Development Consultant, Early Reading First**

- Providing monthly literacy workshops for teachers and mentor coach (as needed) for three Early Reading First Programs in Texas and Ohio

2003-2005 **Field Faculty: Reading First Ohio Center (RF)**

- Provided ongoing training to the Literacy Specialists in the Cleveland Municipal School District RF schools on Scientifically-Based Reading Instruction for children K-3

CONSULTATION AND CURRICULUM DEVELOPMENT/EVALUATION

EXPERIENCES

2005-present *Co-Author for Strategies for Writing Program (**Zaner Blosser Publishing**)*

- ***Assisting in developing published instructional materials for grades PreK-3***

2004-present *Developing and Delivering Professional Development Workshops in* schools across the state of Ohio

2001-2002 **Research Assistant for Piloting an Assessment Instrument (PALS-PreK)**
This tool is used in all ERF programs across the country Charlottesville, VA

- Assisted in developing materials and piloting assessment to preschool children throughout the state of Virginia
- Assisted in developing technical manual and teacher guides

S, 2001 **Consultant for Instructional Training Video (PALS-PreK and K)** UVa

- modeled instructional techniques for kindergarten reading intervention

9/2001 **Consultant for Instructional Training Video (*Words Their Way*)** UVa

- modeled word-study instruction for kindergarten children to support the Words Their Way Publication

PUBLICATIONS

Purcell, T. (in progress). *Differentiating the Classroom Literacy Environment: Considering Student Interests, Abilities, and Learning styles*

Purcell, T. (in progress). *Increasing the Quality and Quantity of Literacy Instruction in Head Start and Preschool Classrooms: Understanding the Challenges and Opportunities*

Purcell, T. & Rosemary, C. (2007). *Differentiating Instruction in the Preschool Classroom.* In L. Justice and C.Vueclich (Eds.). Creating Preschool Centers of Excellence. Guilford Press.

Purcell, T. & Hampton, F. (2006). *Five things that every principal should know about staff development: Advice from classroom teachers.* American School Board Journal.

Purcell, T. & Hampton, F. (2005). *The Perfect Storm in Urban Education: Teacher, Student and Principal Transiency.* ERS Spectrum: Journal of Research and Information. Vol. 23, No. 2, 12-22.

Justice, L. & Purcell, T. (2003). *Promoting cross-disciplinary collaboration at the Pre-professional level: The Reading teacher in the speech-language clinic. Communication Issues in Communication Science and Disorders, Vol 30, 70-75.*

Sullivan, A.,Welsch, J., Justice, L., Purcell, T., & Partridge, H. (2002). *Assessing early literacy skills: Finding effective ways to support children's individual learning styles and development.* Children and Families, 16(2), 22-25.

Jana Sholey Crosby
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PROFESSIONAL EXPERIENCE

Jana Crosby, Educational Consultant, September 2007 to present
Reading Specialist and Early Childhood Consultant

Provide contractual consulting services in the field of early literacy to several ERF projects and child care facilities both locally and nationally. Design, implement, and support training needs on a project basis and provide follow-up technical assistance and training as needed.

Metropolitan Nashville Public Schools, Kirkpatrick Elementary
Reading Interventionist, November 2007 to April 2008

Provide part-time reading intervention to students in kindergarten through third grade and support Reading Specialist and Literacy Leader in program implantation. (Position ended and will be available again next year).

United Way of Metropolitan Nashville (UWMN) – Read to Succeed
Reading/Literacy Specialist, August 2002 to August 2007

Coordinate training/professional development and offer technical assistance to teachers and Literacy Coordinators for United Way of Metropolitan Nashville's *Read to Succeed.* Project. Conduct ongoing research to ensure that best practices and SBRR are utilized in trainings and early childhood classrooms in the Nashville area. (CEUs for these training courses are provided by Tennessee State University).

Wright Group/McGraw-Hill Companies
Early Childhood Consultant, July 2005 to present

Early Childhood Consultant for literacy training on DLM Early Childhood Express Curriculum and Doors to Discovery Curriculum. Provided both initial and follow-up training to schools across the country (PA, FL, TX, NM, and LA) and throughout the state of Tennessee on a consultation basis. (Consultation was provided on vacation days and weekends).

Brooke's Publishing
ELLCO Certified Trainer, Consultant, January 2004-present

National consultant for Brooke's Publishing for Early Language and Literacy Classroom Observation Toolkit (ELLCO) training. Provide training across the country on a consultation basis for school districts and universities (NC, LA, TX, TN, MO and HI) using the ELLCO Toolkit. (Consultation was provided on vacation days and weekends)

Martha O'Bryan Center, Nashville, Tennessee

Reading Specialist, September 1999-August 2002

Developed and coordinated Reading Achievement Program (RAP), a center-wide reading initiative designed to meet the needs of children and youth ages 1 to 21 years of age. Responsible for all areas of RAP, including Emergent Literacy, Ready Readers (formerly Book Buddies), and Ready to Excel and Dream (READ). Designed and implemented a volunteer based tutoring program within three local schools and two Martha O'Bryan locations. Trained over 60 volunteer tutors and Center staff in emergent literacy and skills to help at-risk readers. Developed tutor training manual. Built and maintained database to track students' progress in reading skills based on school absences and report card grades.

Doubled milestone targets for first year in United Way Outcome Based Investment (OBI) reporting (1999-2000). Received 16% increase in United Way funds for RAP for 2002-2003 school year based on program performance. Planned, implemented and facilitated monthly parent workshops. Assisted in grant writing to fund programming.

Sumner County Schools, Hendersonville, Tennessee
Indian Lake Elementary *SEARCH* Teacher, August 1994 to June 1995

Taught *SEARCH* (intellectually gifted classes, ages K-5) by providing enrichment in subject areas and units. Also taught some resource for grades 1 through 5, including reading, math, science, social studies, language, and study skills lab. Responsible for referrals, testing, and other due process, including Individual Education Plans.

The King's Daughters' School, Columbia, Tennessee May 1993 to August 1994
Special Education Teacher, August 1993 to August 1994

Taught full time as a self contained classroom teacher in a residential school for educating and training mentally retarded children who also had emotional and behavioral disturbances (ages 7-13). Taught math, reading, writing, spelling, language, science, and social studies. Responsibilities included planning curriculum, testing, developing and implementing IPPs, teaching lessons, maintaining classroom discipline, maintaining goals throughout summer program, and supervised summer recreational activities for this age group.

Teacher's Aide, May 1993 to August 1993

Worked as teacher's aide for older adolescents in a residential school for educating and training mentally retarded children (ages 13-21). Assisted teacher in planning curriculum, testing and developing IPPs, teaching lessons, and maintaining classroom discipline.

Searcy Public Schools, Searcy, Arkansas January 1992 to May 1993
***HIPPY* home visitor, August 1992 to May 1993**

Worked as home visitor for *HIPPY* (Home Instruction Program for Preschool Youngsters). Visited parents in 16 different households once each week, providing materials and instruction to be used with preschool children. Organized a parent's meeting once each month, where instruction could be given to parents as a group. Recruited and screened children for admission to the program. (24 hours per week).

Searcy Public Schools, Searcy, Arkansas
Substitute Teacher, January 1992 to May 1993

Worked as substitute teacher for Searcy school district, teaching kindergarten through sixth grade as needed.

Quitman Public Schools, Quitman, Arkansas
Resource Teacher, January 1991 - May 1991

Taught part-time as resource teacher. Worked with learning disabled and educable mentally retarded students from kindergarten to sixth grade. Taught math, reading, spelling, and language. Jointly responsible with full-time resource teacher for referrals, evaluations, and all other due process, including Individual Education Plans.

EDUCATION

Harding University, Searcy, AR

Masters of Education Degree, May 1992: Reading (GPA 3.63) Added kindergarten to my Elementary certification in June 1992.

Harding University, Searcy, AR

BA, December 1990: Major: Special Education, *Cum Laude*, (GPA 3.35)
Minor: Elementary Education (certification in June 1991)

Qualifications for Interventionist / Parent Educator

- B.A. level certification or higher in field, with reading endorsement or certification preferred.
- Minimum of three years experience in primary grades or early childhood instruction.
- Proven ability to work cooperatively and collaboratively.
- Knowledge of scientifically based reading research.
- Knowledge of Breakthrough to Literacy, preferred.

The interventionist will attend all appropriate Early Reading First professional development and will work on extended contracts during the summer as needed. They will provide intervention strategies for struggling 4-year old children using Breakthrough to Literacy curriculum, McGraw-Hill's SRA Imagine It! intervention strategies, and other SBRR strategies. All intervention strategies will be provided in-class and interventionists must work cooperatively with the literacy coach and classroom teacher. Early Reading First training will be ongoing and will occur during the summer and throughout the year (8 hr/day, 5 day/week/46 wk/year).

Duties of An Interventionist

- Providing feedback to teachers, the literacy coaches, the school, and the stakeholders;
- Recording and analyzing achievement data;
- Monitoring ongoing reading progress and making decisions based on the continuous progress of the student and teacher data;
- Facilitating coordination of Pre-K and GA standards with intervention resources; and,
- Completing and filing reports for the Early Reading First evaluation.

Dianne T. Hill Patterson

(b)(6)

CAREER ACHIEVEMENTS

National Consultant
Developed training, provided curriculum knowledge, provided product knowledge to sales force and training team of consultants. Planned and implemented Early Reading First curriculum, Professional Development for teachers and coaches, and delivered intervention plans for school districts.

Consultant Coordinator
Developed and organized Inservice Training for major urban school districts (reading, language arts and early childhood), prepared PowerPoint scripted presentations for sales representatives and consultants on product sales presentations, and prepared marketing and promotional pieces specific to needs of region

Marketing Manager for Early Childhood and Language Arts Products
Prepared Marketing plan for product lines including production of an Early Childhood catalog and General catalog, determined market, competition, and forecast of new product and product revisions

Regional Consultant
Prepared marketing and promotional pieces for adoption sales, participated in the preparation and execution of regional sales plan, and successfully sold and inserviced Early Childhood and Reading curriculum in Texas, New Mexico and Arizona, Florida, Pennsylvania, and Tennessee adoptions.

Classroom Teacher

- Second Grade- Ft. Bend ISD, Jacksonville ISD
- Kindergarten – East Bernard ISD
- Early Childhood Special Education – Tyler ISD
- Special Education – Dallas ISD

EDUCATION

1975	Bachelor of Science in Speech and Language, Learning Disability endorsement; Handicap endorsement, Stephen F. Austin State University, Nacogdoches, Texas
1979	Master of Education, Teacher of the Young Child endorsement, Reading Specialist endorsement, University of Texas, Tyler, Texas
1980-1985	Post-Graduate Studies in Child Development and Family, Texas Women's University, Denton, Texas

PRESENTATIONS

Kindergarten Teachers of Texas Parent Groups School Districts
Florida Early Childhood Association Southern Early Childhood Association
Tennessee PreK Alliance Virginia State Reading Association
DLM Summer Institutes - Illinois Assoc for Speakers of Other Languages
Nat'l Assoc. for the Education of Young Children International Reading Assoc

Wilkinson County Board of Education
PO Box 206
Irwinton, GA 31042
478-946-5521
478-946-3275 (fax)

Mr. Terry Sark
Superintendent

Dr. Kathy Culpepper
Asst. Superintendent

May 28, 2008

Pat McKee, U.S. Department of Education, OESE
Early Reading First
400 Maryland Avenue, S.W., Rm. 3C138, FB-6
Washington, DC 20202-6132

Dear Ms McKee:

This letter comes as an assurance of full support for an *Early Reading First Project* if awarded to the Wilkinson County Board of Education (Wilkinson County), Irwinton, Georgia. As Superintendent and Chair of the Board of Education, we understand the importance of early literacy training for pre-school children. It is essential to the success of our children as students and as adults, that they acquire essential pre-reading and language development skills. We have seen evidence of such success in the implementation of the *Reading First* and the *Even Start Family Literacy Programs* currently implemented in our system. With the award of these funds, we will be able to provide quality instruction in literacy and language development for the youngest children with the most need in our high poverty system. Our Pre-school teachers, our Head Start teachers, our Even Start teachers, and our Child Care teachers will receive the training needed to support early literacy for our children.

We shall support the transitions, as described in the full application, needed to fully implement *Early Reading First*. These transitions will include but not be limited to:

- Providing a Director as liaison to the Board of Education.
- Hiring the personnel prescribed in the full application.
- Implementing the project within the prescribed timelines in the application.
- Extending the school day and school year for all of the three and four year old programs in the county as necessary to meet the time lines prescribed in the full application
- Implementing the curriculum prescribed in the full application..
- Co-training of community providers (Wilkinson County) Head Start, Pre-k, Even Start, and Board of Education Child Care personnel.
- Providing the professional learning to all personnel as prescribed in the application.
- Contracting with the evaluator prescribed in the grant application.

- Submission of baseline data and progress monitoring as prescribed in the application.
- Opening all centers for review and monitoring by the United States Department of Education.
- Honoring all of the commitments and assurances on the United States Department of Education forms submitted with the grant.
- Working with the regional, state, and national early childhood association to promote *Early Reading First* initiatives as well as sharing the results of the independent evaluation.

We appreciate the opportunity to submit the full application, and we look forward to an award in the coming fiscal year.

Sincerely,

Terry Sark

Terry Sark, Superintendent
Wilkinson County Schools

Dicky Branan

Dicky Branan, Chairman
Wilkinson County Board of Education

Mission: High Levels of Learning: Every Student, Every Day
Vision: Building High Performing Schools

Middle Georgia Community Action Agency, Inc.

Post Office Box 2286
Warner Robins, GA 31099-2286

Phone (478) 922-4464
Fax (478) 922-7320

May 21, 2008

Pat McKee, U.S. Department of Education, OESE
Early Reading First
400 Maryland Avenue, S.W., Rm. 3C138, FB-6
Washington, DC 20202-6132

Dear Ms McKee:

This letter comes as an assurance of full support for an *Early Reading First Project* if awarded to the Wilkinson Board of Education (Wilkinson County), Irwinton, Georgia. As Executive Director of the Middle Georgia Community Action Agency (MGCAA) and Director of Even Start for MGCAA, we understand the importance of early literacy training for pre-school children. It is essential to the success of children as students and as adults. They must acquire essential pre-reading and language development skills. We have seen evidence of such success in the implementation of the *Reading First* in another Head Start under our administration in another rural, high poverty district. With the award of these funds, our agency and staff will be able to obtain and share quality instruction in literacy and language development for the youngest children with the most need in this high poverty school system. We understand that our Head Start teachers will receive the same training provided to the BOE Pre-k, Even Start and Child Care staffs. This Scientifically Based Reading Research (SBRR) will support early literacy for all our children.

We shall support the transitions, as described in the full application, needed to fully implement *Early Reading First*. These transitions will include but not be limited to:

- Implementing the project with in the prescribed timelines in the application.
- Extending the school day and school year for all of the three and four year old programs as necessary to meet the time lines prescribed in the full application
- Implementing the curriculum prescribed in the full application.
- Co-training with community providers (Wilkinson County) Pre-k, Even Start, and Child Care personnel.
- Participating in the profession learning to all personnel as prescribed in the application.
- Participating in the evaluator prescribed in the grant application.
- Submitting baseline data and progress monitoring as prescribed in the application.
- Opening our Head Start centers for review and monitoring by the United States Department of Education.
- Honoring all of the commitments and assurances on the United States Department of Education forms submitted with the grant.

- Working with the regional, state, and national early childhood association to promote *Early Reading First* initiatives as well as sharing the results of the independent evaluation.

We appreciate the opportunity to be a part of this *Early Reading First Project*, and we look forward to an award in the coming fiscal year.

Sincerely,

Nancy Smith, Executive Director
Middle Georgia Community Action Agency

Lynn Brown, Director, Head Start
Middle Georgia Community Action Agency

United Way
28 COUNTIES SERVED
Visit our website at www.mgcaa.org

PR/Award # S359B080059
e0

Wilkinson County Primary Elementary School
407 W. Main Street P.O. Box 570
Irwinton, GA 31042

Early Reading First Staff Commitment Statement

We the undersigned staff commit to requirements of the Early Reading First (ERF) Grant and agree to comply with all the curricular expectation, staff SBRR training in literacy, and other adjustments required by the ERF.

Name	Position	Site
(b)(6)	Teacher	WCPES
	Teacher	WCPES
	Teacher	WCPES
	Teacher	WCPES
	T.A	WCPES
	T.A	WCPES
	T.A	WCPES
	T.A.	WCPES
	Pre-K Teacher	WCPES
	K teacher	WCPES
	K teacher	WCPES
	K-Parapro	WCPES
	K-Parapro	WCPES
	K-parapro	WCPES
	Pre-K parapro	" "
	K-parapro.	WCPES
	K-para pro.	WCPES
	K teacher	WCPES
	K teacher	WCPES
	K teacher	WCPES
	K para pro	WCPES
	K-Parapro	WCPES
	Family Ce	WCPES
	Even Start Teacher	Even Start
	Even Start Parapro	WCPES
	Even Start Program	WCPES
	Even Start Program	WCPES

May 30, 2008
Pat McKee, U.S. Department of Education, OESE
Early Reading First
400 Maryland Avenue, S.W., Rm. 3C138, FB-6
Washington, DC 20202-6132

Dear Ms. McKee:

This letter comes as an assurance of our support for an *Early Reading First Project* if awarded to the Wilkinson Board of Education (Wilkinson County) Irwinton, Georgia. As parents we recognize the importance of early literacy training for pre-school children. We are aware that successful implementation of *Early Reading First* requires a sincere and informed commitment of all stakeholders, of their time and desire to increase their level of support in early literacy strategies and training based on scientifically based reading research (SBRR). Because of the need to increase the intensity and duration of instruction for preschoolers, all stakeholders need to be fully aware of the changes that will occur in Wilkinson County Head Start and Pre-kindergarten practices. The undersigned stake holders will adhere to all curriculum changes, time adjustments, and parent involvement activities to better the children of our community. We will commit to the following:

1. Parent educators will conduct monthly home visits to develop SBRR literacy strategies.
   a. One paperback book will be discussed at length using dialogic reading strategies (Read Together, Talk Together).
   b. Parents will be trained how to log-in to Literacy Launcher (computer literacy and math games) and interrupt Literacy Launcher parent progress reports.
   c. Parents will be trained in using interactive play with Leapfrog's Fridge Phonics for 3 yr. olds and Word Whammer for 4 yr. old's
   d. Parents will be trained in other researched based literacy activities --- i.e., P.A.T., Love & Logic, and P.A.C.T.

2. Parents will attend quarterly ERF parent meetings led by the Family Literacy coordinator and Dr. Pat Edwards at the site location and the "State of the ERF" address to the Wilkinson County BOE at the end of the grand cycle year.

3. Wilkinson County Head Start and Pre-kindergarten will change from a 10 month program to a 46 week (full year) program. ERF site hours will change from 8:00 AM – 2:35 PM to 7:30 AM until 3:00 PM. Transportation, meals and snacks will be provided for the extended day and year. Wilkinson County Early Reading First will be a 46-week, 5-days per week, 8-hr. per day program.

4. Transition to kindergarten activities will be held to provide a smooth transition from Early Reading First to the Wilkinson County Reading First program.

5. Staff will meet with parents quarterly to discuss progress monitoring using PPVT, PALS-Pre-k, IDGI, embedded assessments and work sampling.

Name	Site Location
Frances Fordham	Head Start
Nellie Anne Pitts	Head Start
DeAundra Pitts	Head Start
Name	**Site Location**
Ashley Williams	Even Start
Stacy Johnson	Even Start
Raylon Jackson	Even Start
Carol Jackson	Even Start
Lena Smith	Even Start
Arnetres Todd	Even Start
Name	**Site Location**
Barbara Furies	Pre-K
Princess Ammons	Pre-K
Vanessa Coats	Pre-K
Jazmin Hunter	Pre-K
Angel Outlaw	Pre-K

[redacted] (b)(6)

PR/Award # S359B080059

COMMITTEE ON ARMED SERVICES
TERRORISM, UNCONVENTIONAL THREATS AND CAPABILITIES
AIR AND LAND FORCES
READINESS

COMMITTEE ON FINANCIAL SERVICES
CAPITAL MARKETS, INSURANCE AND GOVERNMENT SPONSORED ENTERPRISES
DOMESTIC AND INTERNATIONAL MONETARY POLICY, TRADE AND TECHNOLOGY

COMMITTEE ON AGRICULTURE
GENERAL FARM COMMODITIES AND RISK MANAGEMENT
SPECIALTY CROPS AND FOREIGN AGRICULTURE PROGRAMS

Congress of the United States
House of Representatives
JIM MARSHALL
8TH DISTRICT, GEORGIA

504 CANNON HOUSE OFFICE BUILDING
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FAX: (202) 226-3013
jim.marshall@mail.house.gov

682 CHERRY STREET, SUITE 300
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TOLL FREE: 1-877-464-0255

503 BELLEVUE AVENUE, SUITE C
DUBLIN, GA 31021
(478) 296-2023
FAX: (478) 296-2802

CITY HALL, 130 EAST 1ST STREET
TIFTON, GA 31794
(229) 556-7419
FAX: (229) 556-7419

June 4, 2008

Ms. Patricia McKee, Director, Early Childhood and Reading
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Room 3C138, FB-6
Washington, D.C. 20202-0001

Dear Ms. McKee:

I am writing in support of a request from the Wilkinson County Board of Education for funding through the Early Reading First Grant program.

Wilkinson County is a high poverty area with many children getting very little exposure to books and language development before starting school. These funds will allow the Board of Education to tie together existing child literacy services and get these preschool aged children into a structured program that will focus on language development and listening comprehension. The Board of Education needs these funds to provide the materials and training this program will require. It is critical the Board of Education reach out to these children so they can begin school with the skills in pre-reading and language they will need to become successful readers and communicators.

I urge you to give every consideration to funding the Wilkinson County Board of Education's request.

Very truly yours,

Jim Marshall

Jim Marshall
Member of Congress

Board of Commissioners
Wilkinson County

MEMBERS OF BOARD:
DENNIS HOLDER, Chairman
C.L. BROOKS
ALFRED GIBSON, SR.
JOHN WILLIAMS
J.M. HOWELL

PO BOX 161
IRWINTON GA 31042
(478) 946-2236
FAX 946-3767

DAVID FRANKS, County Manager
JON HELTON, Attorney

e-mail: wilcoboc@alltel.net
website: //home.alltel.net/wilcoboc

May 29, 2008

Director Patricia McKee
United States Department of Education
400 Maryland Avenue, SW
Room 3C138, FB-6
Washington, D.C. 20202

Dear Director McKee:
This is a letter of support for the Wilkinson County Board of Education for obtaining the Early Reading First Grant. Reading is the key to being able to educate a child; it ties all the other components together and opens the door to comprehension. In my opinion reading is the most important part of education.

I see education as an important building block for the future of not only Wilkinson County, but our Country. Any help in this matter would be greatly appreciated by the Wilkinson County Board of Commissioners.

Respectfully yours,

Dennis Holder
Chairman of the Board
Wilkinson County Board of Commissioners

Development Authority of Wilkinson County

PO Box 413
Irwinton, GA 31042
(478) 946-1122 Fax: (478) 946-2833 devauth@wilkinsoncounty.net www.wilkinsoncounty.net

May 29, 2008

Director Patricia McKee
United State Department of Education
400 Maryland Avenue, SW
Room 3C138, FB-6
Washington, D. C. 20202

Dear Director McKee:

The Wilkinson County Board of Education has been invited to apply for the *Early Reading First Grant* from the United States Department of Education, *Early Reading Program*. It is my understanding that the funding for the project will connect all the early literacy programs in the system by providing a source of funds to train teachers and provide high quality literacy materials that will be distributed equitably among our programs in Wilkinson County.

I believe that this funding is critical for our children in Wilkinson County to be successful as students and as adults. Our young students need the resources and teachers necessary to provide them with the essentials skills needed in pre-reading and language development which is required for them to achieve the goals set for early learning. Wilkinson County is a Tier 1 County in the State of Georgia. This means that it is one of those counties with limited funds and resources and makes it impossible for us to fund this type of program on our own. Our board cannot possibly provide all the materials and training necessary without the funding from the *Early Reading First Grant*. Therefore, we have formed partnerships with all those who provide services for the very young children in Wilkinson County and have accepted the challenge to provide quality early literacy programs for these youngsters in our high poverty setting. Our goal is to provide language development and listening comprehension to children, parents, and educators along with early childhood education and care that only *Early Reading First* funding can provide.

It is my desire, and with the approval of my boards, that I request that you look favorably upon this request by the Wilkinson County Board of Education and support this application for the *Early Reading First Grant*.

Sincerely,

Mary Purcell

Mary Purcell, Interim Director
Wilkinson County Economic Development Authority
President, Wilkinson County Chamber of Commerce

June 4, 2008

Director Patricia McKee
United States Department of Education
400 Maryland Avenue, SW
Room 3C138, FB-6
Washington, DC 20202

Dear Ms. McKee:

I am happy to write this letter of support for the Early Reading First project. The Wilkinson County Family Connection has been in existence since 1998. We are a children's initiative with representatives from approximately 20 to 25 area agencies. Our collaborative's primary focus has always been to seek better outcomes for the children in our county. For the past three years our goal has been to improve literacy among families and children. We wholeheartedly support any project or grant that will assist our county in becoming more literate because we understand that literacy leads to a better quality of life for everyone. Obviously Early Reading First falls in line with exactly what the Family Connection promotes in our county. Our collaborative is ready and willing to do anything we can to promote and assist with the Early Reading First project.

Sincerely,

Dianne Orr

Dianne Orr
Coordinator
Wilkinson County Family Connection

PR/Award # S359B080059

Appendix B

Current Wilkinson County Preschool , Head Start, and Even Start Programs
*AA – African American HS – Hispanic NA – Native American C – Caucasian Other – All Others

**Multiple Disabilities includes: Visually Impaired, Physically Impaired, Cognitive Impaired, Fine and Gross Motor Impairment, Adaptive Impairment, and Social and Emotional Impairment; CD - Developmentally Delayed in CommunicatioMontess - Montessori

Center	*AGE*		*Race/Ethnicity**					*Gender*		*Disabilities **		Socio-Economic Status		*Hours Operation*			ADA %	Fund	Instruct Program
	3 yr	4yr	AA	HS	NA	C	O	M	F	CD	MD	Above Poverty	Below Poverty	H/D	D/W	M/Y			
Head Start																			
Class 1	16		11	1		3	1	7	9	2	1	3	13	8	5	4.5	91%	Head Start	Creative Curriculum
Class 2	17		11			6		7	10	2		3	14	8	5	4.5	93%		
Class 3	16		11			5		9	7	1		4	12	8	5	4.5	95%		
subtotal	49		33	1		14	1	23	26	5	1	10	39						
ES																			
Class 1	9	1	8	2	0	0	0	4	6	0	0		10	7.5	5	10	90%	Even St.	Pinnacle
Pre-K																			
Class 1		20	11			9		11	9	1		1	19	7.5	5	10	88%	State Lottery Funds	High Scope
Class 2		20	12			8		10	10	1		1	19	7.5	5	10	89%		
Class 3		20	11			9		11	9	1		4	16	7.5	5	10	92%		
Class4		20	10			8	2	10	10	1		5	15	7.5	5	10	92%		Montess
Class 5		20	12	1		6	1	12	8		1	2	18	7.5	5	10	96%		
Class 6		20	10	4		6		10	10			4	16	7.5	5	10	88%		
subtotal		120	66	5		46	3	64	56	4	1	17	103						
Totals	49	120	61	5	0	42	46	61	50	9	2	13	98						

PR/Award # S359B080059

Appendix B

Future Wilkinson County Great Beginnings

Center	AGE		Race/Ethnicity*					Gender		Disabilities**		Socio-Economic Status		Hours Operation			Fund	Instructional Program
	3yr	4yr	AA	HS	NA	C	O	M	F	CD	MD	Above Poverty	Below Poverty	H/D	D/W	M/Y		
Head Start	75		47	2		25	1			7	1	12	48	7.5	5	46 wk	ERF Head Start	DLM Early Childhood Express Language for Learning
Pre-K		120	64	8	0	43	5			5	2	20	105	7.5	5	46 wk	ERF State Lottery	SRA-Open Court Imagine It / Language for Learning
Even Start	15		9	2		4							15	7.5	5	46 wk	ERF Even Start	DLM Early Childhood Express Language for Learning
Totals	90	120	120	12	0	72	6	0	0	12	3	32	168					

Numbers have been calculated based on projected families currently enrolled in Wilkinson County * Due to GA DOE BOE policy --- all handicapped children will be served using an inclusive model**

PR/Award # S359B060059

Appendix B

Current Wilkinson County Preschool , Head Start, and Even Start Programs

Center	Number of Staff/Education Degree***							YR / Edu	YR w/ PreS	Rdg	SBRR PD	Turnover
	D / P	T	TA	FLC	RC	SP	Others	T : TA			T	T%
H Start						WRAP AROUND SERVICES FROM BOE	WRAP AROUND SERVICES FROM BOE					
Class 1		CDA	HS					T18: TA1	T18	0	8	0
Class 2		HS	CDA					T 8: TA10	T 8	0	8	0
Class 3		CDA	HS					T16 :TA4	T16	0	8	0
E Start	Ed D			Ed D				D32:FL35	D15:FL35	FL RS	FL 250 hrs	0 /
		BS /EC	St Lic					T 4: TA2	T 4: TA2	0	32	0 / 0
Pre-K	Ed D RE							D25	D9			100*
		BS/Soc			7			RC 7	RC 7	0	0	0
Class 1		BS/EC	St Lic					T 2:TA5	T 2:TA5	0	24 (by RF LC)	100*
Class 2		BS/EC	St Lic					T2: TA4	T2: TA4	0	24 (by RF LC)	100*
Class 3		BS/EC	St Lic					T13:TA15	T13:TA15	0	24 (by RF LC)	0 / 0
Class 4		Ma/EC	St Lic					T29:TA22	T 11:TA 15	0	24 (by RF LC)	0 / 0
Class 5		BS/EC	St Lic					T7: TA3	T7: TA3	0	24 (by RF LC)	0 / 0
Class 6		BS /EC	St Lic					T7: TA22	T7: TA22	0	24 (by RF LC)	0 / 0

*Teacher turnover due to staff relocation beyond control of school system.

Appendix B

Future Wilkinson County Great Beginnings STAFF

Center	Number of Staff/Education Degree							YR experience/Education	YR w/ Preschool	Reading Background	SBRR PD	Turnover
	D	T	TA	LC	FL	PSH	Others					
Head Start	1 BA ECE	3 BA ECE	3 AA	.6 M Ed or higher		WRAP AROUND SERVICES FROM BOE	Family Literacy Coordinator BA ECE 3 Parent Educators High School or		5 yr. commitment to ERF	Participation in Wilkinson County Reading First training on tuition basis	Signed commitments to participate in over 200 hrs. of SBRR PD	5 yr. commitment to ERF
Pre-K	1 E Ed Rdg. End	6 BA or higher ECE	6 AA	1 M Ed or higher	1 BA							
Even Start	1 Med	1 BA ECE	1 AA	.4 M Ed or higher								
Total	3	10	10	2	1		7					

*AA – African American: HS – Hispanic: NA – Native American: C – Caucasian: Other – All Others

**Multiple Disabilities includes: Developmentally Delayed in Communication: Visually Impaired: Physically Impaired: Cognitive Impaired: Fine and Gross Motor Impairment: Adaptive Impairment: and Social and Emotional Impairment

***Ph.D / Ed.D-Doctorate: MA-Masters: RS-Reading Specialist: R E.-Reading Endorsement: BA-Bachelor: EC- Early Childhood Education: AA-Associates: St Lic-State License: HS-High School Diploma:

D-Director: P-Principal: FL-Family Literacy Coordinator: SP -Speech Pathologist: SE-Special Education: PSH-Pre-School Handicapped Teacher: T-Teacher: TA-Teacher Assistant: PE-Parent Educator: FSW-Family Service Worker: RC-Resource Coordinator: CS-Center Supervisor:

PR/Award # S359B080059

PR/Award # S358B080059

Appendix B

Current Wilkinson County Kindergarten Baseline Data

Grade	DIBELS Fall 2007		PPVT-III	ADA
	LNF (At Risk)	ISF(At Risk)	Below 50th Percentile	%
Kindergarten	34%	32%	64%	94

All preschool classes feed into the kindergarten classes housed at Wilkinson County Primary School. These classrooms are appropriately equipped to support the social, emotional, and physical needs of the children. They are staffed with teachers who are highly qualified and who are willing to augment the Kindergarten program by adding a component focused on oral language, cognition, and early reading skills. The classes have a very high rate of student attendance and a low teacher attrition rate.

DIBELS- Individual Assessment LNF-Letter Naming Fluency: ISF-Initial Sound Fluency: ADA-Average Daily Attendance

Sites:

Wilkinson County Head Start	**Wilkinson County Pre K**	**Wilkinson County Even Start**
800 Paper Mill Rd PO Box 386	**GA Hwy 57 PO Box 570**	**GA Hwy 57 PO Box 570**
Gordon, GA, 31031	**Irwinton, GA 31042**	**Irwinton, GA 31042**
478-9224464	**478-946-2161**	**478-946-2161**
Email: nancysmith@ mgcaagmail.com	**Email: paulsmith@ wilkinson.k12.ga.us**	**Email: kathyculpepper@ wilkinson.k12.ga.us**
Nancy Smith, Director MGCAA	**Paul Smith, Director / Principal**	**Dr. Kathy Culpepper, Director / Assistant Superintendent**

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1759-Mandatory_budget_narrative_-_landscape_bkl_06_05_6_45P.doc**

Personnel						
Position	% Time	Goal	Rationale	Amount Budgeted		
				Year 1	Year 2	Year 3
Director	25	G5	Liaison to BOE, Oversight for fiscal management of grant funds, Attend all required training	16000	24462	25196
Project Coordinator	100	G1. G2.a.b.c. G3.a.b. G4.a.b.c. G5.a.b.	Manage Grant contracts, work with independent evaluators, arrange training venues, schedule training for consultants, work w/literacy coach and family literacy coordinators, to re-deliver training to teachers, attend all required trainings, collaborate with subcontractors to provide training and evaluation. Assist literacy coach and family literacy coordinator in ordering materials for classrooms.	60000	88228	90874
2 Literacy Coaches	100	G1. G2.a.b.c. G3.a.b. G4.a.b.c. G5.a.b.	Attend all required training, Ensure redelivery of SBRR instructional strategy training to teachers, model in classrooms, provide support to family literacy coordinator, assist instructional personnel in setting up classrooms any and all duties in job description.	94160	145476	150132
Family Literacy Coordinator	100	G1. G2.a.b.c. G3.a.b. G4.a.b.c. G5.a.b.	Attend all required training, redeliver training to parent educators, specifically RT/WR model for PE's, set up monthly training sessions for parents. Provide support to family literacy coordinator, assist instructional personnel in setting up classrooms any and all duties in job description.	38128	57194	58910
ECE Teacher	100	G1. G2.a.b.c. G3.a.b.c.G4.a.b.c.	Reduce the class size to meet ERF guidelines	27760	44429	45762
3 Intervention Teachers		G1. G2.a.b.c. G3.a.b.c.G4.a.b.c.	Provide 2 hours instruction per day for students not meeting benchmarks.	83280	85778	88351

Goal = G

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Paraprofessional	100	G1:G2.a.b.c. G3.a.b.c:.G4.a.b.c.	Provide instructional assistance to children in 3 and 4 yr. old classrooms, under the supervision of ECE teachers.	13720	21195	21831
2 Parent Educators	100	G1. G2.a.b.c. G3.a.b.c.G4.a.b.c.	Provide home visits and instruction on dialogical reading, Read Together, Talk Together	49231	76076	78357
Data Manager	100		Input all individual baseline, progress monitoring and end of year data into databases for evaluation; assist with professional development activities	19368	29924	30822
Substitutes	100	G1. G2.a.b.c. G3.a.b.c.G4.a.b.c.	Provide on-going classroom instruction during ERF training time	9500	9500	9500
Pre-K Ext. Yr	40 da	G1. – G4	Provide 40 additional days for ext. yr.	56776	58479	60233
Head Start Ext. Yr (salaries)	70 da	G1. – G4	Provide 70 additional days for ext yr	45769	48058	50460
Even Start Ext. Yr (salaries)	20 da	G1. – G4	Provide 20 additional days for ext yr	12048	12651	13284
RF PD stipends		G3	Winter Retreat/Spring Retreat and Summer Academy – stipends for personnel while off contract	42000	54000	42000
Benefits Director			GA HI .1855; FICA .0765; TRS .0928, Other .03	6157	9413	9695
Project Coordinator			GA HI .1855; FICA .0765; TRS .0928, Other .03	14672	22008	22668
Literacy Coaches			GA HI .1855; FICA .0765; TRS .0928, Other .03	36233	55979	57771
Fmly Lit. Coordinator			GA HI .1855; FICA .0765; TRS .0928, Other .03	14672	22008	22669
ECE Teacher			GA HI .1855; FICA .0765; TRS .0928, Other .03	10682	17096	17607
3 Intervention Teachers			GA HI .1855; FICA .0765; TRS .0928, Other .03	32046	33007	33997

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Paraprofessional		GA HI .1855; FICA .0765; TRS .0928, Other .03	5279	8156	8401
2 Parent Educators		GA HI .1855; FICA .0765; TRS .0928, Other .03	18944	29274	30152
Data Manager		GA HI .1855; FICA .0765; TRS .0928, Other .03	7453	11515	11860
Substitutes		FICA .0765: Other .03	1012	1012	1012
PreK Ext Yr	40 da	Provide 40 additional days for ext.year	21847	22502	23177
HS Ext Yr	70 da	Provide 70 additional days for ext.year	17850	18743	19679
ES Ext Yr	20 da	Provide 20 additional days for ext.year	4636	4868	5112
Registration	G3.a.b.c.d.	ERF conf (yr 1) at least one lit. conf /yr for min 5 ERF/ECE staff	6500	6500	6500
Lodging and Subsistence	G3.a.b.c.d.	To facilitate attendance at required trainings per State Travel Regs	5400	5400	5400
Mileage, or Carrier	G3.a.b.c.d.	Per State Travel Regs	4000	5000	5000
Computers - Office	G5	7 Computers for staff to include dir; Prog. Cordinator; Family Lit. coord; data manager;& Lit. Coaches to facilitate program implementation.	10000	0	0
Computers-Instructional	G1a.b.c.d. G2 a. b. c.	Hardware to operate curriculum and intervention instruction for pre-school classrooms – 11 pre-K classrooms X 4 cpu's and 24 computers for staff	68400	0	0
Printers	G1a.b.c.d. G2 a. b. c.	Hardware to print curriculum, intervention, & assessment materials per classrooms –11classrooms; 15 printers for staff (replacement 2nd & 3rd yr)	8000	500	500
2 Presenters	G1a.b.c.d. G2 a. b. c.	1 each for LC's	1800	0	0
2 Portable Screen	G1a.b.c.d. G2 a. b. c.	1 per presenter	300	0	0
1 Color laser printer	G1a.b.c.d. G2 a. b. c.	Photographs, newsletters, professional learning handouts	1500	0	0
15 Digital Cameras	G1a.b.c.d. G2 a. b. c.	1 per site, (ES, HS, PK, & CC) 1 each for PC, LC's, FLC, & Parent Educators	7700	0	0

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3 Digital Video Camera	G1 a.b.c.d. G2 a. b. c.	1 each 2 LC's and 1FLC	3600	0	0
Instructional Supplies	G1 a.b.c.d. G2 a. b. c. G4 b	Core Programs for 3 yr old classrooms -- DLM; Core Programs for 4 yr old classrooms -- Imagine It; Intervention Programs 3's & 4's--Breakthrough to Literacy, Language for Literacy, Literacy Launcher, Word Whammer (4's) & Fridge Phonics (3's)	105291	4500	4500
Instructional Supplies to include all testing supplies	G1a.b.c.d. G2 a. b. c. G4 b.	Gen. literacy consumable supplies & materials (chart paper, sentence strips, writing supplies, ink cartridges, assorted spec. paper, writing utensils) min.$1000/classroom/yr – PPVT (1/center) A&B plus 3 ASSIST CD'S: PALS (1/classroom): IGDI	18640	12380	12380
Instructional Supplies (software)	G1a.b.c.d. G2 a. b. c. G4 b.	Photo Library Instructional Software –11classrooms: Break Through To Literacy Software – 6 classrooms OC Cd Supplement w/ guide	6000	5000	5000
Instructional supplies to include(materials for home visits and monthly parent group meetings	G1a.b.c.d. G2 a. b. c. G4 b	Read Together/Talk Together – Dialogic Reading Program (LC's, FLC, PE's & Lisc. Child Care Centers) Supplies of Quarterly Interactive Literacy Meetings	10000	5000	5000
Classroom Take Home Libraries	G1a.b.c.d. G2 a. b. c.	$ 6,500 per classroom (500 bks per) correlating Take Home Libraries for Read Together, Talk Together; lending libraries, 2nd and 3rd year replacement	94000	14000	14000
Professional Development Instructional Supplies	G1 a.b.c.d. G2 a. b. c. G3 a.b.c.d.	General literacy supplies & materials (chart paper, sentence strips, writing supplies, ink cartridges, assorted specialty paper, writing utensils) … demonstration lesson materials required NCFL & PAT materials and Supplies	8000	5000	4000
Professional Libraries	G3 a.b.c.d.	44 copies for all program personnel of at least 12 titles in grant application X $20	10560	2200	2200
Staff Supplies to include printers	G3 a.b.c.d.	General supplies to include copy paper and copier supplies, memory cards, flash drives, & printers	8000	6500	6000
Office Supplies	G5	General supplies for Project Director, Project Coordinator other administration	1000	1000	1000

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PR/Award # S359B080059

Start-up Project Manager	G2	Gaytha Harris	50000	0	0
Testers	G4	Assessors of children's 3 ERF Required Benchmarks	29000	29000	29000
Evaluation	G5	Dr. Robin Morris, project evaluator	95000	95000	95000
Prof Development	G3	Dr. Terri Lynn Purcell, Professional Development	25000	35000	35000
Professional Development	G3	Dr. Patricia Edwards, ERF staff, & PE's to work with High poverty Parents	15000	20000	20000
Prof. Development	G3	Jana S. Crosby, ELLCO PD training	18400	8800	8800
Professional Development	G3	SRA/DLM – Core and Intervention Training: Break Through to Literacy, Heads Up, etc	94800	93600	58200
Professional Development	G3	Conferences for Staff per grant(CIRCLE, NCFL, Head Start, Bright from the Start, ERF, RF, etc)	15000	7500	7500
Technology	G1a.b.c.d. G2 a. b. c.	Wiring / cabling for classrooms not wired	1500	0	0
Transportation	G1,2,3,4	Contracted services with system for extended day /year transportation for students $2.00 per mile	54648	54648	54648
Postage	G5	Mailing for parent communication, program promotion, publicity, marketing,@ $60/mo	720	720	720
Phone Lines	G5	Cost for 5 phones $150 installation $100 /mo	4750	4000	4000
Printing	G5	Printing for Professional Develop, program implementation, marketing, publicity, parent program	2500	2500	2500
Reading Endorsement	G3	RESA Costs for Reading Endorsement for ECE certified teachers	0	2000	2000
College Coursework	G3	Tuition for A.A., B.S.. ECE certification for teachers w/degrees needing certification	11500	11500	11500
		TOTAL BUDGET EXPENDITURES	1555732	1448279	1429860

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