

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**EARLY READING FIRST  
CFDA # 84.359B  
PR/Award # S359B080017  
Grants.gov Tracking#: GRANT00472926**

**Closing Date: JUN 10, 2008**

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**Application for Federal Assistance SF-424**

Version 02

<b>* 1. Type of Submission:</b> <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	<b>* If Revision, select appropriate letter(s):</b> _____ <b>* Other (Specify)</b> _____
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<b>* 3. Date Received:</b> 06/09/2008	<b>4. Applicant Identifier:</b> S359A080337
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<b>5a. Federal Entity Identifier:</b> _____	<b>* 5b. Federal Award Identifier:</b> _____
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**State Use Only:**

<b>6. Date Received by State:</b> _____	<b>7. State Application Identifier:</b> _____
--	--

**8. APPLICANT INFORMATION:**

**\* a. Legal Name:** Western Michigan University

<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 386007327	<b>* c. Organizational DUNS:</b> 622364479
---	---

**d. Address:**

<b>* Street1:</b>	1903 W Michigan Avenue
<b>Street2:</b>	_____
<b>* City:</b>	Kalamazoo
<b>County:</b>	_____
<b>* State:</b>	MI: Michigan
<b>Province:</b>	_____
<b>* Country:</b>	USA: UNITED STATES
<b>* Zip / Postal Code:</b>	49008

**e. Organizational Unit:**

<b>Department Name:</b> _____	<b>Division Name:</b> _____
----------------------------------	--------------------------------

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

<b>Prefix:</b> _____	<b>* First Name:</b> Gina
<b>Middle Name:</b> _____	
<b>* Last Name:</b> Betcher	
<b>Suffix:</b> _____	

**Title:** Research Officer

**Organizational Affiliation:**  
Western Michigan University - OVPR

<b>* Telephone Number:</b> 2693878204	<b>Fax Number:</b> _____
---------------------------------------	-----------------------------

**\* Email:** gina.betcher@wmich.edu

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

**\* Other (specify):**

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.359

**CFDA Title:**

Early Reading First

**\* 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

**\* Title:**

Early Reading First 84.359A and B: Full Application

**13. Competition Identification Number:**

84-359B2008-1

**Title:**

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

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

Promising Beginnings

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

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

17. Proposed Project:

\* a. Start Date:

\* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="4,116,946.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,116,946.00"/>

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

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

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

- Yes
- No

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

\*\* I AGREE

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

Authorized Representative:

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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

## 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: Western Michigan University

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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 8/29/2006 To: 6/30/2009 (mm/dd/yyyy)
Approving Federal agency: [ ] ED [X] Other (please specify): Department of Health and Human Services
(3) For Restricted Rate Programs (check one) - Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Western Michigan University

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

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00472926

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.

<b>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> Wil Emmert	<b>* TITLE</b> interim Vice President for Research
<b>* APPLICANT ORGANIZATION</b> Western Michigan University	<b>* DATE SUBMITTED</b> 06-09-2008

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

## DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: Western Michigan University</p> <p>* Address: 1903 W Michigan Avenue</p> <p>Kalamazoo</p> <p>MI: Michigan</p> <p>49008</p> <p>Congressional District, if known: MI 6th</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>US Dept of Education</p>	<p>7. * Federal Program Name/Description: Early Reading First</p> <p>CFDA Number, if applicable: 84.359</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: n/a</p> <p>n/a</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: n/a</p> <p>n/a</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		
<p>* Signature: Wil Emmert</p> <p>* Name: Leonard  Ginsberg</p> <p>Title:</p> <p>Telephone No.:</p> <p>Date: 06-09-2008</p>		

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**Public Burden Disclosure Statement**

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

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

## Attachment Information

File Name

Mime Type

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## 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.

<b>* APPLICANT'S ORGANIZATION</b> Western Michigan University	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b> Prefix:      * First Name: Leonard      Middle Name: * Last Name: Ginsberg      Suffix:      * Title: interim Vice President for Research	
<b>* SIGNATURE: Wil Emmert</b>	<b>* DATE: 06/09/2008</b>

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

**\* Name:**

Esther

Newlin-Haus

**\* Address:**

1903 W Michigan Avenue

1202 Sangren Hall Mail Stop 5290

Kalamazoo

MI: Michigan

49008

USA: UNITED STATES

**\* Phone Number:**

269-387-0728

**Fax Number:**

**Email:**

esther.newlin-haus@wmich.edu

## 2. Applicant Experience:

Yes  No  Not applicable to this program

## 3. Human Subjects Research

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available: 07-04-21

**Please attach an explanation Narrative:**

FileName

MimeType

Tracking Number: GRANT00472926

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **9799-abstract.pdf**

**ABSTRACT**  
**Promising Beginnings**

*Promising Beginnings (PB)* is a unique partnership between Western Michigan University (WMU), Kalamazoo Head Start (HS), Learning Village (LV), a state funded/ tuition based program, and the YWCA Preschool in Kalamazoo, Michigan. The project seeks to improve school readiness of approximately 350 children annually from 12 classrooms. Seventy-six percent are eligible for free/reduced lunch and 18% are English Language Learners who speak Spanish, Arabic, and various Asian languages. A four-week summer program (LV & YWCA) and an intensive summer family program (HS) will increase intensity and extent of early literacy instruction. *PB* will integrate *Creative Curriculum/High Scope* with *Opening the World of Learning (OWL)*, an SBRR early literacy curriculum, providing intensive, thematic, integrated curriculum to increase early literacy skills in alphabet recognition, phonological awareness, print/book awareness, background knowledge, and oral language/vocabulary. *PB* will supplement OWL with rich classroom libraries and thematic “prop boxes.” Parent workshops, mentoring, and take-home books will increase the print-richness of children’s homes. *PB* is heavily weighted on parent/family and community (Parent to Parent of SW Michigan, the Hispanic American Council, and the national award-winning Kalamazoo Public Library) involvement. *PB* will also provide intensive professional development: workshops, small-group “coaching labs” and coaching, offering WMU credits for teachers. Weekly coaching of teachers will ensure high quality, explicit, data-driven instruction using valid and reliable outcome and ongoing progress/classroom monitoring instruments (PPVT, PALS Pre-K, CIRCLE, Monthly Benchmark Checklist, qualitative child profile data, and ELLCO).

# Project Narrative

## Project Narrative

### Attachment 1:

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**PROMISING BEGINNINGS**

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**Early Reading First : *Promising Beginnings* Grant Application Narrative**

**QUALITY OF PROJECT DESIGN**

***Introduction*** We will transform 12 good early childhood classrooms of our three partner agencies, Kalamazoo Head Start, the Learning Village, and the YWCA Preschool into *excellent* ones to nurture children's language and literacy abilities, cognitive skills, and physical and social/emotional growth. Together, 84% of their children live in poverty. For details about these classrooms, see Appendix I.

**Purpose 1 : Integrate research-based materials/ literacy activities with existing programs ...**

***SBRR research base. (See Reference List, Appendix II)***

*Promising Beginnings* will address *Purpose 1* by integrating *Opening the World of Learning* (OWL), a research-based curriculum with demonstrated effectiveness (Yazejian, 2007; Edmonds & Algozzine, 2005) in increasing emergent literacy skills for young children, with our partner agencies' core curricula of *Creative Curriculum (CC)* and *High Scope (HS)*. OWL has been adopted by many other Early Reading First projects, indicating program effectiveness in addressing the goals/priorities of the grant.

CC and HS are based on extensive research including Lonigan, Burgess, & Anthony (2000); Neuman (1996, 1999); National Early Literacy Panel (2004); National Reading Panel (2000) and a strong theoretical base. CC and HS curricula improve vocabulary acquisition (Abbot-Shim, 2000) and overall classroom quality (FACES 2000 project cited in Zill et al., 2003). Our children are already making progress across developmental domains, as measured by the *Developmental Continuum Assessment System for Ages 3 to 5* (Dodge, Colker, & Heroman, 2001), the assessment component of Creative Curriculum, and *COR* for High Scope. A 2005 study by Rutgers University found that Michigan School Readiness Program students showed "significant" improvement in vocabulary, literacy and mathematical development. For instance,

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students showed a 117 percent gain in literacy skills compared to 4-year-olds who were not in the program (Lamy, Barnett, & Jung, 2005).

**Community Support** Kalamazoo Public Schools (KPS) has recently received national attention for its scholarship program (*The Promise*). Every high school graduate who has attended KPS since 8th grade receives tuition and fees for any public Michigan university or community college; the scholarship amount, up to 100%, is pro-rated by years of attendance in KPS. This program has galvanized community support for supporting *all* students so that they can take advantage of *The Promise*. *Promising Beginnings (PB)*, would be an important component in the effort to close the district's considerable racial and income level achievement gap (only 65% met or exceeded state standards in reading, 37% in writing in 4th grade) through intensive early intervention. Kalamazoo County has launched a "Great Start Collaborative" to coordinate services for children under 5; the Kalamazoo Public Schools Superintendent and other area educators are "creating a drumbeat around the importance of early-childhood education" (Mack, 2008). PB has created partnerships with the Kalamazoo Public Library, Parent to Parent, a mentoring program for families of children with special needs, and the Hispanic Council to provide extensive home support. PB would provide a key capacity-building component of this drive through professional development and program improvements of our partner agencies. According to U. S. Department of Labor **extra support for families and children is especially important in Michigan, which has the highest adjusted unemployment rate in the country.**

**Positive Behavior Support.** The emergence of self regulatory skills and social competence is linked to language skills and early literacy (Lonigan, Burgess, & Anthony, 2000). Socially competent children are more likely to form strong ties to teachers, a factor found to be related to long-term consequences for academic success (Pianta, Hamre, & Stuhlman, 2002). Partner agency teachers expressed need for professional development to deal with ever increasing

**MiBLISi: The Michigan Integrated Behavior & Learning Support Initiative provides statewide PD to train K-12 teachers to support positive behavior and literacy skills.**

challenging behaviors of children and classroom management issues. **In addition to OWL support for social/emotional skills development, our professional development will align with MiBLISi by providing strategies for supporting the development of social competencies in young children.**

The Table 1 delineates our plans to integrate project goals with programs at partner agencies.

<b>Integration of Project Goals &amp; Existing Program</b>	
<b>Goal</b>	<b>Project Interventions</b>
<i>Intensification of early literacy instruction</i>	<b>Integration of OWL &amp; Creative Curriculum/High Scope</b>
	Literacy instruction throughout the day, across developmental domains.
	<b>Increase instructional time</b> through extension of school year (4 week summer school for LV) For HS, intensive summer family program for Tier II & III children, with regular home visits, twice/weekly "Traveling Storybooks" story & parent activity, monthly Family Literacy Fairs, parent to parent mentoring, workshops for parents of children with special needs & ELLs.
	<b>Increase intensity of print-richness</b> of classroom & home environments. Home: monthly parent workshops, weekly newsletter add-in on home-based literacy activities, library field trips/collaboration, every other week book home to keep with activities, HS intensive family summer program
<i>Increase oral language &amp; background knowledge</i>	Grant staff will assist teachers to use theme-based instruction, integration of CC or HS with OWL for culturally-responsive, engaging themes, research-based best practices in drama and retelling, field trips, parent workshops, increased literacy professional development for family workers
<i>Increase teachers' research repertoire in early literacy &amp; SBRR instruction</i>	Monthly workshops, monthly coaching labs (small teacher groups), and weekly coaching in early literacy & OWL implementation. Workshop, coaching lab, & coaching topics aligned & co-planned by PB faculty & intensive, weekly in-class mentoring/coaching by coaches in research-based instructional strategies, differentiated curriculum/instruction, & data driven decision making to support transfer of research knowledge base to classroom action. Model classroom visits and debriefing with coach.
<i>Positive Behavior Support</i>	Professional development in behavior management, positive behavior support. <b>Alignment with MiBLISi, the Michigan positive behavior initiative in public schools.</b>
<i>Systematic use of data to inform instruction</i>	<b>Regular, quantitative &amp; qualitative assessment/analysis will drive differentiated instruction decision-making in classrooms.</b> Assessment of fidelity of implementation of SBRR curriculum, ELLCO, child data will inform professional development implementation.
<i>Coordination with community</i>	Collaboration with <b>Kalamazoo Public Library (KPL), National Library of the Year, 2002</b> , to increase classroom book access, provide parent workshops, facilitate library use by families, cooperate with KPL's <i>Ready to Read</i> program,

Fig. 1

<i>resources</i>	collaborative PD on shared reading, & referrals to adult literacy programs. Collaboration with Parent to Parent of SW Michigan, a mentoring program for children with special needs, & with the Kalamazoo Hispanic Council to increase services to Spanish-speaking ELLs, & transition planning with LEA
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**Purpose 2: Outline goals for literacy improvement...**

Fig. 2

*Adapted from suggested outcomes in Preventing Reading Difficulties in Young Children (Snow, Burns & Griffin, 1998) & McGee's (2007) monthly literacy benchmarks.*

<b>Component</b>	<b>Goal</b>	<b>Measurement</b>
<i>Oral Language</i>	Children will demonstrate statistically and practically significant gains in their oral language proficiency & vocabulary acquisition.	PPVT, CIRCLE Monthly Benchmarks (McGee, 2007) Checklist (MBC)
<i>Phonological, print/book/alpha awareness</i>	At least 85% of children will achieve monthly benchmarks in phonological awareness, print/book awareness, & alphabet knowledge or meet IEP goals.	PALS Pre K CIRCLE MBC
<i>Background knowledge, oral language</i>	At least 85% of children will demonstrate statistically significant gains in knowledge & cognitive skills that support expressive language, listening comprehension, understanding & use of vocabulary.	PPVT MBC CC Developmental Continuum, COR
<i>Tier II &amp; III children Extra support</i>	100% of Tier II & III children (as determined by composite scores in PPVT, progress monitoring measures & teacher referral) will receive supplemental research-based strategies to improve oral language & emergent literacy skills.	Composite: PPVT & PALS Pre K, teacher referral (ID of Tier II & III children)

Fig. 3

<b>Component</b>	<b>Specific Developmental Expectations for Emergent Literacy Components</b>	<b>Benchmark Dates</b>
<b>Condensed Benchmarks from McGee (2007), Appendix: pp. 165-178 (3 year old benchmarks will also be addressed for our younger children)</b>		
<i>Alphabet Recognition</i>	4's: Recognizes own name, others, writes mock letters for all letters in name, recognizes 1-5 letters	Start of Year
<i>Letter-sound match</i>	4's: Matches letters/words in shared writing, counts # of letters in words, recognizes upper/lowercase letters, recognizes 5-13 letters, recognizes 26-40 letters including lowercase, writes letters, writes recognizable letters of name, writes 5-13 recognizable letters 4's: Learns 1-5 consonant letter-sound associations Learns 5-15 letter sound associations Attempts to spell words with beginning, ending sounds with teacher support	Year End
<i>Print &amp; book</i>	4's: Reads familiar environmental print, books read front to back	Start of year

<i>Awareness</i>	4's: Uses linear pointing for tracking during finger point reading, pretends to read using memory & finger point reading, Finger point reads, matching spoken & written words	<i>Year End</i>
<i>Read alouds &amp; oral language</i>	4's: Understands & uses more sophisticated sentences & new vocabulary in conversations, listens & understands conversations, books, songs with increasingly complex vocabulary & sentences, listens to variety of genres, communicates & responds to more sophisticated information, and understands simple concept words	<i>Start of Year</i>
	4's: Retells stories with support, retells information books with support, understands & uses increasingly complex vocabulary & sentences (books, songs, conversations), follows 2-step directions, answers who, what, why questions about books, connects book information to personal/life experiences, memorizes predictable patterns in books with advanced syntax	<i>Year End</i>
	4's: Retells stories with some sophisticated vocabulary, retells information books, understands & uses vocabulary & increasingly complex sentences, more understanding of sophisticated category words	
<i>Phonological &amp; Phonemic Awareness</i>	4's: Articulates beginning phonemes with support, taps syllables, memorizes & says nursery rhymes, listens to rhyming books	<i>Start of Year</i>
	4's: Taps syllables, isolates beginning phonemes with support, identifies some rhyming words in books, blends segmented syllables into words, learns 1-5 letter-sound associations	<i>Year End</i>
	4's: Recognizes & produces rhyming words, reads & spells new rhyming words with teacher support, recognizes & produces words with same beginning phoneme, sorts words by phoneme, isolates beginning & ending phonemes, blends segmented syllables and onsets/rimes into words, learns additional letter-sound associations, attempts to spell words with beginning/ending letters with teacher support	
<i>Writing</i>	4's: Writes name with mock or identifiable letters	<i>Start of Year</i>
	4's: Writes name with nearly all recognizable letters, writes other children's names with support	<i>Year End</i>
	4's: Copies & writes words with teacher support	

**Curriculum Scope and Sequence...** PB's curriculum model is based on a body of evidence-based studies meeting scientific research criteria. The program uses strategies consistent with current research to enable children to learn the concepts and skills associated with reading readiness, providing systematic instruction in the components of emergent literacy.

Fig. 4

<b>Characteristics of <i>Opening the World of Learning</i></b>	
1	Uses storybook and information text reading as base for instruction
2	Uses 6 integrated thematic units : subjects include Family, Friends, Wind & Water, World of Color, Shadows & Reflections, Things That Grow

3	Provides activities across subject areas including science, math, social studies, music, etc.
4	Supports teaching multi-age classrooms, ELLs, children with special needs
5	Uses manipulatives, teacher-directed instruction, small/large group activities, well-known children's books
6	Emphasizes social/emotional and oral language development
<b>Specific Language/ Literacy Objectives/Instructional Strategies</b>	
<p><b><u>Alphabetic Knowledge:</u></b>  <i>Objective: All children will identify all upper case letters and a majority of lower case letters before kindergarten.</i>  <b>For all objectives: Tier 3 children will instead meet IEP goals.</b>  <b>Instructional Strategies:</b> OWL activities, alphabet books, systematic focus on 3 letters at a time, instructional help re: confusable letters. Focus on letter shapes. Games: sort, memory match, fish, "wiggle worm," bingo. Letter writing &amp; magnetic, sponge, sandpaper, and other letters, print rich environment, beginning focus on alphabetic instruction through children's names, sign in, and other words that are culturally and personally meaningful for children, Language Experience Approach. Shared writing, labeling children's pictures, children's signatures on their work. Encourage children's writing across centers, from scribbling through developmental progression.  <b>Brief, explicit, teacher-directed instruction in letter recognition during large, small group, independent and scaffolded practice in centers.</b></p>	
Adams (1990); Dyson (2001); Gentry (1982); Grossen (1997); Harste (1990); McGee (2007); McGee & Richgels (2003); Pellegrini (2003); Sulzby (1986)	
<p><b><u>Phonological Awareness (PA): Sentences &amp; Words, Syllables, Onsets &amp; Rimes, Rhymes, Beginning Sounds</u></b>  <i>Objectives: Identify separate words in a sentence, identify particular word or phrase, hear syllables in words, onsets &amp; rimes, manipulate onsets &amp; rimes, isolate phonemes, understand content, form, use, rhymes. Discriminate similar/different words &amp; sounds.</i>  <b>Instructional Strategies:</b> OWL activities, repetitive/predictive books, clap out syllables, listen for specific word in story, repetition of songs/poems, following along written version, systematic instruction regarding word sounds, words, sentences, word play, poetry, phonemic spelling, syllabication games, games with onsets &amp; rimes, "rubberbanding." Listening stations, listening walks, auditory memory &amp; discrimination games, rhyming songs, fingerplays, poems, purposeful teacher talk throughout day about PA. Counting words in text, spoken language.</p>	
Ellis & Large (1987); Ehri et al., 2001; Frith (1985); McGee (2007); McGee & Richgels (2000); Schneider, Roth, & Ennemoser (2000)	
<p><b><u>Reading, Writing, Viewing, Concepts About Books and Print</u></b>  <i>Objectives: Attentively listen to stories/books, participate in interactive story telling, ask adults to read, choose to look at/read books independently, seek out books to read/gain information, recognize letter and word, know where to begin reading book, understand directionality &amp; other concepts about books, progress through continuum of concepts about print.</i>  <b>Instructional Strategies:</b> OWL activities, attention to content, form, &amp; use of written language in classroom, print-rich environment, reading labels and print throughout classroom, logos, alphabets at child level in various fonts &amp; sizes, functional print such as telephone books, maps, recipes, meaningful use of print connected to projects, books, poems, lyrics, computers/interactive software. Daily, multiple big book read alouds, shared reading. Shared writing with embedded instruction, scaffolded writing, predictable charts, reflecting on form, content, discussion about print. Encourage continuum of reading, from exploration, labeling,</p>	

retelling, fingerpoint reading, reading. Brief teacher-directed, explicit teaching of print/book concepts embedded in book reading. Word walls, morning message, children's dictation of stories, ideas, etc., culturally-authentic materials in children's first language, wide variety of opportunities for writing. Writing encouraged in wide variety of media.

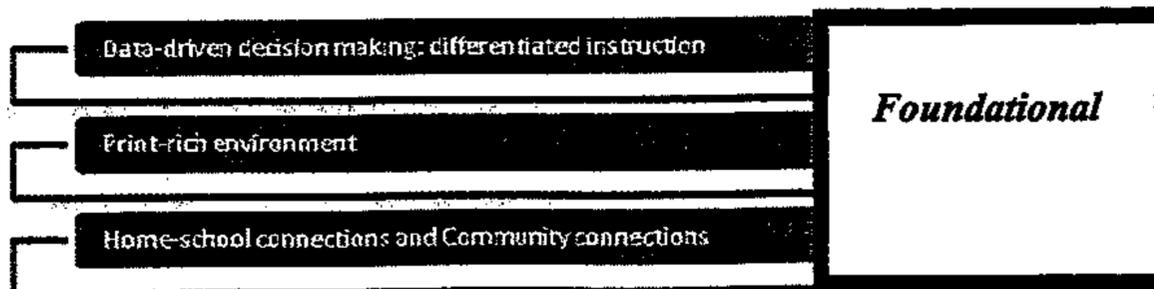
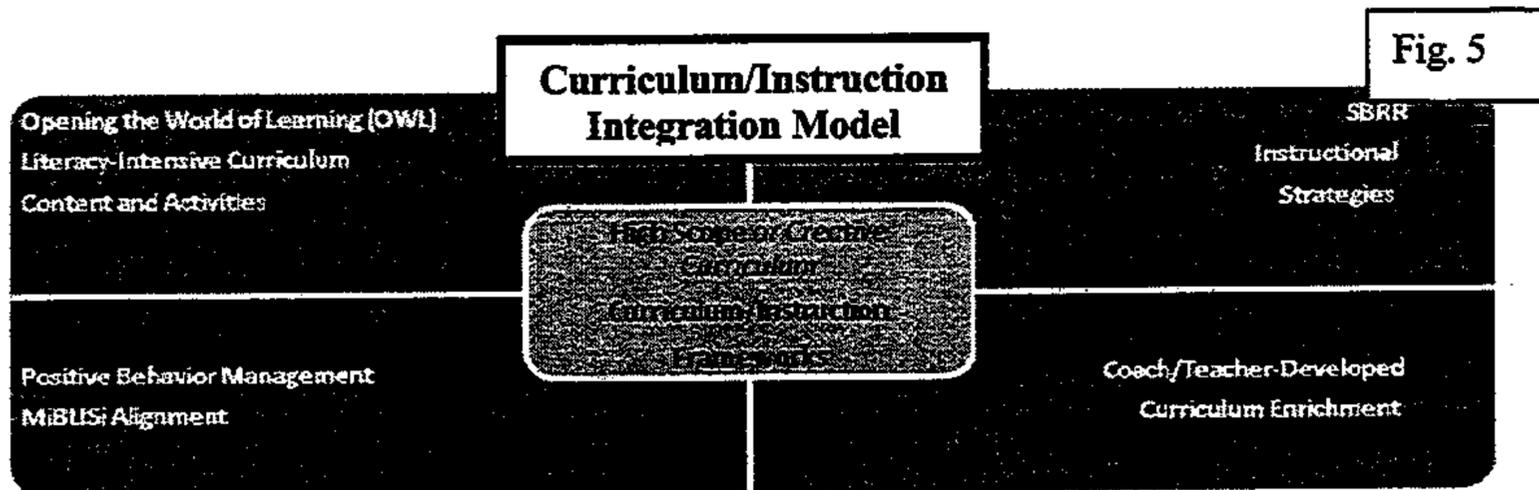
Adams (1990); Clay (1985, 1991); D'Arcangelo (1999); Dickinson & Chaney (1997); Dickinson & Smith (1994); Ehri & Sweet (1991), Heibert (1994); Neuman & Roskos (1991); Roskos & Neuman (2003); Schickedanz (1986, 1999); Strickland & Morrow (2000); Sulzby (1986); Whitehurst & Lonigan (2001)

**Oral Language, Vocabulary, & Background Knowledge, Speaking & Listening**

*Objectives: Increase receptive/expressive vocabulary, increase understanding & production of complex language, attentively listen to stories, participate in language games, follow 1-3 step directions, engage in turn-taking conversation, express wants & feelings using complex sentence,, use new everyday vocabulary.*

**Strategies: Systematic repetition of vocabulary across contexts (OWL), language scaffolds: elaborating, describing, demonstrating, sequencing actions, before/during/after read aloud strategies; dialogic reading; repeated interactive storytelling, facilitated dramatic play, extended daily conversations with responsive adults, open-ended questions, reflective, narrative, and explanatory talk, teacher use/instruction of Tier II words, acceptance of code-switching of ELLs, use of demonstrations, modeling, word walls, repetition of sentence patterns & routines, total physical response, field trips, shared reading and writing, family storytelling and family-dictated books. "Think alouds," modeling when explaining activity, visuals and manipulatives, milieu teaching. "PAT"—point, act, tell vocabulary introduction.**

Apel & Masterson (2001); Bredekamp & Copple (Eds.) (1997); Clay (1991); Davidson (1996); Debruin-Parecki & Krol-Sinclair (2003), Dickinson & Tabors (2001); Edwards (2003); Hart & Risely (1999); Justice et al. (2003); McGee (2007); McGee & Richgels (2003); McGee & Schickedanz (2007); Neuman, Copple, & Bredekamp (2000); Purcell-Gates (1988); Purcell-Gates et al (1995; Rowe (1998); Salz & Johnson (1974); Schickedanz & Dickinson (2005); Tabors & Snow (2003); Watson (2003); Weaver (1990); Whitehurst & Lonigan (2001)



*Each day teachers know what they are supposed to do...and have materials to do it...*

**OWL** provides systematic, sequenced activities across components of early literacy. **Each unit has a detailed teacher's guide providing complete daily lesson plans. Coaches will meet weekly with teaching teams, collaboratively reviewing and modifying lesson plans, using student outcome data as their guide.** Each classroom will be equipped with the **complete OWL curriculum, including: program guide, 48 children's books from OWL, picture cards, a poetry big book, a CD with sing-along songs.** In addition, PB staff will develop **"prop boxes"** with additional activities, theme related books, **dramatic play ideas & props**, games, puzzles, and story props to enrich each thematic unit. Using a data-based decision model, teachers will administer the program **flexibly** according to the needs of their students; however, coaching support and procedural reliability checklists will ensure full implementation of key curricular goals and objectives.

*Instruction is explicit and intentional, starts as teacher directed, moves to independent...*

Large & small group activities will introduce and reinforce literacy/language skills with **teacher-directed instruction.** Small group and learning center activities will be designed to either facilitate cooperative learning and/or to facilitate **independent practice**, depending on needs of students, balancing discovery, guided, and direct instruction (Genisio & Drecktrah, 1999; Kostelnik et al., 2004; Soderman, Gregory, & McCarty, 2005). During daily small group time, teachers will invite a small group of students (flexibly grouped) (Fields & Spangler, 1995; Lipton & Hubble, 1997) to a center for **short, intensive literacy instruction** guided by assessment data to target specific needs of students. OWL provides ideas for activities for 3 daily small group times that repeat several times during the week, so that students can explore an activity initially with a teacher, then move on to more independent practice during choice time as they

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master a skill. Daily activities will be balanced to include: 1) activities that are within students' abilities for independent practice; 2) activities within students' zone of proximal development that will be scaffolded by adults or peers; and 3) new material to be introduced by adults and reinforced with activities. **Skilled provision of differentiated instruction requires much more from teachers than rote implementation of even the best curriculum; professional development and mentoring of this crucial teaching skill is a cornerstone of our project.**

*Outline the content for improving children's language/ background knowledge.* The curriculum will include extensive opportunities to promote oral language, especially for English Language Learners and children with disabilities. Our baseline data from a neighboring county indicated that half the children scored under the 25<sup>th</sup> percentile on the PPVT III, indicating an overwhelming need for oral language support. OWL is organized around six themes (*Family, Friends, Wind & Water, World of Color, Shadows & Reflections, Things That Grow*) and includes songs, poems, books, picture cards, vocabulary lists, and activities for center time, transitions, small groups, and independent practice. PB summer curriculum also includes a unit on *Camping* and *Michigan Animals*. Literacy activities are integrated across **science, math, social studies, the arts, social development, and physical development** for every theme. **OWL's highest priority is supporting children's language learning.** Key vocabulary is identified for each book and words are highlighted for use during teacher-led and child-initiated activities. Children hear and use words that relate to all domains (e.g., mathematical terms, names for emotions, scientific terms) throughout the day. Thus "...as they are learning words, they are building syntactic and discourse skills (Schickedanz & Dickinson, 2005, p.9)". Each unit includes story books, predictable books, and nonfiction expository books. **Theme-related field trips will be used systematically to supplement knowledge.** Additional theme-related books for each unit and support for dramatic play with costumes, props, functional print, and

opportunities for children’s reading, writing, and talking will be provided by PB. *We will emphasize rich props and teacher scaffolding in dramatic play to enhance acquisition of background knowledge and oral language (Mcgee, 2007; Roskos & Neuman, 2001).* Teachers will be encouraged to engage in extended conversations with children throughout the day.

*Detail the amount of time the proposed program will spend developing each child’s language, cognition, and early reading skills...*

Fig. 6

<b>Time of Day</b>	<b>Activities</b>
<b>Bus Ride</b>	Books will be available on buses. Some of our children have long rides.
<b>Greetings &amp; Sign In 10-15 min.</b>	Children will be warmly greeted. <i>Sign-in will progress throughout year from matching names &amp; pictures to independent writing.</i> Children will put belongings away & get a book for individual or shared reading. Adult available for reading.
<b>Large Group/Circle Time (Morning Meeting) 10-15 min.</b>	<i>Written Greeting of the Day</i> —children will follow with pointer, then write at writing center. Teacher will guide children through greeting, then ask children to “step up” to point out letters, sounds, words, punctuation. 3-4 songs will be chosen to illustrate rhyming, predictability, or alliteration. Children will follow words with pointer. Repetition of songs will facilitate automaticity, vocabulary acquisition, shared reading. Poems will be chosen to illustrate word families, alliteration, rhyming. Concepts will be introduced, and centers explained.
<b>Small Group &amp; Centers (Choice Time) 50min.</b>	<i>Intensive Small Group Instruction</i> —Assessment data will guide planning for intensive literacy instruction in small groups (10 min). Flexible grouping will depend on objectives. Teacher or assistant will meet with an additional small group during choice time. Small group activities available for several days. <i>Observation</i> —teacher will take 5-10 minutes when possible for intensive observation of individual child during Choice Time. <i>“Floating”</i> —teachers facilitate engagement Choice Time activities, extend play/language, troubleshoot. Center activities will be from OWL or teacher-designed and will be thematically integrated; all will incorporate reading & writing. Read-alouds always available as a small group option.
<b>Transitions</b>	Often neglected for instruction, transitions will incorporate literacy instruction (e.g., “Next is the person whose name begins with the /b/ sound!”). OWL provides transitions that include literacy instruction.
<b>Story Time 20 Minutes</b>	Theme-related books. OWL provides suggested vocabulary emphases, open-ended questions, and activities related to story time book.
<b>Mealtimes 20-30 min.</b>	Teachers will read the daily menu. Mealtime is important for role-playing and conversations between children & adults. Storybook reading of familiar books as children unevenly finish eating.
<b>Outdoors</b>	The outdoor environment will also be print-rich, including signs, “traffic” signs, and center/dramatic play opportunities that incorporate reading and/or writing.
<b>Nap</b>	Nap is a natural time for quiet story reading and music. <i>(Full time classes only)</i>
<i>Large/small group time repeat in pm for full time students.</i>	

Many of our classrooms are half time. Although we recognize that research documents that full time preschool increases learning (Pianta & McCoy, 1997), even with ERF funding we do not have space to make our classes full time, and cannot reduce the number of children served. **Many Head Start and state-funded programs face a similar dilemma of balancing intensity of program versus serving more children.** Therefore, with grant funds, we will extend the school year with summer school (Learning Village & YWCA) or provide an intensive summer home support program (Kalamazoo Head Start) and intensify home-school connections throughout the year (Neuman, Copple & Bredekamp, 2000; Whitehurst & Lonigan, 2001).

**Purpose 3: To provide children with language & literature rich environments...**

Fig. 7

<b><i>Selection Criterion 1, Factor 2, Purpose 3... print richness of the environment.</i></b>	
<b>Goal – To create an engaging, warm, print-rich environment that supports children’s language &amp; literacy development across all classrooms.</b>	
<b><i>Objectives for Improving Language and Print Richness of Environment : Year One</i></b>	
<b>Timeline</b>	<b>Objectives</b>
Aug/Sept	Classroom “audits” to determine library, furniture & supplies needs. <i>(Coaches)</i>
Sept/Oct	Baseline administration of ELLCOs. <i>(PB Faculty)</i>
Sept/Oct	Coaches meet with all teacher teams to design print-rich environment plans. Determine furniture needs. <i>(Coaches)</i>
October	Bi-weekly books home program to increase print richness of home environment implemented. <i>(Coaches/Graduate Assistants)</i>
Oct/Nov	Substantial additions to classroom libraries complete. Furniture ordered. <i>(Coaches/Graduate Assistants)</i>
Oct-June	Workshops for parents enhance print-richness of home environments.
December	Print-rich environment plans fully implemented (see below). <i>(Project Director)</i>
<b><i>Strategies &amp; materials project proposes to enhance literature &amp; print richness of environment.</i></b>	
<b><i>Books</i></b>	Big, trade, predictable, alphabet, rhyming, poetry, science, picture books. Multiple genres, child-dictated books, books reflect races and cultures of participating children. Writing related to center activities. Increase classroom libraries. Audio books for listening center. Books & writing materials in all centers of room.
<b><i>Functional Print</i></b>	Sign in, stop and other signs, phone books, magazines, catalogues, receipt books, instructions, recipes, & other functional print connected to curricular themes. “Literacy props” through centers, children’s names on tubs & folders, morning message, directions for activities with print & pictures, message boards, written schedules, lists of helpers.
<b><i>Children’s</i></b>	Child-dictated books, labels on drawings, child writing displayed at child eye-level.

<b>Writing</b>	Ubiquitous, facilitated opportunities for children to write.
<b>Alphabetic Materials</b>	Alphabets in varied fonts & sizes at child level, letters of varied materials—magnetic, sponge, sandpaper, cereal, stamps.
<b>Other</b>	Posters, lyrics, signage in room in English/Spanish, listening centers, pointers for following lyrics & poetry, family storytelling, shared writing.
<b>Writing</b>	Writing opportunities across centers in variety of media (sand, shaving cream, whiteboards), functional print related to project such as labeled stars for seriation at cognitive center, chalkboards, making cards, keyboarding, making books, individual/small group writing with teacher.

A print-rich environment includes not only multiple opportunities to read and write, but also **purposeful, embedded literacy instruction** throughout the day that enhances the effectiveness of the environment (Morrow, 1990).

Each classroom will contain *constant* elements such as the lyrics/poem posters, labels, books, and writing opportunities. These elements will be used to promote automaticity in alphabetic and print awareness. There will also be regularly-changing *novel* elements in each room that are theme-specific. These elements will be used to prevent boredom, increase engagement, and increase the print-richness of the environment. This push-pull of familiar and novel is characteristic of high-quality environments for young children (Bredenkamp & Copple, 1997). We will also increase the **print-richness of children's homes** (Morrow & Young, 1997) by **sending home books and activities every other week**; each classroom will also receive a copy of the books. To enable parents with limited reading skills to participate, we will have portable CD players and audiobooks available for check out. **Family literacy workshops** will increase care provider skills to foster emergent literacy skills, workshop topics will include strategies to increase interactive book reading and the importance of oral language opportunities for children.

<b>Strategies/ materials for physical environment ... oral language &amp; background ...</b>		<b>Fig. 8</b>
<b>Oral Language, Vocabulary, and Comprehension</b>		
<b>Vocabulary</b>	OWL provides book-related vocabulary lists, PB will provide picture/word cards for word walls, writing desks. Repeated, interactive storytelling (McGee, 2007). Purposeful repetition of introduced vocabulary across classroom contexts within context of highly engaging activities. Field trips tied to theme will provide rich opportunities for vocabulary acquisition. Rich dramatic play opportunities.	

<b>Speaking &amp; Listening</b>	Extension of daily conversations with responsive adults, open-ended questions, reflection, narrative & explanatory talk, dramatic play, puppets & dolls, acceptance of code-switching in bilingual children, support of home languages, use of demonstrations, modeling, role-playing, presentation of new information in familiar context, paraphrasing, repetition of sentence patterns & routines.
<b>Reading, Writing, Viewing</b>	Reading predictable & decodable books, dialogic & shared reading, children's dictation of stories/ideas/letters, songs, poems, culturally-authentic materials in children's first language, wide variety of opportunities for writing, word walls, posters, pictures, active participation of children in conversations about books.
<b>Intensive Home Summer Program</b>	<b>PB will provide intensive home support for early literacy for Kalamazoo Head Start families, including: regular home visit availability for Tier II &amp; III children, twice/weekly "Traveling Storybook," a story time for children with information/make-it/take-it/activities for parents/guardians offered at local libraries, community centers, &amp; churches, monthly Family Literacy Fairs, parent-to-parent mentoring for families with children with special needs, parent workshops to foster literacy specifically for children with special needs/ ELLs.</b>
<b>Summer School</b>	<b>Funded by PB, Learning Village &amp;YWCA classrooms will provide intensive, 4-week summer school available to all participating children. Will also have access to "Traveling Storybook" &amp; Family Literacy Fairs (see above).</b>
<b>Family (During the year)</b>	Monthly family nights with child care provided to increase parent knowledge of oral language and emergent literacy development and ways they can foster it, biweekly books home with activities, availability of CD players/audio books for checkout. Modified from <i>Preschool Parent Workshops to Go</i> (Nelson, 2007).
<b>Parent Teacher Conferences</b>	Parent teacher conferences will be held 3 times/year. In addition, teachers will conduct annual home visits to strengthen home-school connections.

Storybook reading is a well-documented strategy for extending background knowledge

(Dickinson & Smith, 1994). We will also support development of background knowledge

through: 1) field trips related to themes; 2) extensive dramatic play with costumes, props, related

books & writing opportunities; 3) adult-child conversations; and 4) OWL's curriculum in

science, math, technology, social studies, health, and social/emotional development. **This will**

**extend our children's worlds literally and through their imaginations.**

**Purpose 4: Professional development based on scientifically based reading research...**

**Outline goals for professional development program.** PB's professional development

(PD) plan is based on the National Staff Development Council context, process, & content

standards *and* Every Child Reading: A Professional Development Guide (Learning First

Alliance, 2000). Specific strategies to support early literacy are delineated above (see Fig. 4) In addition, MiBLISi (see p. 2) training will help teachers support positive behavior/self regulation. Research has clearly indicated that in-service workshops alone are inadequate to achieve long term change in practice. Instead, high quality, sustained mentoring by skilled, knowledgeable mentors facilitates sustainable change (Bullough & Kauchak, 1997). Our coaching delivery model will include presentation, demonstration, guided practice, and feedback, presented in a “gradual release” model (Joyce & Showers, 1982; Pearson & Gallagher, 1983; Toll, 2005). **Grant-funded teachers will substitute for teacher teams every other week so that coaches can meet with them outside the classroom.** Our bilingual consultant will provide workshops, written resources, and consulting to help teachers foster second language acquisition and literacy skills. Three literacy coaches will provide ongoing classroom mentoring and curriculum planning support, as well as assistance in forging home-school connections.

<b>Goals for the Project’s Proposed Professional Development Program</b>		Fig. 9
1	<i>Literacy coaches will demonstrate skilled coaching in early literacy.</i>	
2	<i>Teaching teams will design &amp; implement print-rich environments &amp; skillfully use them.</i>	
3	<i>Teachers will administer &amp; interpret progress monitoring assessments to differentiate instruction.</i>	
4	<i>Teacher teams will skillfully integrate/implement OWL with High Scope or Creative Curriculum to provide systematic, intensive literacy instruction.</i>	
5	<i>Teachers will consistently teach all of the early literacy &amp; language components including phonological awareness, concepts of book &amp; print, alphabet recognition &amp; oral language.</i>	
6	<i>Teachers will implement evidence-based instruction strategies in literacy, including those that are most effective with children with special needs and ELLs.</i>	
7	<i>Teachers will demonstrate excellent positive behavior support skills.</i>	
8	<i>Teachers will facilitate a home-school connection that coordinates classroom goals &amp; activities with home experience &amp; facilitates parental support of language &amp; literacy.</i>	
See Figure 10 below for PD scope & sequence that will address these goals.		

<b>Describe the content and scope and sequence of the professional development to be provided.</b>		
<b>Format of PD</b>	<b>Providers</b>	<b>Content Area(s)</b>
Workshop	Dr. Judith Schickedanz Dr. Shaila Rao Dr. Kristal Ehthardt	Early literacy, OWL author Early childhood special education, early literacy, positive behavior support

Fig. 10

	Mary Diaz	Early literacy, special education Bilingual education		
Coaching, coaching labs, workshops	Dr. C. Corieles-Domanico Lori Farrer Patti Cornelius	Early Literacy, SPED ECE, Early Literacy, Family ECE, Early Literacy, Adult Learners		
<b>Professional Development Scope and Sequence</b>				
<b>Goal</b>	<b>Trainers/Delivery</b>	<b>Participants</b>	<b>Time/Date</b>	<b>Topic</b>
<b>1</b>	<b>Literacy Coaching</b>	<b>Coaches, Teachers</b>		<b>Emergent Literacy</b>
<b>1-8</b>	PB Staff Project Planning Mtg.	PB Staff	September 16 hrs	<b>Program Planning</b>
<b>2</b>	Coaches Coaching, coaching lab	Teacher Teams	October 10 hrs	<b>Print-Rich Environment ELLCO</b>
<b>2-7</b>	PB Faculty <i>Workshop</i>	Teacher Teams	October 8 hours	<b>Overview: Components of Early Literacy</b>
<b>4-5</b>	Dr. Judith Schickedanz <i>Workshop</i>	Teacher Teams	October 8 hours	<b>Implementing OWL: Systematic Literacy Instruction</b>
<b>7</b>	Dr. Kristal Ehrhardt Dr. Shaila Rao Dr. Esther Newlin- Haus <i>(Workshop)</i>	Teacher Teams	November 8 hours	<b>Behavior Management Positive Behavior Support : Promoting Self-Regulation in the Early Childhood Classroom</b>
<b>3</b>	Dr. Shaila Rao Dr. Kristal Ehrhardt <i>(Workshop)</i>	Teacher Teams	January 4 hours	<b>Administering &amp; Interpreting Progress Monitoring Instruments</b>
<b>5-6</b>	Mary Diaz <i>(Workshop)</i>	Teacher Teams	January 4 hours	<b>Working with ELLs: Research &amp; Strategies</b>
<b>4</b>	PB Staff <i>(Workshop)</i>	Teacher Teams	January 8 hours	<b>Research-based Instructional Strategies Using Books</b>
<b>5</b>	Dr. E. Newlin-Haus <i>(Workshop)</i>	Teacher Teams	January 4 hours	<b>Phonological Awareness</b>
<b>5</b>	PB Staff <i>(Workshop)</i>	Teacher Teams	January 4 hours	<b>Development of Writing</b>
<b>6</b>	PB Staff <i>(Workshop)</i>	Teacher Teams	January 4 hours	<b>Differentiating Instruction: Beginning Strategies</b>
<b>8</b>	Coaches, Proj. Dir. <i>(Workshop)</i> Coaches <i>(Coaching Lab)</i>	Family Workers Teacher Teams	February 4 hours February 1.5 hours	<b>Home-School Connections</b>
<b>Note: Workshops may be offered monthly instead depending on logistical needs of partners.</b>				

**Explain the strategies and materials in the professional development ...Workshops will consistently incorporate both theory/research and classroom application strategies. Coaches and**

will work closely with Content Area Specialists (faculty) to ensure that workshops address specific needs/levels of participating teachers. Coaching and coaching labs will be aligned with workshop topics to provide integration of workshop content.

*Delineate the number of hours, frequency method of delivery of professional development...*

<i>Method of Delivery</i>	<i>Total Hours Per Teaching Team</i>	<i>Frequency</i>
<i>Workshops</i>	T = 56 hours	3 Intensive Days, October 1 Day November 3 Intensive Days, January 1 Day, March
<i>Coaching Labs (Team Common Planning Time)</i>	2 Hours T=16	Monthly
<i>Coaching</i>	3 hours T=72	Weekly, starting in October 2008
<i>Model Classroom Visits</i>	2 hours, T=4 hours	Twice annually, additional if logistically possible.
<i>Classroom Consultation (Special Education Faculty)</i>	As requested by teachers.	Faculty available .25 FTE for grant activities.

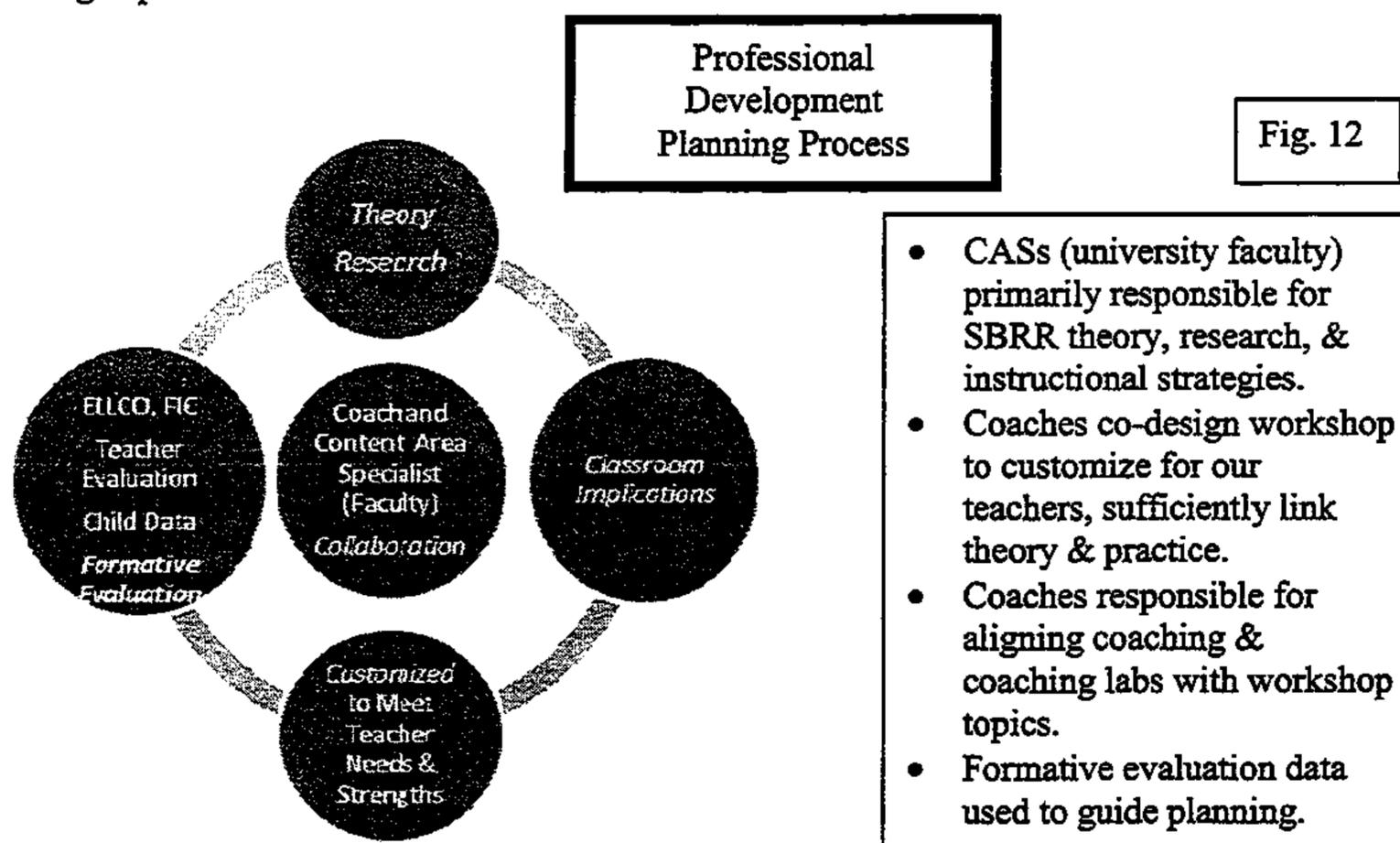
Fig. 11

*Extent to which the professional development (PD) will be high quality, sustained and intensive...* Workshops will be delivered primarily by PB faculty, who have expertise in early literacy research and SBRR instructional strategies. Coaches and PB faculty are highly skilled in relatively formal, workshop-style presentations *and* one-on-one and small group mentoring of in-service teachers. In addition to workshops, intensive, ongoing coaching will be provided. In addition to grant-generated, customized literacy PD materials, PB will provide up-to-date SBRR articles, books, and materials for teachers and administrators.

*Qualifications of literacy coaches, explain link between coaches and workshops...* **Teacher**

**Mentor/Literacy Coach Qualifications** Literacy coaches: 1) have at least 5 years ECE teaching experience; 2) have experience with diverse populations; 3) have 3+ years teachers training experience; 4) know theoretical & research bases of early literacy; 5) have a Master's

degree or a BA plus master's level class-work & related training; 6) 2 + years ECE literacy coaching experience.



**Purpose 5: Screening reading assessments to identify preschool-aged children at risk...**

***Specify screening instruments.*** PPVT III and the PALS Pre K Upper Case Alphabet tests are required instruments for screening and outcome measures. We will administer the PALS PreK instrument (minus nursery rhyme awareness) and the PPVT III to random samples of 3 (n=60) & 4 year olds (n=100) at the beginning and end of the school year.

***Specify progress-monitoring instruments....*** For our primary progress monitoring instrument to assess literacy goals as stated in Purpose 2, we will use CIRCLE, a PDA to Web software (Landry, 2004) that helps teachers to observe and understand each child's ongoing social and early literacy development. Use of this assessment technology, direct PDA data entry/web reporting, provides support for standardized administration and immediate feedback, and is teacher-friendly. This quick instrument will allow us to easily monitor all children for both our behavioral (MiBLISi) goals for self-regulation and components of early literacy. We will also

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collect Child Profile data that includes regular writing samples, and convert McGee's (2007) monthly literacy benchmarks into a checklist (MBC) to monitor children's progress. Teachers already collect qualitative data using the Creative Curriculum Developmental Continuum or COR, High Scope assessment instrument, one of which will be used for progress monitoring depending upon the core curriculum currently used at the partner sites.

*Provide validity and reliability data for specified measures, when it exists.*

Fig. 13

<i>Instrument &amp; Assessor</i>	<i>Purpose</i>	<i>Reliability</i>	<i>Validity</i>
PPVT: III/Pals PreK Alphabet PB Personnel	Outcome Indicator (GPRA)	Range=.75 (print & word awareness,.93 beginning sounds (Guttman split-half reliability) Beginning sound (.94), rhyme (.87), print/word awareness (.71)	Factor analysis for pilot data—1 factor (emergent literacy) eigen value, 2.9 Concurrent validity TALS Part A—medium low but significant
<i>Center for Improving the Readiness of Children for Learning &amp; Education Assessment (CIRCLE)</i> Teachers	Progress Monitoring	Chronbach Alpha for PA=.93 Intra-class correlation stability estimates (Vocab=.66, Letter Naming = .74, PA-.66)	Convergent & Discriminant Validity Estimates/End of Year Letters: PCTOPP:Letter & Print Awareness= .80, Vocabulary: EOWPVT Vocabulary = .45 PA: DSC/PA = .37
Monthly Benchmarks Checklist (MBC) Teachers	Progress Monitoring	Informal measure	Informal measure
Individual Child Portfolio Writing Samples Teachers	Progress Monitoring	Informal measures	Informal measures
Creative Curriculum or High Scope COR	Progress Monitoring	CC and COR: Reliability coefficients for consistency/stability above .91	Factor analysis supported 4 factors, these accounted for 70% variance across 47 items. COR's external validity: .46 to .62 correlation btn COR Total and the CSAB

*Describe strategies and professional development that will ensure teachers will gather high quality data...*

We will use a number of strategies to ensure that teachers will gather, and most importantly, use data in instructional decision making. First, our professional development will provide training sessions on data collection and analysis, using data for decision making, and differentiating curricula. Furthermore, as described in detail in the evaluation section of this proposal, for each instructional strategy presented to teachers through PD and coaching, we will develop a Fidelity of Implementation Checklist (FIC). These checklists will serve as an implementation guide for teachers, and as a tool to assess procedural reliability for literacy coaches or other PB staff.

Fig. 14

<i>Responsible</i>	<i>Topic/Project Activity</i>
<i>CAS</i>	<i>Workshop on instrument administration (see PD schedule)</i>
<i>Schickedanz</i>	<i>Workshop on OWL implementation, including differentiating instruction</i>
<i>CAS, C</i>	<i>Coaching, including CAS consultation on data analysis, differentiation</i>
<i>CAS</i>	<i>Years 2 &amp; 3, Further workshops on instrument administration &amp; analysis</i>

Coordination with local area schools will be a significant feature of this project. Our project will support the objectives of the K-12 MiBLSi initiative described earlier, and although space does not allow a detailed description of MiBLSi, the goals, objectives, and instructional methods used in *Promising Beginnings* are consistent to that of MiBLSi and the Reading First Project in Kalamazoo Public Schools.

Fig. 15

<i>Selection Criterion I, Factor 3 Coordinate with LEA ... transition into the LEA...</i>		
<i>Responsible</i>	<i>Transition Activity</i>	<i>Timeline</i>
<i>Agency Directors</i>	<i>Appoint Transition Coordinator (TC) at each partner agency to extend existing transition plans</i>	<i>November</i>
<i>TC</i>	<i>Meeting for Reading First and Early Reading First Coaches to discuss alignment</i>	<i>Oct &amp; May</i>
<i>TC</i>	<i>Preschool, kindergarten teachers meeting to brainstorm transition plan</i>	<i>January</i>
<i>Teachers</i>	<i>Family meeting about transition issues</i>	<i>April &amp; May</i>
<i>LEA, Directors</i>	<i>Family/child visit to kindergarten</i>	<i>April &amp; May</i>
<i>TC, Coaches</i>	<i>Summer literacy activities for children/families</i>	<i>May</i>
<i>Teachers</i>	<i>Child information sharing with kindergarten teacher (with parent permission)</i>	<i>Summer</i>
<i>PB faculty,</i>	<i>Collaboration between LEA, PB, and participating agency</i>	<i>August</i>

<b>agency SPED coordinators</b>	<i>special education coordinators</i>	
<b>Parents, teachers</b>	<i>Parent teacher conference regarding transition to kindergarten</i>	<i>April &amp; May</i>
<b>Project Director, CAS</b>	<i>Align PB and Michigan Curriculum Guidelines Ensure that ECE teachers understand alignment</i>	<i>Fall Fall</i>

**QUALITY OF PROJECT PERSONNEL**

Fig. 16

<i>Extent to which applicant encourages equal opportunity....</i>	
<b>EQUAL OPPORTUNITY POLICY STATEMENT</b>	
<p>Western Michigan University is committed to a policy of equal opportunity practices &amp; education programs. Our firm commitment to the embodied principles means that all employees are afforded the equal opportunity for participation. WMU's equitable employment practices fully comply with the Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and the Michigan Elliot-Larsen Civil Rights Act of 1977.</p> <p>The services provided by this project will be available to all students enrolled in the preschool program regardless of race, color of national origin. All classrooms will benefit from the professional development and support of the grant. The purchased materials will be available to all students. Males, females, students with &amp; without disabilities, students who are ELLs, will all have the same access to grant assets. The funding from this grant will ensure that instruction is individualized and designed to meet student needs, thereby achieving the intent of GEPA.</p>	

Fig. 17

<b>Selection Criterion 2, Factor 1: Qualifications, project director</b>	
<p><b>Role:</b> <b>Project Director</b> <b>FTE: 1.0</b></p>	<p><b>Qualifications:</b> Dr. Esther Newlin-Haus became the director of a child care center in California on the verge of being closed down; within a year the school was restored to good standing with the state funding program, auditors, &amp; licensing. She was responsible for building a consortium of agencies and individuals in the greater Nashville, TN area that worked with very young children with special needs to plan the area's implementation of federal special education law for young children. She was the curriculum facilitator for a federal magnet grant, coordinating staff development and services of the local university, museum, and college. She was the Evaluation Coordinator of a large school reform grant (GEAR UP) spanning 3 states, 3 universities, and 5 school districts. She has served as project director of previous ERF grant.</p>
<b>Demonstrate ability of the project director to serve as instructional leader</b>	
<p><b>Role:</b> <b>Project Director</b> <b>FTE: 1.0</b></p>	<p><b>Qualifications:</b> Dr. Newlin-Haus has a strong theoretical &amp; research background in child development, curriculum, &amp; literacy. She maintains her expertise in ECE and early literacy through journals, attendance at conferences, workshops, and through university teaching. She has taught undergraduate &amp; graduate level child development, issues in early education, classroom management, and curriculum planning. She has taught research methods for over 10 years at the graduate level. She has years of experience working directly with teachers &amp; paraprofessionals to</p>

	integrate & improve curriculum & instruction.
<b>Selection Criterion 2, Factor 2. Qualifications, training &amp; experience of key personnel.</b>	
<b>Role:</b> <b>Content Area</b> <b>Specialist</b> <b>Special Education</b> <b>Early Literacy</b> <b>Positive Behavior Support</b> <b>FTE: .25</b>	<b>Dr. Kristal Ehrhardt</b> is an Associate Professor and Unit Coordinator in the Special Education & Literacy Studies Department at Western Michigan University. She served as the Project Director for the Ohio Early Childhood Intervention Project at the University of Cincinnati, and the Project Director for a personnel preparation grant at WMU funded by OSERS. She has co-authored articles and chapters on collaborative consultation, behavioral assessment & intervention in early childhood special education and school psychology. She frequently consults with Kalamazoo area schools on behavior and academic interventions for at-risk students. She served as a school psychologist & mental health consultant to Head Start Programs in Ohio & Kentucky; she is a licensed school psychologist with specialization in early intervention. She participates in our 2006 ERF grant.
<b>Role:</b> <b>Content Area</b> <b>Specialist</b> <b>Special Education</b> <b>Early Literacy</b> <b>FTE: .25</b>	<b>Dr. Shaila Rao</b> is an Associate Professor in the Special Education/Literacy Studies department, and has taught numerous courses for pre-service teachers on how to teach reading; she won an <i>Excellence in Teaching</i> award in 2007. Inclusion, literacy, transition, and teacher education are related areas on her research agenda. Her work includes published book chapters, juried articles, and presentations at international, national, and state conferences. Dr. Rao has extensive (11+ years) in Singapore as a teacher and Assistant Principal for students with mild to severe cognitive disabilities. Dr. Rao co-developed and implemented a successful reading program for young children in Singapore from 1995-1998 which was presented at national conferences in the U.S. She participates in our 2006 Early Reading First grant.
<b>Other Personnel : Literacy Coaches</b>	
<b>Role:</b> <b>Literacy Coach/ Family Literacy Coordinator</b> <b>FTE: 1</b>	<b>Lori Farrer</b> has 15 years experience in inservice and preservice professional development, including workshops for the area Resource & Referral agency, Head Start, & High Scope. Her content area strengths are early literacy, curriculum development, child development, and parent education. She played a pivotal role in developing the Michigan Child Care Futures Curriculum for inservice training of child care professionals. She is responsible for articulation agreements between Michigan Teach, Michigan 4C, state community colleges, and WMU. <b>She served as an effective literacy coach for our 2006 ERF grant.</b>
<b>Role:</b> <b>Literacy Coach</b> <b>Family Literacy Coordinator</b> <b>FTE: 1</b>	<b>Patti Cornelius</b> has rich field experience in early childhood education. She taught young children for 11 years; working 5 years in a High Scope program and 3 in a Montessori classroom. Most recently, she used Parents as Teachers (a literacy-based model) to work with family home providers to improve instruction and curriculum as part of a grant through the Kalamazoo Foundation. She was the coordinator of the training department for our regional 4C office for 6 years, and has extensive experience working with teachers. She developed and implemented professional development modules for teachers in early literacy, curriculum development, classroom management, and other early childhood topics. She was the coordinator of the Bronson Family Home Accreditation project and a National Family Home Accreditation observer. <b>She has been an effective literacy coach/family literacy coordinator for our 2006 ERF grant.</b>

<b>Role:</b> <b>Bilingual Lit. Coach Family Literacy Coordinator</b> <b>FTE: 1</b>	<b>Dr. Carmen Cornieles-Domanico</b> , originally from Venezuela, holds a doctorate in special education. She has over 12 years experience in early intervention programs, participated in multidisciplinary ECE teams, and has taught in the Van Buren ISD summer migrant program for several years. She has taught numerous classes at the undergraduate and graduate levels. She has formal training in literacy instruction with an emphasis on children with special needs. She served as the <b>bilingual literacy coach/family coordinator</b> for our 2006 ERF grant.
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Fig. 18

<b>Selection Criterion 2, Factor 2. Newly-hired personnel will have adequate qualifications...</b>			
<b>Teachers</b>	<b>Job Experience</b>	<b>Qualifications</b>	<b>Additional</b>
Summer, new hires	≥ 2 years early childhood classroom experience	BA or MA in ECE, Literacy Studies, or related field	PB Literacy PD

Fig. 19

<b>Selection Criterion 2, Factor 3. Qualifications... of project consultants or subcontractors...</b>	
<b>Role: OWL Trainer</b>	<b>Dr. Judy Schickedanz</b> is a nationally-recognized authority in early literacy; she is a co-author of OWL and has published numerous articles and books. Dr. Schickedanz served as President of the Literacy Development in Young Children Special Interest Group of the International Reading Association, in 2003, and has served on the Commission on Reading First/Early Literacy of the International Reading Association since June 2002.
<b>Role: Bilingual Education Consultant</b>	<b>Mary Diaz</b> teaches in the Center for Second Languages Teaching and Learning (SLTL) of the Hamline University Graduate School of Education where she has taught bilingual education and ESL licensure courses on foundations of bilingual education, sociolinguistics, oral & literacy skills, methods, assessment & advocacy for 26 years. She has worked with Head Start, ECFE and other early education specialists regarding early literacy in both first & second languages. She speaks fluent Spanish with an MA in Spanish & ESL/Linguistics.
<b>Outside Evaluator</b>	<b>Dr. Cynthia Phillips</b> is an evaluation consultant/measurement expert with a successful track record in promoting the use of evaluation as a catalyst for program improvement. Her areas of expertise include indicator development, survey design, and multivariate data analysis. She has extensive experience in the development of electronic data collection and dissemination strategies. She has previously served as an outside evaluator for a 2005 ERF grant.

### ADEQUACY OF RESOURCES

**Selection Criterion 3, Factor 1: Commitment of each partner in the proposed project to the implementation and success of the project.**

Research indicates that it is difficult to change schools with characteristics targeted by the ERF initiative. Our centers have the capacity, commitment, and resources necessary to make the systemic changes needed to become centers of excellence. Stakeholders, including preschool

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teachers, assistant teachers, administrators and Western Michigan University have been included in the planning process and are fully committed to the project. They are committed to organizing staffing, transportation, space, materials, professional development schedule, and their own time to create centers of excellence. Included in Appendix VII are letters that demonstrate the support of Head Start, Learning Village, YWCA, Parent to Parent, Kalamazoo Public Library, and the Hispanic Council. They have a full understanding of the cooperation/time/effort needed to fully participate. The proposed professional development, family program, print-rich environment, curriculum implementation, data-based decision-making, individualized instruction, and research-based instructional strategies build on initiatives of our partner agencies; therefore project and partner agency goals are fully congruent and co-planned. Program staff are eager to fully implement project plans with the increased resources of the grant.

Western Michigan University (WMU) will provide oversight for the project. WMU has earned national and international recognition for its high quality teaching, graduate education, and research. U.S. News and World Report placed WMU “in the major leagues of American high education” as one of the country’s top 100 universities. The Special Education/Literacy Studies (SPLS) department will provide a wealth of expertise in early literacy for diverse learners; two of our key personnel are faculty members in this department.

**Selection Criterion 3, Factor 2. The extent to which the costs are reasonable ...**

The budget, as described in the budget narrative, is adequate to support the activities of the proposed project. Each budget item relates directly to project goals and activities. The budget includes funds to: 1) hire faculty content area specialists and literacy coaches to provide intensive workshops and weekly coaching; 2) purchase books, furniture, and supplies for print-rich classrooms; 3) purchase assessments and train personnel so literacy assessment and instruction can be well implemented; 4) fund personnel and supplies to fully support the home

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literacy component of the project; 4) extend summer school availability; and 6) fund the project evaluation. Given the excellent resources of the applicant and the commitments of all pertinent organizations, this project will accomplish its goals with a reasonable amount of funding (see Budget Narrative for details).

Over the life of the grant, approximately 1050 children and 700 families will be served. Approximately 40 Head Start, Learning Village, and YWCA personnel will receive intensive training and support in early literacy each year. An additional 20 adjunct faculty members from Kellogg Community College and Kalamazoo Public Library personnel will be invited to attend the PB professional development workshops; the additional, intensive training in early literacy that they receive will greatly enhance the sustainability of professional development in the region. We anticipate that as a result of *Promising Beginnings*, significantly fewer children will need special education services in kindergarten and beyond, more children from low-income homes will become successful readers, and the tragic academic failure cycle will simply not begin for many of our children, who will have excellent early literacy skills when they enroll in kindergarten. In addition, the project will add to the capacity of the entire region through training an experienced cadre of ECE teachers, assistant teachers, and teacher trainers. The participating centers will serve as model programs for the region, and will serve as a cluster site for practicum students and ECE teacher interns from Western Michigan University and Kellogg Community College, further leveraging the potential of the site to improve literacy instruction in the region. The faculty involved with this project will **disseminate effective strategies** demonstrated by this project through national, state, and regional publications, presentations, and workshops.

*Explain adequacy of proposed costs in relation to significance of improvements....*

Fig. 20

<b>Component</b>	<b>Existing Program</b>	<b>PB Early Reading First Program</b>
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<i>Curriculum</i>	<i>Good core curriculum (Creative Curriculum and High Scope)</i>	Centers of Excellence: regional/national models Core curricula fully integrated with SBRR early literacy curriculum (OWL) Fully individualized, targeted instruction for children with special needs and ELLs
<i>Assessments</i>	<i>Creative Curriculum Developmental Continuum, High Scope COR</i>	Outcome Measures: PPVT and PALS Pre-K Progress Monitoring: CIRCLE, MBC
<i>Professional Development Skills/Background knowledge</i>	<i>Excellent training in core curricula. Initial training in early literacy/language</i>	Staff of administrators, teachers, and assistant teachers who have been intensively trained in early literacy research and best practices <b>WMU credit offered for PD participation.</b>
<i>Classroom environment</i>	<i>Adequate print-rich environment. Need additional books, updated listening centers, new "cozy" furniture</i>	State of the art print-rich environments
<i>Meeting the needs of all students</i>	<i>Staff provides some differentiated instruction. Need improvement in data-driven decision-making and provision of targeted instruction to meet individual needs.</i>	Expert differentiation to meet the needs of all students based on assessment data. Expert in support strategies for ELLs and children with special needs.
<i>Home-School Connections</i>	<i>Excellent home-school connections. Limited resources to send home books/activities.</i>	Expert enhancement of the family's role in early literacy enrichment, enhanced home print-rich environment, facilitated family fostering of literacy and language.

***Explain adequacy of proposed costs in relation to increases in student achievement ...***

It is generally acknowledged that Michigan has been in recession for more than two years. The rate of poverty in Kalamazoo city has increased from 25% in 2000 to more than 30% in 2005 (Kalamazoo Dept. of Human Services). Furthermore, the graduation rate for Kalamazoo Public Schools is consistently lower than that of our state average, e.g., 83.4% for KPS in 2004 and 88.9% in Michigan (Kalamazoo Dept. of Human Services, 2005). Great inequities exist in our city which result in drastically different patterns of school achievement, high school dropouts rates and youth incarceration rates. Children served through *Promising Beginnings* will enter

school with well developed literacy skills comparable to that of their middle and upper-level SES peers; significantly fewer children will require special education services in K-12 education. PB children will arrive in kindergarten with excellent early literacy skills, more children from low-income homes will become successful readers, and the tragic academic failure cycle will simply not begin for many of our children. Given the number of teachers prepared through PB and the connections to the local community, many more children than those served directly through the project will benefit. The budget is adequate to achieve these goals.

**QUALITY OF THE MANAGEMENT PLAN**

Fig. 21

<b>Management Plan</b>	
<i>C=Coach, CAS-Content Area Specialists, PD=Project Director, T=Teachers, ET=Evaluation Team, PPVT-III=Peabody Picture Vocabulary Test, TCCDCAS=The Creative Curriculum Developmental Continuum, COR=Child Observation Record (High Scope), MBC= Monthly Benchmark Checklist, GA=Graduate Assistants</i>	
<b>Grant Process Goals</b>	
1. Hire staff and office setup	PD Completion Date: 11/1/09
2. Needs assessment of classrooms	CAS, C Completion Date: 11/1/09
<b>Goal:</b> <i>Improve preschool children's language, cognitive, and early reading skills by providing scientifically-based language and literacy activities, within a comprehensive early childhood curriculum (OWL) that supports the development of oral language, phonological awareness, print awareness, and alphabet knowledge, with particular attention to the needs of children with special needs and English Language Learners (ELLs).</i>	
<b>Note:</b> <i>Benchmarks are based on Transforming Literacy Practices in Preschool (McGee, 2007)</i>	
<b>Oral Language Vocabulary Read Alouds</b>  <b>Objective Indicators:</b> PPVT TCCDCAS COR	<p><b>Beginning Benchmark Timeline: Aug-Dec</b> 4's: Understands &amp; uses more sophisticated sentences &amp; new vocabulary in conversations &amp; from books, listens &amp; understands conversations, books, songs with increasingly complex vocabulary &amp; sentences, listens to variety of genres, communicates &amp; responds to more sophisticated information, ideas, understanding of simple concept words</p> <hr/> <p><b>End of Year Benchmark Timeline: Jan-June</b> 4's: Retells stories with support, retells information books with support, understands &amp; uses increasingly complex vocabulary &amp; sentences (books, songs, conversations), follows 2-step directions, answers who, what, why questions about books, connects book information to personal/life experiences, memorizes predictable patterns in books with advanced syntax 4's: Retells stories with some sophisticated vocabulary, retells information books, understands &amp; uses vocabulary and increasingly complex sentences, builds understanding of more sophisticated category words</p> <p><b>Responsible:</b> C, CAS, T</p>
<b>Project Activities:</b> <i>Workshops, coaching on SBRR instructional strategies to increase</i>	

<i>vocabulary and facilitate language development, field trips, dramatic play, OWL implementation</i>	
<b><u>Phonological &amp; Phonemic Awareness</u></b>	<b><i>Beginning Benchmark</i></b> <b><i>Timeline: Aug-Dec</i></b> 4's: Articulates beginning phonemes with support, taps syllables, memorizes & says nursery rhymes, listens to rhyming books
<b><i>Objective Indicators:</i></b> PALS Pre K CIRCLE MBC	<b><i>End of Year Benchmark</i></b> <b><i>Timeline: Jan-June</i></b> 4's: Taps syllables, isolates beginning phonemes with support, identifies some rhyming words in books, blends segmented syllables into words, learns 1-5 letter-sound associations 4's: Recognizes & produces rhyming words, reads & spells new rhyming words with teacher support, recognizes & produces words with same beginning phoneme, sorts words by phoneme, isolates beginning & ending phonemes in words, blends segmented syllables and onsets/rimes into words, learns additional letter-sound associations, attempts to spell words with beginning/ending letters with teacher support <b><i>Responsible:</i></b> C, CAS, T
<b><i>Project Activities: Workshop, ongoing coaching, curriculum planning, OWL implementation</i></b>	
<b><u>Children's Writing</u></b>	<b><i>Beginning Benchmark</i></b> <b><i>Timeline: Aug-Dec</i></b> 4's: Writes name with mock or identifiable letters
<b><i>Objective Indicators:</i></b> Writing Samples, MBC	<b><i>End of Year Benchmark</i></b> <b><i>Timeline: Jan-June</i></b> 4's: Writes name with nearly all recognizable letters, writes other children's names with support 4's: Copies & writes words with teacher support <b><i>Responsible:</i></b> C, CAS, T
<b><i>Project Activities: Workshop, ongoing coaching regarding developmental sequence of writing, importance of children's writing across curriculum, shared/interactive writing</i></b>	
<b><u>Alphabet Recognition Letter-Sound Match</u></b>	<b><i>Beginning Benchmark</i></b> <b><i>Timeline: Aug-Dec</i></b> 4's: Recognizes own name, others, writes mock letters for all letters in name, recognizes 1-5 letters
<b><i>Objective Indicators:</i></b> PALS Pre K MBC CIRCLE	<b><i>End of Year Benchmark</i></b> <b><i>Timeline: Jan-June</i></b> 4's: Matches letters/words in shared writing, counts # of letters in words, recognizes upper/lowercase letters, recognizes 26-40 letters including lowercase, writes recognizable letters of name, writes 5-13 recognizable letters 4's: Learns 1-5 consonant letter-sound associations Learns 5-15 letter sound associations Attempts to spell words with beginning, ending sounds with teacher support <b><i>Responsible:</i></b> C, CAS, T
<b><i>Project Activities: Workshop, coaching, OWL, SBRR instructional strategies implementation</i></b>	
<b><u>Print &amp; Book Awareness</u></b>	<b><i>Beginning Benchmark</i></b> <b><i>Timeline: Aug-Dec</i></b> 4's: Reads familiar environmental print, books read front to back
<b><i>Objective Indicators:</i></b> PALS Pre K MBC CIRCLE	<b><i>End of Year Benchmark</i></b> <b><i>Timeline: Jan-June</i></b> 4's: Uses linear pointing for tracking during finger point reading, pretends to read using memory & finger point reading, Finger point reads, matching spoken & written words <b><i>Responsible:</i></b> C, CAS, T
<b><i>Project Activities: Workshop, coaching, OWL implementation</i></b>	

<b>Special Education Objective</b>	<b>Beginning Benchmark</b> <b>Timeline: Aug-Dec</b> Development of targeted language and literacy goals, objectives, strategies for children with special needs	
	<b>End of Year Benchmark</b> <b>Timeline: Jan-June</b> Completed IEP goals. Reduce # of special education referrals at LEA. <b>Responsible:</b> CAS, T, C, partner agency special education personnel	
<b>Indicator:</b> Child data. # of referrals.		
<b>Project Activities:</b> <i>Ongoing consulting of CASs with teachers &amp; coaches,, collaboration with partner agency special education personnel, monthly data review to identify instructional needs</i>		
<b>Community Connections</b>	<b>Beginning Benchmark</b> <b>Timeline: Aug-Dec</b> Planning meetings with community partners (library, Partner to Partner, Hispanic Council)	
	<b>End of Year Benchmark</b> <b>Timeline: Jan-June</b> Community partnership activities initiated.	
<b>GOAL:</b> <i>To create engaging, warm, print-rich environments that support children's language and literacy development across all classroom areas and is aligned with curriculum.</i>		
<b>Note:</b> <i>Basic Print Rich Environment Complete by 11/08. After 11/08, ongoing modifications to align with curriculum.</i>		
<b>Purpose 3 Print Rich Environment</b>	<b>Beginning Benchmark</b> <b>Timeline: Aug-Nov '08</b>	<b>End Benchmark</b> <b>Timeline: December, '08</b>
<b>Books</b>	Enlarge classroom libraries. <i>Objective Indicator:</i> Inventory <i>Project Activity:</i> Library audits conducted to determine needs. C will order books. <i>Responsible:</i> C, T	Libraries enriched, theme-related books used consistently. <i>Objective Indicator:</i> Enhanced inventory <i>Project Activity:</i> After basic library purchased, teachers will use books aligned with themes. <i>Responsible:</i> C, T
<b>Functional Print</b>	Plan functional print throughout classroom. <i>Objective Indicator:</i> Fidelity of Implementation Checklist (FIC) <i>Project Activities:</i> Facilitated planning meetings, production assistant implementation <i>Responsible:</i> C, T	Functional print aligned with curriculum. <i>Objective Indicator:</i> FIC <i>Project Activities:</i> Functional Print plans implemented by 11/08, then teachers will add to enhance themes <i>Responsible:</i> C, T
<b>Children's Writing</b>	Increase children's writing. <i>Objective Indicator:</i> ELLCO, observations <i>Project Activities:</i> workshop, coaching, facilitated curriculum planning <i>Responsible:</i> C, T	Children engage in multiple, varied writing daily. <i>Objective Indicator:</i> ELLCO, observations <i>Project Activities:</i> Ongoing coaching, implementation of curriculum planning <i>Responsible:</i> C, T
<b>Alphabetic Materials</b>	Wide variety of alphabet materials. <i>Objective Indicator:</i> Inventory <i>Project Activities:</i> Develop list of needed supplies, purchasing <i>Responsible:</i> C, T	Alphabetic materials purposefully used. <i>Objective Indicator:</i> Fidelity of Implementation Checklist (FIC), observations <i>Project Activities:</i> Skilled teacher use of a

		variety of alphabetic materials. <i>Responsible: C, T</i>
<b>Purposeful, embedded instruction to enhance effectiveness of print-rich environment</b>	<i>Literacy instruction throughout day.</i> <i>Objective Indicator: FIC, ELLCO</i> <i>Project Activities: PD, OWL implementation, coaching</i> <i>Responsible: C, CAS, T</i>	Data-based differentiated instruction embedded within thematic, integrated units. <i>Objective Indicator: FIC, ELLCO</i> <i>Project Activities: Teacher implementation of curriculum, SBRR instructional strategies.</i> <i>Responsible: C, CAS, T</i>
<b>GOAL: Professional development based on SBRR early language and literacy will increase teacher knowledge and efficacy and will improve effectiveness of instructional practices.</b>		
<b>Purpose 4: Professional Development</b>	<b>Beginning Benchmark:</b> <b>Timeline: Aug-Dec</b>	<b>Ending Benchmark:</b> <b>Timeline: Mar-June</b>
<b>Highly skilled literacy coaches</b>	<i>Objective Indicator: Completion of coaching workshop</i> <i>Project Activity: Schedule coaching workshop</i> <i>Responsible: Project Director</i>	<i>Objective Indicator: Teacher reports, focus groups, ELLCO</i> <i>Project Activity: Ongoing coaching, coach/CAS ongoing consultation</i> <i>Responsible: C, CAS, Project Director</i>
<b>Design &amp; implement print-rich environment</b>	Plan & implement print-rich environments. <i>Objective Indicator: ELLCO</i> <i>Activity: Workshop, planning meetings (C &amp; T), purchases</i> <i>Responsible: C, T</i>	Environment/curriculum alignment. <i>Objective Indicator: FIC, observations</i> <i>Activity: Coaching, OWL implementation.</i> <i>Responsible: C, T</i>
<b>Administer &amp; interpret screening, progress monitoring instruments to differentiate instruction</b>	Teachers receive baseline data feedback & discussion with C, CASs <i>Objective Indicator: Baseline data collection complete, feedback loop complete.</i> <i>Activity: Data collection, meetings with teachers, C, CASs</i> <i>Responsible: C, T, CASs</i>	<i>Teachers learn how to administer &amp; interpret progress monitoring &amp; differentiate instruction accordingly.</i> <i>Objective Indicator: Progress monitoring data, lesson plans with differentiation</i> <i>Activity: Workshop, planning meetings lesson plans.</i> <i>Responsible: C, T, CASs</i>
<b>Teach all literacy components purposefully &amp; skillfully</b> <b>Use research-based instructional strategies</b>	Literacy activities integrated throughout day. Increase SBRR strategies <i>Objective Indicator: ELLCO, child progress &amp; outcome data.</i> <i>Activity: Workshops, coaching, facilitated curriculum planning, OWL integration</i> <i>Responsible: C, T, CASs</i>	Differentiated literacy instruction embedded in thematic curriculum with skillful use of research-based strategies. <i>Objective Indicator: ELLCO, child progress &amp; outcome data.</i> <i>Activity: Workshops, coaching, facilitated curriculum planning, OWL integration</i> <i>Responsible: C, T, CASs</i>
<b>Home-School Connections</b>	<b>Increase home-school connections.</b> <i>Objective Indicator: Attendance</i>	<b>Home school connections intensified.</b> <i>Objective Indicator: Attendance at monthly family meetings, books &amp;</i>

	at monthly family meetings, books & literacy kits home. <i>Activity:</i> Activity nights, implementation of books & literacy kits home programs <i>Responsible:</i> C	literacy kits home, parent focus group <i>Activity:</i> Activity nights, implementation of books & literacy kits home programs <i>Responsible:</i> C
<b>Purpose 5 : To use screening, monitoring, and outcome assessments effectively to: monitor children's progress, differentiate instruction, and monitor grant success.</b>		
<b>Screening, Outcome, &amp; Progress Monitoring Data</b>	Baseline and initial progress monitoring data collection & feedback to teachers. <i>Objective Indicator:</i> PPVT-III, PALS PreK, CIRCLE, MBL, & qualitative data. <i>Activity:</i> Train data collectors, consultation with CASs, feedback to teachers <i>Responsible:</i> C, CASs	Regular use of data to guide instruction and monitor grant effectiveness. <i>Objective Indicator:</i> Data & lesson plans <i>Activity:</i> Workshop to train teachers, data collection schedule implemented, feedback loop established & timely. <i>Responsible:</i> C, CASs, T
<b>Assessment of Classroom Environments</b>	Administration & interpretation of baseline ELLCO. <i>Objective Indicator:</i> ELLCO <i>Activity:</i> ELLCO administration, inter-rater reliability established <i>Responsible:</i> CASs	<i>Regular monitor of fidelity of implementation established (FIC), observations, end of year evaluation</i> <i>Objective Indicator:</i> FIC, ELLCO <i>Activity:</i> Development of FIC from PD objectives, regular review with C <i>Responsible:</i> C, CASs
<b>GOAL: To coordinate with LEA to assist children to successfully transition to kindergarten.</b>		
<b>Transition Program</b>	<i>Strengthen existing plan.</i> <i>Objective Indicator:</i> Designate key personnel <i>Activity:</i> Schedule winter planning meetings <i>Responsible:</i> Project Director	<i>Facilitate cooperation &amp; alignment btr kindergarten and preschools</i> <i>Objective Indicator:</i> Transition plan <i>Activity:</i> Design & implement transition plans <i>Responsible:</i> Project Director, partner agency personnel
<b>EVALUATION : See Quality of Evaluation Plan for schedule &amp; responsible personnel.</b>		

<b>Selection Criteria 4, Factor 2: Gathering and analyzing data...</b>				Fig. 22
C=Coach CAS=Faculty Content Area Specialist T=Teachers PD=Project Director PA=Production Assistant BC=Bilingual Consultant OE=Outside Evaluator				
<b>Data</b>	<b>Responsible</b>	<b>Qualitative</b>	<b>Quantitative</b>	<b>Timeline</b>
Child outcome	PB Personnel	QT		Start, end of year
Child portfolios, Creative Curriculum, High Scope assessments	Teachers	QL		Ongoing
CIRCLE	Teachers	QT		Every other month

Literacy Benchmarks Checklist	Teachers, coaches	QT	Monthly
ELLCO	Faculty, project director	QT, QL	Oct, Jan, May
Teacher focus groups	Outside evaluators	QL	Nov, Mar
Discrepancy analysis of project plans	Outside evaluators, PIs, Project Director	QL	Quarterly
Classroom observations, field notes	Coaches, faculty, project director	QL	Quarterly
Lesson plan review	Coaches	QL	Weekly
Fidelity of implementation checklist	Outside evaluators, CAS coaches	QL	Quarterly

<b>Section Criteria 4, Factor 3. Specify the number of hours per week each key person.</b>					Fig. 23
<b>Number of Hours Per Week for Key and Other Personnel</b>					
ROLE	# of Personnel	FTE	TIME	Primary Responsibility	
<i>Project Director</i>	1	1	40 hrs/week	Administrative Oversight	
<i>Faculty Content Area Specialists (Co PIs)</i>	2	2 X .25	10/hrs/week each	Workshops, Data Collection & Analysis, Classroom Consultations	
<i>Evaluator</i>	2	n/a	4 site visits	Focus groups, process and data review	
<b>Additional Personnel</b>					
<i>Literacy Coaches</i>	3	3 X 1	40 hrs/week each	Workshop assistance, coaching, home-school connections	
<i>Bilingual Consultant</i>	1	n/a	2 two-day site visits	Workshops, consulting	
<i>Graduate Assistants</i>	4	.5	4 X 20 hrs/week	Data collection, curriculum development, assist coaches	
<i>Substitute Teachers</i>	2	2 X 1	2 X 40 hrs/week	Substitute for teacher teams for "pull-outs" for coaching	

**QUALITY OF THE PROJECT EVALUATION**

**Selection Criterion 5, Factor 1: Specify the methods and instruments....** In our first year we will screen all 4 year olds with the PPVT and PALS Pre K to establish a baseline and to give teachers/administrators a "picture" of their children. We will also screen 3 year olds (n=60). In Years 2 & 3, , we will assess a sample of 100 4 year olds for full PPVT/Pals Pre K assessment.

**Relationship between progress monitoring instruments and child outcome instruments...**

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**Screening data** (PPVT-III, PALS PRE K) will be used to establish a baseline and teacher understanding of students' "starting points" in language/literacy. **Summative evaluation data on these measures will assess child and program progress.** Progress monitoring instruments will be used to assess children's progress on literacy and language benchmarks in order to guide curriculum implementation, instructional strategies, and additional help for Tier II & III children.

**Selection Criteria 5, Factor 2: Qualitative and quantitative data...** PPVT, PALS Pre K, CIRCLE, & Monthly Benchmarks Checklist will provide quantitative data that will be used for data-based decision making. Child profiles including samples of children's writing and other artifacts, the Creative Curriculum Developmental Continuum and High Scope's COR (completed through teacher observations) will provide qualitative assessment.

***Evaluate the PD/Fidelity of Implementation.*** To measure program implementation and intervention integrity, CAS's will use the ELLCO to assess classrooms at the beginning and end of the year. Inter-rater reliability will be assessed. The outside evaluator will assess teachers' perceptions of the effectiveness of the program, sense of efficacy in literacy instruction, and use of instructional strategies through focus groups conducted twice annually. **Each workshop will include specific intervention goals; the cumulative list will be translated into an intervention script or Fidelity of Implementation Checklist (FIC). Scripts will be used regularly by coaches and teachers to assess fidelity of implementation of both literacy instruction strategies and OWL curriculum.** Such scripts have been demonstrated as an effective way to increase intervention integrity in early childhood settings (Barnett et al., 1997; Ehrhardt, Barnett, Lentz, Stollar, & Reifin, 1996). Coaches will be responsible for reviewing FIC every month with each teacher team to assess fidelity of implementation and develop plans for improvement when necessary.

PB staff will meet weekly to review the data outlined in Tables 24 and 25 and modify the project as needed. We will review data at both project and classroom levels.

Fig. 24

<b>Formative Evaluation Process for Project Improvement</b>			
<b>Mode</b>	<b>Schedule</b>	<b>Purpose</b>	<b>Personnel</b>
Observations, Interviews	Upon grant award	Needs assessment to customize professional development	Content Area Specialists, Coaches, Project Director
Planning Meeting	Weekly	Project Planning	PB Personnel
Steering Committee Meeting	Monthly	Partner agency/PB communication	Project Director, coaches, preschool administrators
Document Review	Monthly	Review of lesson plans Child data, ELLCO data	PB Personnel
Document Review	Quarterly	Discrepancy Analysis: Analyze benchmarks & progress Formative evaluation	Evaluators, PB Personnel
<i>Outside Evaluator will use successful completion of Management Plan benchmarks to guide formative evaluation process.</i>			
Meeting	Annual (June)	Summative Evaluation Presentation of Outcome Data : Implications	Evaluators, PB Personnel

Fig. 25

<b>Indicators</b>	<b>Instrument</b>	<b>Time of Assessment</b>
<i>Goals 1 &amp; 2 – Enhancing early literacy instruction, increasing language and literacy skills, and social competencies</i>		
Improvement of children’s vocabulary & language	PPVT-III	Pretest: Start of Year Posttest: End of Year <b>Feedback Loop: Within 2 weeks of data collection</b>
Improvement of early literacy skills, including PA, concepts about print & books, alphabet	PALS Pre K	Pretest: October annually Posttest: May/June annually <b>Feedback: Within 2 weeks of data collection</b>
Improvement of social competencies	CIRCLE	3 times/year <b>Feedback Loop: Immediate</b>
Improvement of early literacy skills	Writing Samples Monthly Benchmark Checklist	Ongoing 3 times/year <b>Feedback Loop: Immediate</b>
<i>Goal 3 – Creating an engaging, warm, print-rich environment that supports children’s language and literacy development across all classroom areas by November of Year 1.</i>		
Classroom literacy environment	ELLCO (I) Environmental Checklist	Oct/Nov 2009 <b>Feedback Loop: Within 2</b>

		weeks of data collection
Literacy embedded across curriculum	Review of lesson plans, Observations of classroom.	Beginning of each thematic unit.
<i>Goal 4 – Professional development based on SBRR in early language &amp; literacy will increase teacher knowledge &amp; efficacy and will improve effectiveness of instructional practices.</i>		
Implementation of literacy curriculum & strategies	<i>ELLCO</i>  <i>Cumulative Fidelity of Implementation Checklist</i>	<i>Pretest: Sept/Oct, annually</i> <i>Posttest: May/June, annually</i> Every other month with coach <b>Feedback Loop : Immediate</b>
Use formative evaluation data to improve PD	Grant-generated teacher focus group protocols	November & April, Annually
Data Review, PB Staff	Child outcome, progress monitoring data	Quarterly, annually
Model Classroom Visits	Teachers will visit model classrooms, debrief with coach	1/semester
<i>Goal 5 : To coordinate with LEA to assist children &amp; families transition to kindergarten.</i>		
Implementation of planned transition activities	Schedule/agendas of meetings Copy of transition materials	Spring, annually

***Evaluation Design:***

We will use four main types of analyses, and a number of quantitative and qualitative measures to evaluate the effectiveness of the PB project. First, to evaluate the overall effectiveness of the program, we will use a quasi-experimental, matched subjects random sampling design with one treatment level and 2 control levels. Ideally, we would use a true experimental design with random assignment to control and treatment groups. This is not feasible because of practical constraints common to most educational research (intact classroom groups). Assessment measures will be collected from a random sample (N=100) of *participating* 4 year old children from low-income homes. The first control group will be a matched sample using disability status, English proficiency, gender, and baseline literacy/ language achievement, N=35 for matching variables) of low-income children who do *not participate* in PB. The second control group will be a matched sample of children from middle-income homes who do *not* participate in PB. This will give us comparison groups not only to assess effects of PB with low-income children, but will also allow us to evaluate our success in closing the achievement gap

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with children from middle-income families. Control group children will be non-participating children from our partner agencies. We plan to use a two-factor (Treatment, Control 1, Control 2) multivariate analysis of variance with repeated measures (pre and post on scale variables) for data analysis.

Second, to measure program implementation and intervention integrity, CASs will use the ELLCO to assess classrooms at the beginning and end of the year. Inter-rater reliability will be determined through comparison with the project director's scores on 20% of observations. The FIC will be used to evaluate implementation of instructional strategies.

Third, to aid in evaluation of the professional development component, the outside evaluator will conduct semi-annual focus groups to assess teacher perceptions of program strengths and needs. PD's will include **instructional strategy** and **OWL implementation goals** that will be converted to Fidelity Implementation Checklists used every month by coaches and teachers.

Fourth, to evaluate need for individualized intervention, our Content Area Specialty will review the progress monitoring data with literacy coaches. These meetings will identify: 1) classroom-wide issues that would indicate need for more intensive professional development for specific teaching teams; and 2) children with or without an identified disability who need additional intensity or changes in instruction to meet monthly literacy objectives. Together, the PB team will develop interventions to address needs identified through data review. Intervention fidelity checklists will be used to assess procedural reliability and individual child outcomes.

**Analysis** Repeated measures analysis of variance using PPVT/Pals PreK component scores will be compared across intervention and control groups, testing for effect size. We will additionally disaggregate data by age, time in program, ELL/SPED designations, program, and teacher. Aggregated slopes will be generated for progress monitoring data; individual slopes will be compared to assess progress compared to the group.

# **Project Narrative**

## **Other Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 3333-Mandatory\_Appendix\_1\_Capacity\_of\_Partner\_Programs.pdf**

### Attachment 2:

**Title: Pages: Uploaded File: 2477-ELAP.pdf**

### Attachment 3:

**Title: Pages: Uploaded File: 8355-Bibliography.pdf**

### Attachment 4:

**Title: Pages: Uploaded File: 4293-keypersonnelvitas.pdf**

### Attachment 5:

**Title: Pages: Uploaded File: 4479-Indirectcostrateagreement.pdf**

### Attachment 6:

**Title: Pages: Uploaded File: 5201-lettersofsupport.pdf**

**Appendix I**  
**Promising Beginnings**  
**Early Reading First**  
**Western Michigan University**

**Capacity of Partner Programs**

Kalamazoo Head Start (KHS), Learning Village (LV) & YWCA Preschool (YWCA): Existing Program Overview	
<b>5 Centers</b>	12 classrooms, 4 full-day, 8 half-day. Summer school extension through ERF (LV & YWCA); extension of school year through intensive summer family program (KHS)
<b>Classrooms</b>	Learning Village—operating for 19 years, YWCA for over 25 years, KHS for over 30 years. Classrooms are well-equipped, including libraries, writing centers, manipulatives, software, etc. YWCA newly renovated.
<b>Attendance</b>	At least 85% (Head Start standard); usually above
<b>Population Characteristics</b>	<p><i>KHS</i>—18% identified with special needs (approximately 10% speech/language, 4% developmentally delayed, 4% emotionally impaired. 18.7% ELLs (Hispanic, Arabic, Malayan, Cantonese, Korean, &amp; other Asian language speakers). 66% African American, 12 % Caucasian, 20% Hispanic or Asian.</p> <p><i>LV</i>—33% with special needs, of these, 51% speech/language, 25% developmentally delayed, 24% emotionally impaired.</p> <p><i>YWCA</i>—11% with special needs—all speech/language. 17% African American, 66% Caucasian, 11% Hispanic, 6% multiracial. 11% ELLs (Spanish-speaking).</p> <p>≈85% <b>Free/reduced price lunch eligible</b> across partner agencies.</p>
<b>Qualified Staff</b>	All participating teachers have at least a B.A., 5 have Master's degrees.
<b>Staff Turnover</b>	KHS-8%, LV-1 out of 5 teachers, YWCA, 0% lead teacher turnover
<b>Program Features</b>	<p><i>All 3 partner agencies provide high quality preschool programs which comprehensively address children's social, emotional, cognitive, and health needs.</i></p> <p><i>KHS</i>—Creative Curriculum. Teachers receive regular professional development in Creative Curriculum and Head Start Performance Standards. Teacher and 2 assistants/aides in each room. Each year program approves a training plan to focus on specific areas of professional development needs. Just completed a literacy grant funded by Kalamazoo Community Foundation, provided 1 literacy coach program wide and classroom resources. Safe Start grant focuses on personal safety/strength building.</p> <p><i>LV</i>—High Scope. Teachers receive extensive professional development in curriculum implementation, including directors who completed 8 weeks of curriculum implementation training at High Scope Foundation, and 2 directors who completed High Scope Trainer of Trainers (2 week program) and provide</p>

	<p>ongoing training for staff. Teachers and 2 assistants/aides in each room. Western Michigan University internship site. Classrooms at Fairfax Center NAEYC accredited.</p> <p><i>YWCA</i>—Partners with Domestic Violence Shelter (same building) to provide admissions precedence for children residing in the shelter. Provides counseling services for Shelter families. Integrated thematic curriculum, NAEYC accredited. Building newly-renovated. Western Michigan University internship site.</p>
<b>Parents</b>	Parent Teacher Conferences 3 times/year. KHS & LV also conduct 2 home visits/year. Regular parent meetings/workshops.
<b>Assessments</b>	<p>LV children's development is recorded using curriculum-based work sampling/developmental rubric. Data are used for planning appropriate classroom activities, discussion with parents, and as an outcome measure for Michigan DOE. Average pre/post COR scores for state-funded classrooms range from 1.3 to 2.4 gains on a 5 point scale; highest ranking determined by a state-wide evaluation project comparing project/non-project children.</p> <p>Approximately 10% of children referred to special education services and 98% enter kindergarten. All children followed through 2<sup>nd</sup> grade to determine school achievement. Information compiled over 15 years of follow-up indicates children are better ready for school compared to non-program children, less likely to be retained a grade, and have better attendance. Head Start children made developmental progress on literacy components using classroom-based measurements, work sampling based on Creative Curriculum Developmental Continuum. <i>YWCA</i> children are assessed using the DECA, a social-emotional measure; curriculum/instruction modified based on children's needs.</p>
<b>Funding Sources</b>	<p><i>KHS</i>—Head Start (federal)</p> <p><i>LV</i>—2 classrooms Michigan State Readiness Program (state funded), 1 classroom tuition-based</p> <p><i>YWCA</i>—Department of Human Services (state) scholarships, GKUW scholarships, sliding fee scale tuition</p>
<b>Transition</b>	Transition collaboration with LEA
<b>Collaborations</b>	<p><i>KHS</i> has an inter-agency agreement with the Kalamazoo Intermediate School District to provide services for children with special needs. Safe Start grant from WMU focuses on personal safety/strengths. <i>KHS</i> part of Community Action Bureau (part of county government) which provides WIC, immunizations, dental, heating assistance, vision and hearing screenings, family money management assistance. <i>YWCA</i> Preschool partners with the <i>YWCA</i> Domestic Violence Shelter to provide admissions precedence and services to children residing at the shelter, which is in the same building. <i>KHS</i>, <i>LV</i>, &amp; <i>YWCA</i> are members of the Education/Health Advisory Committee that collaborates across community with multiple agencies to coordinate/partner to provide services for children and families.</p>

<b>Addresses of Participating Classrooms</b>	
<b>Kalamazoo Head Start</b>	3010 Gull Road, Kalamazoo, MI 3616 Lake Street, Kalamazoo, MI People's Church, 1758 North 10 <sup>th</sup> Street, Kalamazoo, MI
<b>Learning Village</b>	1822 East Main Street, Kalamazoo, MI Westnedge Hill, 202 Fairfax, Kalamazoo, MI
<b>YWCA</b>	1356 Portage Street, Kalamazoo, MI

**Appendix III**  
***Promising Beginnings***  
**English Language Acquisition Plan**

The first languages of approximately 19% of our children include Spanish, Arabic, Cantonese, Korean, and other, primarily Asian, languages. All of our partner agencies recruit and accept English Language Learners (ELLs). However, most of our ELLs attend Head Start. Whenever possible, ELLs are clustered in classrooms for mutual support.

**Major Strategies** While support of home language skills is critical, ELLs who initially attended segregated, remedial programs maintained or even widened their achievement gap later; "...instructional gains are best accomplished in an enrichment (not a remedial) program (Thomas & Collier, 2006). For optimal learning of our ELLs, early childhood teachers should "...accept the legitimacy of children's home language, respect...and value...the home culture, and promote and encourage the active involvement and support of all families...(NAEYC, 1995, p. 2)." Specifically, our program will: 1) actively involve children and families in extending our curriculum in ways that will respect and reflect the cultures of our families; 2) encourage parents/guardians to support their home language while fostering acquisition of English; 3) increase print richness of children's homes by sending home books primarily in their home language; 4) assist parents in supporting a print-friendly home environment where reading is modeled and valued and beginning reading skills such as phonological awareness and concepts about print are supported; and 5) provide professional development in bilingual education by Mary Diaz, a highly qualified bilingual education consultant, (see Adequacy of Personnel, p. 22).

**Instructional Standards** Our experience has been that many teachers need professional development to both understand the importance of supporting children's home language and how to do so in the classroom. Tharp, Estrada, Dalton, and Yamauchi (2000) have identified five teaching standards that support children's learning outcomes, especially those at risk of academic failure. The first standard is to facilitate learning through joint activities in which teachers and students work together and talk about their work. The second standard is to integrate language/literacy across the curriculum. The third is to contextualize activities in students' home culture/communities. The fourth standard is to teach complex thinking through activities that require application of knowledge, with clear standards and feedback, and the fifth standard is to teach using planned, goal-directed conversations in a small group setting. Teacher's use of the standards "reliably predicted gains in English language achievement when English was the language of instruction (Doherty, Hilberg, Pinal & Tharp, 2003, p 1)." We will support all five of these standards through: 1) professional development in early literacy and intentional teaching; 2) integration of OWL and core curricula; and 3) enriching curriculum through coach/teacher-developed curriculum that incorporates local community/cultural contexts.

**Early Literacy Research Regarding ELLs** Specifically, teachers need to understand that knowledge used to guide comprehension in native-language reading is also used in ESL reading (Langer et al, 1990). And good writing in the home language is related to sophisticated writing in English as a second language (Lanauze & Snow, 1989). Academically mediated language skills transfer across languages (Cummins, 1979, 1981a, b, 1984, 2001); this research is our rationale for providing first-language/literacy instruction support to ELLs whenever possible. Because bilingual teacher availability is limited in our community, we will strongly emphasize to

parents the importance of supporting their first language at home. This is especially important because so many of our parents have been told to only support English and not speak with their children in their first language at home.

ELLs benefit from the same literacy activities that English speakers do: stories, book reading, meaningful conversations with teachers, sensitivity to their home culture, activities that promote phonological awareness, concepts about print, alphabet awareness, and vocabulary development. Our teachers will play an especially critical role for ELLs by providing adult English language modeling, and through skilled story reading and other literacy experiences that promote phonological awareness (Capellini, 2005; Snow, Burns & Griffin, 1998). Tabor, Pérez, and Lopez (2003) and Lopez and Miccio (2003) found that phonological awareness and early literacy skills are highly related across English and Spanish; regardless of the language in which they are learned. Home language phonological awareness and word recognition significantly predict children's English word recognition and pseudo-word recognition (Durgunoglu, Nagy, & Hancin-Bhatt, 1993; 1999); we will provide opportunities in parent workshops for parents to learn how to support these skills at home. Three sets of researchers (Durgunoglu et al., 1993, 1999; Geva, Wade-Woolley, & Shaney, 1993; Verhoeven, 1994) reported that variables related to beginning reading (e.g., word recognition and phonological awareness) were powerful predictors of bilingual children's reading performance in either language. Our project plans for intensive, daily instruction in such beginning reading skills.

**Vocabulary/Oral Language Support** ELLs have a difficult time participating in storybook reading when first language support or ESL support is not available (Thornburg, 1993). In the classroom, visual and oral aids help ELLs comprehend the content presented (Cummins, 2002). ELLs benefit from interacting in context with native speaker peers (Fillmore

& Snow, 2000). Our program will support ELLs with multiple story props and rich, facilitated dramatic play. Early Reading First *Promising Beginnings* would dramatically enrich the literacy and language environment and instruction of our partner agencies. Our integrated thematic OWL curriculum with enrichment activities that follow the interests and backgrounds of our local children will provide a rich, hands-on context for stories and book reading, and the extensive small group activities and dramatic play opportunities will provide engaging opportunities for ELLs and English-speaking children to interact naturally with one another with teacher facilitation of vocabulary extension. In addition, exposure to academic language during instruction is a key to their learning process, they do not receive this in their everyday home/family communication interaction (Cummins, 2003). ELL children will participate fully in the language enrichment activities provided in English for all of our children, with scaffolding available in their home language when available (Rinaldi & Pérez, 2008). Systematic vocabulary instruction will support both ELLs and English speakers (Snow & Pérez, 2004). Word walls, systematic repetition of target vocabulary across contexts, field trips, rich dramatic play facilitated by adults, dialogic reading, repeated interactive storytelling (McGee, 2007), and other strategies will increase English vocabulary acquisition of all participating children. Increasing vocabulary acquisition will be a major focus of our curriculum (Chen & Mora-Flores, 2006; Gibbons, 2002), instructional strategies, and professional development; our experience is that many preschool teachers do not systematically target vocabulary achievement. Over half of our children in a neighboring county scored at the 25<sup>th</sup> percentile (PPVT: III) or below at baseline on a previous ERF grant; we assume that we will face a similar need to increase vocabulary achievement in Kalamazoo County.

Western Michigan University *Promising Beginnings*

Our program incorporates the five standards for effective pedagogy in ways that are developmentally appropriate for young children, supporting not only their language and literacy achievement, but also providing rich experiences in math, science, social studies, music, art, physical development, and children's social and emotional lives. The diversity of our student body provides wonderful opportunities for enriching the lives of *all* of our children and their families.

## END NOTES

### Full Application Narrative *and* English Language Acquisition Plan

References conform to the definition of “scientifically-based reading research” included in the Early Reading First application guidelines, e.g., they employ systematic, empirical methods, involve rigorous data analyses, rely on valid data, and have been accepted by a peer-reviewed journal. Some references also provide theoretical support (e.g., Piaget, Vygotsky), or suggest evidenced-based activities.

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# RESUME

Esther M. Newlin-Haus, Ph.D.

## PROFESSIONAL

Early Reading First  
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## HOME

(b)(6)

## EDUCATION

Indiana University	Ph.D. 1983	Interdisciplinary Doctoral Program on Young Children/Anthropology
Indiana University	B.A. 1975	Comparative Literature

## PROFESSIONAL POSITIONS

- 2006-2008**      **Project Director. Early Reading First I CAN READ! grant.** Principal author with Newlin-Ehrhardt, K.E., Rao, S., & Thomas, K. (2006, October). *Early Reading First: I Can Read!* U.S. Department of Education. The grant was funded for a total of \$3,404,137.00 over three years. Start date: 10/1/06. End date: 9/30/09. Work with Battle Creek, Michigan Head Start program to create centers of excellence in preschool literacy education.
- 2001-2006**      **Data Manager, Gear-Up School Reform Initiative, Western Michigan University.** Gear-Up is a federally-funded school reform project for middle and high schools across three states and four different locations (Chicago, Illinois, Bangor and Battle Creek, Michigan, and Toledo Ohio). Responsible for data collection/ management. Responsible for design, development, and maintenance of an extensive database. Work with evaluation team to identify and/or develop instruments to measure achievement, attitudes, school structures, professional development, instructional strategies, curriculum reform, services to students and parents, and partnerships with community agencies and businesses. Liaison between project evaluation team and school personnel. Analyze and report data for federal reporting. Work with project site directors and school personnel on formative evaluation.
- 1998-2001**      **Magnet Liaison, Lincoln International Studies School, Kalamazoo Public Schools, Kalamazoo, Michigan.** Lincoln is a large urban public elementary school with a diverse racial/ethnic population; over half the students are from low-income families. Conceptualized international theme school reform plan for Lincoln's federally-funded three-year magnet grant. Developed extensive, standards-based, integrated international curriculum with teachers for elementary students. Provided cultural research services for teaching staff. Developed and implemented hands-on museum-quality international exhibits. Organized international artist performances and workshops, initiated partnership with Kalamazoo College, catalogued, displayed, and developed curriculum for extensive cultural artifact collection donation from Kalamazoo Valley Museum. Developed marketing materials.

- 1995-96**      **Grant Development, Early Childhood Education.** Center for Research on At-Risk Students, College of Education, Western Michigan University, Kalamazoo, MI.
- 1994**            **Co-director** of a summer school- age program for eight child care centers in Battle Creek, Michigan. Sponsored by Child Care Resources (the regional resource and referral agency) and funded by the Kellogg Foundation. Facilitated with cooperating teachers the development of thematic curriculum for school-age children for eight child care centers for summer care, and organized weekly field trips in the region.
- 1993**            **Co-wrote** a grant proposal and **co-directed** a community foundation- funded four-center summer school program in Battle Creek, MI. Developed and implemented integrated curriculum for school age children for summer programs.
- 1992-94**        **Director, Children's Place in the Park, Battle Creek, Michigan.** Children's Place in the Park was a 95-child center open 21 hours/day to serve industrial park personnel. Responsible for design consultation with architect, all initial and ongoing licensing requirements, marketing, staff hiring, firing, and training, curriculum, parent program, liaison with industrial park subsidizing companies. Facilitated and implemented curriculum for toddler, preschool, and school-age programs. Large percentage of low-income families. The center opened with five children, grew to 92 within one year (infants, toddlers, preschoolers, and school-age children). Initiated National Association for the Education of Young Children accreditation process. Award for center/business partnership from state legislator.
- 1990-91**        **Coordinator, Greater Nashville District of the Tennessee Early Intervention System** (formerly Project Search). Project responsible for statewide planning for personnel issues. Completed development of personnel standards across 11 disciplines for state of Tennessee for Part H of P.L. 99-457. Identified statewide personnel training needs, surveyed training mechanisms in the state, assisted in development of core competencies for professionals and paraprofessionals working with Part H population. Responsible for completion of Tennessee's Comprehensive System for Personnel Development for Part H, interim case management, inter-agency coordination, public awareness, and qualitative/quantitative evaluation.
- 1985-87**        **Director, Children's Place Child Care Center, Santa Monica, California.** The Children's Place is a state-funded, all-day child care facility for 45 low-income and high-risk 2-5 year old children. Eight languages represented for primary language spoken by families and staff. Responsible for 12-person staff, recruitment and hiring/firing, in-service staff training, case management of high-risk, abused children, parent program, advisory board, financial management and budget development, Program Quality Control for state of California, all Department of Education Reports, development of staff and parent handbooks/policies, and all child abuse reporting and follow-up. Facilitated thematic, integrated curriculum development and implementation. Upgraded school from financial and programmatic probationary status to good standing with California Department of Education and Licensing.

## **TEACHING**

- 2001-present**    Adjunct Faculty, *Graduate Research Methods, Classroom Management, Child Development, Young Children, Their Families, and Society* in the Teaching, Learning, and Leadership Department, Western Michigan University, Kalamazoo, Michigan
- 1998 (Fall)**      Adjunct Faculty, *Undergraduate Child, Family, & Society Course*, Early Childhood Education/Education and Professional Development Department, Western Michigan University, Kalamazoo, Michigan
- 1998 (Fall)**      Adjunct Faculty, *Undergraduate Child Development Course*, Family & Consumer Science Department, Western Michigan University, Kalamazoo, Michigan
- 1992-98**          Adjunct Faculty, *Graduate Research Methods Course*, Counselor Education/Counselor

Psychology Department, Western Michigan University, Kalamazoo, Michigan (not every semester).

## SELECTED PRESENTATIONS

- 2006 With VanKannel-Ray, N. *Understanding Community A Non-linguistic Research Methodology for Reviewing and Analyzing Students and Community Needs and Strengths*. AERA, Chicago.
- 2006 *A Non-Linguistic Curricular Framework for Revealing and Analyzing Student Strengths and Needs*, Bergamo Conference, Dayton, Ohio.
- 2005 *Comparing 3 Models of Summer School*, GEARUP National Conference, San Francisco, CA.
- 2000 *International Studies for Elementary Aged Children*, National Magnet Schools Conference, Tucson, Arizona.
- 1994 With Kristi Carambula and Robert Young. *Creating a child care center: a partnership between a Resource and Referral agency, the YMCA, and an industrial park*. National Association for the Education of Young Children (NAEYC), Anaheim, California.
- 1991 *Tennessee's Personnel Policies and Pilot Implementation of P.L. 99-457: How Do They Affect Speech/Language/Audiology Personnel?* Tennessee Speech/Hearing Association, Nashville, Tennessee.
- 1990 *Personnel Development and Guidelines for P.L. 99-457 in Tennessee: Year End Report*. State Department of Education Conference on P.L. 99-457. Nashville, Tennessee.

## SELECTED PUBLICATIONS

- 2006 *Annual Performance Report, Early Reading First I CAN READ! federal grant*. Western Michigan University, Kalamazoo, Michigan.
- 2001-2006 *Annual Performance Report, GEAR UP MERC Learning Centers*, Western Michigan University, Kalamazoo, Michigan.
- 1994 *Final Report: The Calhoun County School-Age Child Care Pilot Project*. (Kellogg Foundation), Battle Creek, Michigan.
- 1991 Newlin-Haus, E. and Doctoroff, S. *Personnel Preparation for P.L. 99-457 in Tennessee: a survey of higher education across 11 disciplines*. (A component of the State of Tennessee Stage Two Report for Eligibility for P.L. 99-457). Nashville, Tennessee, and Washington, D.C.
- 1991 *Regional evaluation of interim case management of Part H Pilot Project*. (A component of the State of Tennessee Stage Three Report for Eligibility for P.L. 99-457). Nashville, Tennessee and Washington, D.C.
- 1990 Newlin-Haus, E., Yandell, J. and Doctoroff, S. *An interdisciplinary training plan for Tennessee: filling the gaps for 11 disciplines*. (A component of the Stage Two Report for Eligibility for P.L. 99-457 for the State of Tennessee). Nashville, Tennessee and Washington, D.C.
- 1990 *Field-based interdisciplinary core competencies for working with young children with special needs for 11 disciplines*. (A component of the Stage Two Report for Eligibility for P.L. 99-457 for the State of Tennessee). Nashville, Tennessee and Washington, D.C.

**Kristal E. Ehrhardt, Ph.D.**  
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Department of Special Education & Literacy Studies  
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### **EDUCATION**

- Doctor of Philosophy in School Psychology, December 1994.** Area of specialization in **Early Intervention.** University of Cincinnati, Cincinnati, Ohio. Completed 500 hour advanced internship in early intervention. Preparation included emphasis on consultation, psychoeducational assessment and intervention, behavior modification, family intervention, and counseling.
- Master of Education in School Psychology, June 1990.** Completed a Specialist-level program, encompassing two years of full time study including summers and a 1500- hour supervised internship in the schools.
- Bachelor of Arts in Sociology, May 1988.** Miami University, Oxford, Ohio. Minor in Political Science. Graduated Cum Laude. Member of Phi Beta Kappa.

### **CERTIFICATION/LISCENSURE**

School Psychology License, Ohio Department of Education. June 2008 - June 2013

### **PROFESSIONAL EXPERIENCE**

- Unit Coordinator,** Department of Special Education & Literacy Studies, Western Michigan University, Kalamazoo, MI. August 2007 – present.
- Associate Professor,** Department of Special Education & Literacy Studies, Western Michigan University, Kalamazoo, MI. August 2003 – present.
- Assistant/Associate Professor,** Department of Psychology, Western Michigan University, Kalamazoo, MI. July 1995 – July 2003. Member of School Psychology Program.
- Adjunct Assistant Professor,** School Psychology Program, Division of Human Services, University of Cincinnati, January 1994 - March 1995. Developed course content and provided instruction in graduate-level courses on early childhood assessment and intervention design.
- Research Consultant,** Early Childhood Intervention Project, University of Cincinnati, Center for Learners at Risk, Cincinnati, Ohio. July 1995 - July 1996.
- Project Director,** Early Childhood Intervention Project, University of Cincinnati, Center for Learners At Risk, Cincinnati, Ohio. September 1992 - June 1995
- Early Literacy Consultant/Content Specialist,** Community Action Agency of South Central Michigan, Battle Creek Head Start, Battle Creek Michigan, November 2006 – present.
- School Psychologist,** Hamilton County Office of Education, Head Start Program, Cincinnati, Ohio. October 1993 - July 1994.
- School Psychologist,** Early Childhood Intervention Project, Hopewell Special Education Resource Center, Hillsboro, Ohio. September 1992 - September 1993

**Assistant Mental Health Consultant**, Northern Kentucky Head Start, Newport, Kentucky. September 1991 - June 1992.

**Mental Health Assistant and Teacher Aide**, Northern Kentucky Head Start, Newport, Kentucky. October 1989 - May 1990.

#### GRANTS

Newlin-Haus, E., Ehrhardt, K.E., Rao, S., & Thomas, K. (2006, October). *Early Reading First: I Can Read!* U.S. Department of Education. The grant was funded for a total of \$3,404,137.00 over three years. Start date: 10/1/06. End date: 9/30/09.

Ehrhardt, K.E., Daly, E., Poling, A., & Ervin, R. A. (1999, November). *Improving outcomes for students with high incidence disabilities through accountable and reflective school psychology practice*. U.S. Department of Education. The grant was funded for a total of \$526,221.00 over three years. Start date: 8/1/00. End date: 7/31/04.

#### PUBLICATIONS

##### *Select Articles in Refereed Journals*

Jennings, R.L., Ehrhardt, K.E. & Poling, A. (In press). A bibliometric analysis of *School Psychology International: 1995-2006*. *School Psychology International*.

Holverstott, K.M., Ehrhardt, K.E., Parish, T., Ervin, R. A., Jennings, L., & Poling, A. (2002). Females and males as participants in school psychology research: Data from four journals over 15 years. *School Psychology International*.

Ehrhardt, K. E., Holverstott, K. M., Jennings, R. L., & Poling, A. (2001). School psychologists' views regarding and use of "noncontingent reinforcement" and other nonpunative procedures for reducing behavior. *Proven Practice: Prevention and Remediation Solutions for Schools*, 3, 83-87.

Ervin, R. A., Ehrhardt, K. E., & Poling, A. (2001). Functional assessment: Old wine in new bottles. *School Psychology Review*, 30, 173-179.

Ervin, R.A., Radford, P. M., Bertsch, K., Piper, A.L., Ehrhardt, K.E., & Poling, A. (2001). A descriptive analysis and critique of the empirical literature on school-based functional assessment. *School Psychology Review*, 30, 193-210.

Barnett, D.W., Bell, S.H. Bauer, A., Lentz, F.E., Petrelli, S., Air, A., Hannum, L., Ehrhardt, K.E., Peters, C.A., Barnhouse, L., Reifin, L.H., & Stollar, S.A. (1997). The early childhood intervention project: Building capacity for service delivery. *School Psychology Quarterly*, 12, 293-315.

Barnett, D. W., Lentz, F. E., Bauer, A.M., Macmann, G., Stollar, S., & Ehrhardt, K.E. (1997). Ecological foundations of early intervention: Planned activities and systematic sampling. *Journal of Special Education*, 30, 471-490.

Barnett, D. W., Bauer, A.M., Ehrhardt, K.E., Lentz, F. E., & Stollar, S. A., (1996). Keystone targets for change: Planning for widespread positive consequences. *School Psychology Quarterly*, 11, 95-117.

Lentz, F. E., Allen, S. A., & Ehrhardt, K. E. (1996). The conceptual elements of strong interventions in school settings. *School Psychology Quarterly*, 11, 118-136.

Ehrhardt, K.E., Barnett, D.W., Lentz, F.E., Stollar, S.A., & Reifin, L. (1996). Innovative methodology in ecological consultation: Use of treatment scripts to promote treatment acceptability and integrity. *School Psychology Quarterly, 11*, 149-168.

Macmann, G.M., Barnett, D.W., Allen, S.J., Bramlett, R.K, Hall, J.D., & Ehrhardt, K.E. (1996.) Problem solving and intervention design: Guidelines for the evaluation of technical adequacy. *School Psychology Quarterly, 11*, 137-148.

Barnett, D., Collins, R., Coulter, C., Curtis, M., Ehrhardt, K., Glaser, A., Reyes, C., Stollar, S., & Winston, M. (1995). Ethnic validity and school psychology: Concepts and practices associated with cross-cultural professional competence. *Journal of School Psychology, 33*, 219-234.

Barnett, D. W., Ehrhardt, K. E., Stollar, S. A., & Bauer, A. M. (1994). PASSKey: A model for naturalistic assessment and intervention design. *Topics in Early Childhood Special Education, 14*, 350-373.

#### **Select Chapters in Edited Books**

Poling, A., Ehrhardt, K.E., Wood, A.S., & Bowerman, R. (In press). Psychopharmacology in autism treatment.

Poling, A., Ehrhardt, K., & Porritt, M. (In press). Psychopharmacology as practiced by psychologists. In M. Hersen & A. M. Gross (Eds.), *Handbook of Clinical Psychology, Volume II: Children and Adolescents*. Hoboken, NJ: John Wiley & Sons.

Ehrhardt, K.E., Hixson, M., & Poling, A. (2006). Craniofacial malformations. In L. Phelps (Ed.), *Health-Related Disorders in Children and Adolescents*. Washington, DC: American Psychological Association.

Poling, A., & Ehrhardt, K. (2005). Noncontingent reinforcement. In M. Hersen (Ed.), *Encyclopedia of behavior modification and cognitive behavior therapy (Vol. 1)*, pp. 399-401. Thousand Oaks, CA: Sage..

Poling, A., & Ehrhardt, K. (2005). Pharmacotherapy and behavior therapy. In M. Hersen (Ed.), *Encyclopedia of behavior modification and cognitive behavior therapy (Vol. 1)*, pp. 430-434. Thousand Oaks, CA: Sage.

Ervin, R. A., & Ehrhardt, K. E. (2000). Behavior analysis and school psychology. In J. Austin and J. Carr (Eds.), *The handbook of applied behavior analysis*. Context Press: Reno, NV (pp. 113-135).

Kollins, S. H., Ehrhardt, K. E., & Poling, A. (2000). Clinical drug assessment. In A. Poling & T. Byrne (Eds.), *Introduction to behavioral pharmacology*. Context Press: Reno, NV (pp. 191-218).

Ehrhardt, K. E., Armstrong, K. J., Barnett, D.W., & Winter, M. (1997). Firesetting. In G. Bear, K. Minke, & A. Thomas (Eds.) *Children's needs: Psychological perspectives* (pp.213-220). NASP: Washington, DC.

Barnett, D. W., & Ehrhardt, K. E. (1995). Best practices in early intervention design. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology III* (pp. 99-1007). NASP: Washington, DC.

**Dr. SHAILA M RAO, Ph.D.**

**CURRENT POSITION AND ADDRESS**

**Associate Professor**

Special Education & Literacy Studies

#3408 Sangren hall

Western Michigan University

1903 W Michigan Avenue

Kalamazoo

MI 49008

Phone : (269)387-2470

Fax : (269)387-5703

E-Mail: [Shaila.Rao@wmich.edu](mailto:Shaila.Rao@wmich.edu)

**PROFESSIONAL EXPERIENCE: University Level**

**January 2002- Present**

Currently Associate Professor, having taught before as assistant professor, visiting instructor and graduate assistant. Taught various courses at graduate and undergraduate levels supervised graduate students in clinical practicum in special education, college teaching internship, internship in special education, and undergraduate students in practicum in special education.

**PROFESSIONAL EXPERIENCE: Public School**

**April 1988 - August 1999**

Worked in the capacity of Assistant-Principal , senior assistant to principal, senior teacher, and teacher in schools in Singapore. In charge of 'reading program' having developed the program with the Principal.

**PROFESSIONAL HONORS**

College of Education Mary L. Dawson Excellence in Teaching Award, April 2007.  
Western Michigan University.

Teaching Academy BAUM AWRAD, Honorable Mention & Runner-up, Teaching Assistant Excellence Award 2001-2002, April 2002. University of Arkansas

**EDUCATION**

Ph.D. in Curriculum & Instruction

University of Arkansas, Fayetteville, Arkansas  
2002

MA in Educational Management

Nanyang Technological University,  
Singapore 1998

November 1991

Certificate in Special Education,  
National Institute of Education, Nanyang  
Technological University, Singapore  
Karnatak University, Dharwad, India 1970

BS with Distinction

## GRANT ACTIVITY

October 2006–October 2009

**Co-Principal Investigator**  
**Early Reading First I Can Read!**  
**Source:** US Department of Education  
**Amount:** \$ 3,404,137.00  
**Status:** FUNDED

October 2005 –November 2005

E-learning Project Initiative Training  
**Source:** Western Michigan University 's Pilot  
Project on Academic E-Learning  
**Amount:** \$1000  
**Status:** Successful

## PROFESSIONAL PUBLICATIONS

### ARTICLES PUBLISHED

Rao, S., & Gagie, B. (2006). Learning through seeing and doing: Visual supports for children with autism. *Teaching Exceptional Children, 38(6), 26-33.*

Rao, S (Winter, 2005). Effective multicultural teacher education programs: Methodological and conceptual issues, *Education, 126(2), 279-292.*

Rao, S., & Fancher, D. (2005). *Transition and inclusion in higher education.* Conference proceedings of Inclusive and Supportive Education Congress International Special Education Conference. Inclusion: Celebrating Diversity. 1st – 4th August 2005, Glasgow, Scotland. Available:  
[http://www.isec2005.org.uk/isec/abstracts/papers\\_r/rao\\_s.shtml](http://www.isec2005.org.uk/isec/abstracts/papers_r/rao_s.shtml)

Balkin, R, Swartz, J., Buckner, D. & Rao, S. (2005). Issues in Classroom Management in an Interactive Distance Education Course. *International Journal of Instructional Media, 32(4), 363-372.*

Rao, S. (2004). Faculty attitudes and students with disabilities in higher education: A literature review. *College Student Journal, 38(2), 191-198.*

Murdick, N, L., Gartin, B. C., & Rao, S.M. (2004). Teaching children with Hyperlexia. *Teaching Exceptional Children, 36(4), 56-59*

Rao, S. , & Gartin, B. C. (WINTER, 2003). Attitudes of university faculty towards accommodations to students with disabilities. *Journal of Vocational Special Needs Education*, 47-55.

Gartin B.C., Rao, S. M., McGee, C., & Jordan, E. (2001). Preservice teachers and inclusion: A study of their perceptions. *Catalyst for Change*, 30(3), 20-25.

Rao, S. M., & Lim, L. (1999). Beliefs and attitudes of pre-service teachers towards teaching children with disabilities. ED 433 655.

### **BOOK CHAPTERS PUBLISHED**

Rao, S. (2005). Equity pedagogy: Educating exceptional learners with diverse abilities in inclusive setting. In Kashmanova, T. Eds. *Pedagogy for Democratic Citizenship* (pp. 73-103).Ukraine: University of Liv Press

Rao, S.M., Lim, L., & Nam, S. S. (2001). Beliefs and attitudes of pre-service teachers towards teaching children with disabilities. In J. Tan, S. Gopinathan, & W.K. Ho Eds. *Challenges facing the Singapore education system today* (189-206). Prentice Hall, Pearson Education Asia Pte. Ltd.: Singapore.

Rao S. (2006). *Role of UNESCO in promotion and implementation of pedagogical techniques for continuous professional education to promote inclusion*. In Lobanov & Skvortsov Eds. *Lifelong education: Continuous education for sustainable development* (pp 211-216). Saint Petersburg, Russia: Publishing House, Petropolis. Proceedings of UNESCO, Inter-Parliament Assembly of Eurasian Economic Community, Russian Academy of Productivity Science, & Leningrad State University, Pushkin Conference. Lifelong Education For Sustainable Development, 2-3 June, 2006, Saint Petersburg.

### **OTHER ACCEPTED WORK:**

Three manuscripts accepted for publication ( 2008 & 2009)

Two book chapters accepted for publication (2008 &2009).

### **PROFESSIONAL PRESENTATIONS, PROFESSIONAL MEMBERSHIPS, & OTHER**

**Five international level presentations at conferences in Singapore, Hong Kong, Scotland, Lima, and France between 2005-2008 and twenty-two national level presentations between 1999-2008.**

Member of seven professional organizations, committees at 'national', 'state', 'university' levels including serving on **editorial boards of four national journals**, reviewer of Federal grants, and conference proposals.

### Professional Profile

A highly innovative evaluation consultant/measurement expert with a successful track record in promoting the use of evaluation as a catalyst for organizational learning and program improvement. Extensive experience in the development of logic models and in marketing their use as strategic planning, management, and evaluation tools. Recognized for exceptional expertise in indicator development, survey design, and multivariate data analysis. Uniquely effective in the development of electronic data collection and dissemination strategies.

### Areas of Effectiveness

- Evaluation/Measurement
- Knowledge Management
- Organizational Learning

### Related Accomplishments

- Co-developed *QeSys*, an electronic survey design, data entry, and analysis tool that allows survey administration via diskette, electronic mail, or the Internet.
- Co-author of the *Logic Model Development Guide*, an evaluation capacity development toolkit.

### Employment History

<b>Independent Consultant then Phillips Wyatt Knowlton, Inc.</b> Battle Creek, MI-Evaluation/Measurement Consultant Evaluation and technical assistance to projects with strong measurement and technology emphasis. Clients include the: W. K. Kellogg Foundation-Evaluation Unit, United States Department of Education, Michigan Office of Management and Budget, and the Calhoun Intermediate School District.	<b>1995 to Present</b>
<b>Western Michigan University</b> Kalamazoo, MI-Science and Mathematics Program Improvement, Research Associate Evaluation and technical assistance to projects and clusters with strong systemic reform, science, and technology content area emphasis. Clients include: Mathematics and Science Center Network, Michigan Statewide Systemic Initiative, and Newaygo County Advanced Technology Service.	<b>1995 to 1999</b>
<b>Kellogg Community College</b> Battle Creek, MI-Adjunct Professor of Anatomy and Physiology	<b>1992-1996</b>
<b>Family Y Center</b> Battle Creek, MI-Technology and Testing Specialist	<b>1991-1993</b>
<b>Technical Consultant</b> Littleton, MA-Technical Illustration and Graphic Design	<b>1982-1991</b>
<b>Harvard University</b> Cambridge, MA-Biological Laboratories, Research Associate	<b>1977-1982</b>

### Education

Western Michigan University, Kalamazoo, MI  
PhD-Research, Measurement, & Evaluation, 2000.  
MA-Educational Leadership, 1995.  
Michigan State University, East Lansing, MI  
ABD-Physiology/Biochemistry, 1977  
Indiana University, Bloomington, IN  
BS-Biology/Chemistry, 1975

### Professional Associations and Service

American Educational Research Association  
American Evaluation Association, Cluster, Multi-site, and Multi-level Evaluation Topical Interest Group Program Chairperson.

## Publications, Presented Papers, and Unpublished Manuscripts

- Orosz, J, Phillips, C., & Wyatt Knowlton, L. (2002) *Agile philanthropy: Understanding foundation effectiveness*. Grand Rapids, MI: Grand Valley State University.
- Phillips, C. (2000). *Issues of factorial invariance inherent in conceptual change: Teachers' evolving perceptions of classroom practice*, Unpublished doctoral dissertation, Western Michigan University, Kalamazoo, MI.
- W. K. Kellogg Foundation. (2000). *Logic model development guide (#1209)*. Author, Battle Creek, MI.
- Phillips, C., Dodson, S, & Millett, R. A. (2000). *An application of logic modeling processes to explore theory of change from diverse cultural perspectives*. Paper presented at the Annual Meeting of the American Evaluation Association, Honolulu, HI, November 1-5, 2000.
- Phillips, C., & Dearing, J. W. (2000). *A heuristic tool for increasing evaluation use: The strength of claims composite measure*. Paper presented at the Annual Meeting of the American Evaluation Association, Honolulu, HI, November 1-5, 2000.
- Phillips, C. (2000). *An exploration of the learning environment at the intersection of cluster and multi-site evaluation*. Paper presented at the American Evaluation Association, Honolulu, HI, November 1-5, 2000.
- Phillips, C., & Greene, J. (2000). *Innovative applications of structural equation modeling techniques to explore national survey data*. Paper presented at the Annual Meeting of the American Evaluation Association, Honolulu, HI, November 1-5, 2000.
- Phillips, C. & Millet, R., A. (2000). *Mining Nuggets of Knowledge: Capturing and Sharing Useful Lessons Learned* Paper presented at the Council on Foundations, GEN-GEO Affinity Conference, Kansas City, MO, March 29-April 1, 2000.
- Phillips, C., Lelle, M. A., & Millet, R. A. (1999). *Cluster and multi-site evaluation*. Paper presented at the Annual Meeting of the Canadian Evaluation Association, Toronto, Ontario, CA, May 16-19, 1999.
- Phillips, C. (1999) *The use of logic models as an organizational learning tool*. Paper presented at the Annual Meeting of the Michigan Association for Evaluation, East Lansing, MI, May 24-25, 1999.
- Phillips, C., Lelle, M. A., & Hendricks-Smith, A. H. (1999). *How do we know if we are making a difference? Effective use of evaluation*. A paper presented at the Annual Meeting of the Environmental Grantmakers' Association, Monterey, CA, October 23-26, 1999.
- Phillips, C., Lelle, M. A., & Millett, R. A. (1999). *A conceptual framework for designing and implementing a knowledge management system*. Paper presented at the Annual Meeting of the American Evaluation Association, Orlando, FL, November 3-6, 1999.
- Barley, Z. A., & Phillips C. (1998). Closing the gap for girls: Gender differences in teachers' technological attitudes and proficiencies. *Journal of Women and Minorities in Science and Engineering* (4), 249-267.
- Phillips, C. & Barley, Z. A., &. (1998). *Decoding the theory of action from program materials*. Paper presented at the Annual meeting of the American Evaluation Association, Chicago, IL, November 4-7, 1998.
- Phillips, C. (1998). *Assessment of impact: How to design an outcomes framework*. Paper presented at the Annual Networking Meeting for the Technology Innovation Challenge Grants, Office of Educational Research and Improvement, Washington, DC, December 10-12, 1998.
- Phillips, C. (1997). *Partnering cross-site/cluster and local evaluations: The local site perspective*. Paper presented at the Annual Meeting of the American Evaluation Association, San Diego, CA, November 5-8, 1997.
- Phillips, C. & Phillips, D. (1996). *QeSys: An electronic survey system*. Paper presented at the Annual Meeting of the Michigan Educational Research Association, Ann Arbor, MI, February 26, 1996.



## DEPARTMENT OF HEALTH &amp; HUMAN SERVICES

Program Support Center  
Financial Management Service  
Division of Cost Allocation  
Central States Field Office

August 29, 2006

1301 Young Street  
Room 732  
Dallas, Texas 75202  
(214) 767-3264  
(214) 767-3264 FAX

Ms. Janice Van Der Kley  
Vice President for Finance  
Western Michigan University  
1679 Administration Bldg.  
Mail Stop 5207  
Kalamazoo, MI 49008-5162

Dear Ms. Kley:

A copy of a facilities and administrative cost Rate Agreement is being faxed to you for signature. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for facilities and administrative costs on grants and contracts with the Federal Government.

Please have the agreement signed by an authorized representative of your organization and fax it to me, retaining a copy for your files. Our fax number is (214) 767-3264. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

In addition, we are enclosing the component breakdown of the facilities and administrative cost rate(s) as agreed to by both parties. Please sign this form and fax it with the signed Rate Agreement.

A facilities and administrative cost proposal, together with supporting information, is required each year to substantiate claims made for facilities and administrative costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending June 30, 2008 is due in our office by December 31, 2008.

Thank you for your cooperation.

Sincerely,

Henry Williams  
Director  
Division of Cost Allocation  
Central States Field Office

Enclosures

PLEASE SIGN AND RETURN THE ORIGINAL OF THE RATE AGREEMENT

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

BIN #: 1355007327A1

DATE: August 29, 2006

**INSTITUTION:**

Western Michigan University  
 1079 Administration Bldg.  
 Mail Stop 5207  
 Kalamazoo MI 49008-5162

FILING REF.: The preceding Agreement was dated May 27, 2004

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

**SECTION I: FACILITIES AND ADMINISTRATIVE COST RATES\***

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

TYPE	EFFECTIVE PERIOD		RATE (%)	LOCATIONS	APPLICABLE TO
	FROM	TO			
PRED.	07/01/06	06/30/09	48.0	On Campus	Orgn Research & Inst
PRED.	07/01/06	06/30/09	24.0	Off Campus	Orgn Research & Inst
PROV.	07/01/09	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending June 30, 2009.		

**\*BASE:**

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

INSTITUTION:  
Western Michigan University

AGREEMENT DATE: August 29, 2005

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES:

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

Retirement  
Worker's Compensation  
Life Insurance  
Health Insurance  
Tuition Remission  
Dental Insurance

**INSTITUTION:**  
Western Michigan University

**AGREEMENT DATE:** August 29, 2006

ARTICLE III - GENERAL

**A. APPLICATION:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

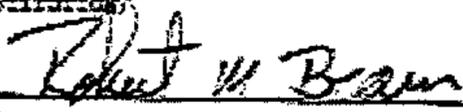
**D. USE BY OTHER FEDERAL AGENCIES:**

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

**E. COSTS:**

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

**BY THE INSTITUTION:**  
Western Michigan University

(SIGNATURE)  


(NAME)  
Robert M. Beam

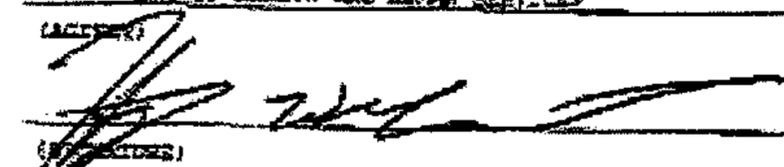
(TITLE)  
Vice President for Business and Finance

(DATE)  
August 31, 2006

(PRINT)

**ON BEHALF OF THE FEDERAL GOVERNMENT:**

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(SIGNATURE)  


(NAME)  
Henry Williams

(TITLE)

DIRECTOR, DIVISION OF COST ALLOCATION

(TITLE) CENTRAL STATES FIELD OFFICE

August 29, 2006

(DATE) 2006

FOR REPRESENTATIVE: Peter Nwagwu  
Telephone: (214) 767-3764

**COMPONENTS OF PUBLISHED F&A COST RATE**

INSTITUTION: **Western Michigan University**

FY COVERED BY RATE: **JULY 1, 2006 thru  
JUNE 30, 2009**

**RESEARCH**

<u>RATE COMPONENT:</u>	<u>ON CAMPUS</u>	<u>OFF CAMPUS</u>
Build Use/Depr	5.7	
Equipt Use/Depr	0.5	
Interest	2.3	
Oper & Maint	14.7	
Library	0.8	
Admin Component	24.0	24.0
<b>TOTAL</b>	<b>48.0</b>	<b>24.0</b>

**CONCURRENCE:**

Western Michigan University  
(Institution)

*Robert M. Beam*  
(Signature)

Robert M. Beam  
(Name)

Vice President for Business and Finance  
(Title)



KALAMAZOO  
PUBLIC  
LIBRARY

www.kpl.gov

June 2, 2008

To Whom It May Concern:

We are enthusiastic about the possibility of collaborating with Western Michigan University on their Early Reading First *Promising Beginnings* grant.

The Kalamazoo Public Library, which won the National Library of the Year Award in 2002, has a strong record of collaboration with local organizations with a focus on children and family literacy.

We would be pleased to offer our services to families participating in the grant in a variety of ways, including Bookmobile visits to center sites, storybook readings, family literacy support, and workshops for families to enhance children's language and literacy. We are also prepared to extend and intensify services to participating children and families during the summer as part of the grant's intensive family support program. We are pleased about the invitation to our Children's Librarians to attend ERF workshops on early literacy; this will assist us in building capacity within our own organization and in the Kalamazoo community.

Sincerely,

Susan Warner  
Head of Youth and Branch Services  
Kalamazoo Public Library  
315 S. Rose Street  
Kalamazoo, MI 49007



930 Lake St.  
Kalamazoo, MI 49001  
(269) 385-6279 (office)  
(269) 385-2803 (fax)

*Board of Directors*

*President*  
Diana Hernandez, M.A.,  
Western Michigan  
University

*Vice President*  
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Specialized Living  
Services

*Secretary*  
Eileen Stryker, Ed.D.,  
Eileen Stryker Consulting

*Treasurer*  
Richard Martinez,  
Best Way Disposal

*Members*

Msgr. Michael D. Hazard,  
M.A., M.Div., St. Joseph  
Catholic Church

W. F. Santiago Valles,  
Ph.D., Western Michigan  
University

June 6, 2008

To Whom It May Concern:

The Hispanic American Council of Kalamazoo enthusiastically supports the goals of Western Michigan University's Early Reading First *Promising Beginnings* grant. The Hispanic American Council has been advocating and providing culturally sensitive services for Hispanics for over 25 years; it became a registered non-profit organization in 1981. The Council was founded to meet the needs of the Hispanic community in our area, however we have grown to become a more inclusive organization serving families from many backgrounds. We will collaborate with the Early Reading First grant in the following ways:

- 1) offer our *existing* services to participating families (e.g., mental health services, English as a Second Language instruction for adults, Family Reading Program, and the Liaison Program which provides referrals and advocacy services;
- 2) partner with Early Reading First to offer parenting workshops that specifically address culturally-sensitive strategies to promote positive behavior in young children;
- 3) partner with Parent to Parent of Southwest Michigan to develop and implement a parenting mentor program for families of ELLs
- 4) offer workshops for parents to learn language/literacy enrichment activities for their children;
- 5) develop a "Train the Trainers" program for Council Members to build organizational capacity so that the mentoring and language/literacy programs outlined above would continue beyond the life of the grant;
- 6) partner with Early Reading First to develop a transition to kindergarten program to address issues that are specific to ELLs and their families when they move from the preschool to the public school setting; and
- 7) assist Early Reading First and their partner preschool agencies to recruit young ELLs to attend preschool.

Sincerely,

Diana Hernandez,  
Board President  
Hispanic American Council

May 25,2008

Learning Village  
YWCA Preschool Program

To Whom It May Concern:

We enthusiastically wish to participate in Western Michigan University's Early Reading First *Promising Beginnings* grant (2008-2011). We understand that the goal of the grant is to transform our centers into literacy preschools of excellence. We understand our obligation to participate in workshops, coaching labs, and coaching. We are excited to learn in-depth about early literacy theory, research, and instructional practices, and to learn more about the positive behavior supports that will assist us to sensitively and effectively deal with the many challenging behaviors we see in our classrooms. We are committed to differentiating instruction to meet the needs of *all* of our children. We understand that we will adopt the Opening the World of Learning curriculum, and that the ERF team will additionally provide books, dramatic play props, games, puzzles, alphabet supplies, and theme-based extensions to help us implement this curriculum with depth and skill. We are ready to strengthen our home-school connections regarding literacy. We are fully committed to improving our instruction in early literacy and language, and to giving our children the skills they need to give them the best possible chance for academic success.

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Kalamazoo County

# Health & Community Services

Linda Vail Buzas, MPA  
Director, Health Officer

Community Action Bureau

June 6, 2008

To Whom It May Concern:

Kalamazoo County Head Start fully supports the goal of the Early Reading First (ERF) Promising Beginnings grant (2008-2011) being pursued by Western Michigan University and their goal of transforming designated Kalamazoo County Head Start sites into literacy preschools of excellence.

Representatives from the Western ERF team have indicated this collaboration will provide the following for the Kalamazoo County Head Start Program:

1. Professional development and individualized mentorship for teaching staff in the selected Head Start classrooms, including how to apply the theories and research of early literacy into practice, how to utilize positive behavior supports, and how to differentiate instruction for 3 and 4 year olds;
2. The Opening the World of Learning (OWL) curriculum, as a supplemental curriculum if required by the regulations of Head Start, in the participating Kalamazoo County Head Start classrooms;
3. Curriculum materials that will support the proper implementation of the OWL curriculum in the selected Head Start classrooms;
4. Family support and instruction for families whose children are enrolled in the Kalamazoo County Head Start program with opportunities to strengthen their own role in fostering literacy development.

At Kalamazoo County Head Start, we are fully committed to improving early literacy and language instruction and look forward to what this collaboration can offer children and families. Congratulations to Western for being invited to submit a full proposal for the ERF grant!

Sincerely,

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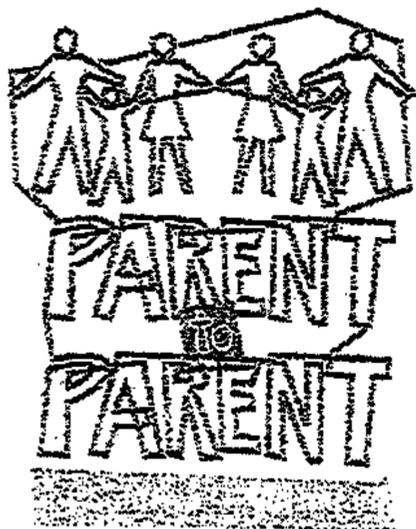
Child Development Teachers and Education Coordinators  
Kalamazoo County Head Start

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**To Whom It May Concern:**

**June 5, 2008**

We are very excited to collaborate with Western Michigan University to provide parent mentoring services for the Early Reading First *Promising Beginnings* grant. *Parent to Parent of Southwest Michigan* is a non-profit community organization offering services at no cost to families who have children with disabilities or special needs. Founded in 1998, *Parent to Parent* serves families in 5 counties and collaborates with other organizations. Since our inception, we have assisted over 1200 families through mentor support, referrals, information, recreation opportunities, a bi-monthly newsletter, parent network meetings and informal social events.

In addition to mentoring families participating in the grant, we are also excited about teaching members of the Hispanic Council how to implement our mentoring model for parents of English Language Learners.

Signed,

*Cynthia Bush*  
Executive Director

# **Budget Narrative**

## **Budget Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 3843-Mandatory\_Budget\_Narrative.pdf**

### Budget Narrative

<b>WESTERN MICHIGAN UNIVERSITY</b>				
<b>PROMISING BEGINNINGS</b>				
<b>Project Budget</b>				
Category	Year 1	Year 2	Year 3	Total
<b>PERSONNEL</b>				
<b>Salaries</b>				
Project Director, Dr. Esther Newlin-Newlin-Haus, WMU 1 FTE	81,000	83,430	85,933	
Special Education/Early Literacy Specialist, Dr. Shaila Rao, WMU .25 FTE	13,793	14,207	14,633	
Special Education/Early Literacy Specialist, Dr. Kristal Ehrhardt, WMU .25 FTE	17,157	17,672	18,202	
Literacy Coach/Family Specialist, Lori Farrer, WMU 1.00 FTE	58,500	60,255	62,063	
Literacy Coach/Family Specialist, Dr. Carmen Corieles-Domanico, WMU 1.00 FTE	58,500	60,255	62,063	
Business and Finance Oversight .10 FTE	7,459	7,683	7,913	
Literacy Coach/Family Specialist, Patti Cornelius, WMU 1.00 FTE	58,500	60,255	62,063	
Office Associate, WMU .69 FTE	30,093	30,996	31,926	
Shaila Rao, WMU (Summer) .44 FTE	22,884	23,571	24,278	
Kristal Ehrhardt, WMU (Summer) .44 FTE	27,636	28,465	29,319	
<b>Total WMU Salaries (entitled to fringe) at 22%</b>	<b>50,520</b>	<b>52,036</b>	<b>53,597</b>	<b>156,152</b>
<b>Total WMU Salaries (entitled to fringe) at 47.65%</b>	<b>325,002</b>	<b>334,752</b>	<b>344,795</b>	<b>1,004,549</b>
<b>No-Fringe Salaries</b>				
Production Assistant (Graduate Stipend)	10,769	11,092	11,425	
Assessment Assistant (Graduate Assistantship - Stipend)	10,769	11,092	11,425	
Assessment Assistant (Graduate Assistantship - Stipend)	10,769	11,092	11,425	
Assessment Assistant (Graduate Assistantship - Stipend)	10,769	11,092	11,425	
<b>Total No-Fringe Salaries</b>	<b>43,076</b>	<b>44,368</b>	<b>45,699</b>	<b>133,144</b>
<b>TOTAL SALARIES</b>	<b>418,598</b>	<b>431,156</b>	<b>444,091</b>	<b>1,293,845</b>
<b>Fringe Benefits</b>				

WMU Staff, Academic Year 47.65%	154,863	159,509	164,295	
WMU Graduate Assistants, 0%	-	-	-	
WMU Summer Fringe 22%	28,964	29,833	30,728	
<b>Total Fringe Benefits</b>	<b>183,827</b>	<b>189,342</b>	<b>195,022</b>	<b>568,192</b>
<b>TOTAL PERSONNEL (Sum of total salaries + total fringe)</b>	<b>602,425</b>	<b>620,498</b>	<b>639,113</b>	<b>1,862,037</b>
<b>TRAVEL</b>				
Conference: Early Reading First, \$2000/trip X 6	12,000			
Conferences: National, regional, local \$2000 per trip	12,000	14,000	18,000	
<b>Total Travel</b>	<b>24,000</b>	<b>14,000</b>	<b>18,000</b>	<b>56,000</b>
<b>SUPPLIES</b>				
<b>OWL Supplies</b>	15,312			
Computers & Printers for Project Director, Coaches, Production Assistant, Faculty	20,000			
PDA's for teachers & coaches for assessment (\$200X15)	3,000			
Books for Classroom Libraries	24,000	24,000	24,000	
Books to go home	50,000	50,000	50,000	
Supplies for Theme-Based "Prop Kits"	40,000	24,000	24,000	
Literacy Furniture for 12 Classrooms 2000 X 12)	24,000			
Literacy Supplies: laminating machines, bookbinders	10,000			
Assessment Instruments including CIRCLE software	15,000	12,500	12,500	
Family Literacy Workshop supplies & child care	10,000	10,000	10,000	
Office Set up	10,000			
Office Supplies	10,000	10,000	10,000	
Phones	1,500	1,500	1,500	
Copying/Printing	3,000	3,000	3,000	
<b>Total Supplies</b>	<b>235,812</b>	<b>135,000</b>	<b>135,000</b>	<b>505,812</b>
<b>CONTRACTUAL</b>				
Outside Evaluators (Cynthia Phillips & Lisa Knowlton)	45,000	45,000	45,000	

Bilingual Specialist (Mary Diaz)	7,000	7,000	7,000	
Parent to Parent	3,000	3,000	3,000	
Kalamazoo Public Library	5,000	5,000	5,000	
Hispanic American Council	5,000	5,000	5,000	
Assessment assistants (hourly)	5,000	5,000	5,000	
Child Care for Literacy Nights	1,000	1,000	1,000	
Workshop Series Expenses (Stipends, Room, & Food for 8 all-day workshops)	50,000	50,000	50,000	
Itinerant (substitute) Teacher	28,000	28,840	29,705	
Itinerant (substitute) Asst. Teacher	22,000	22,660	23,340	
<b>Total Contractual</b>	<b>174,000</b>	<b>172,500</b>	<b>174,045</b>	<b>517,545</b>
<b>SUBCONTRACT</b>				
Summer School & Summer Family Program	293,000	301,790	310,844	
<b>Total Subcontract</b>	<b>293,000</b>	<b>301,790</b>	<b>310,844</b>	<b>905,634</b>
<b>OTHER</b>				
Assessment Assistant (Graduate Tuition) FT In-state	3448	3620	3801	
Assessment Assistant (Graduate Tuition) FT In-state	3448	3620	3801	
Assessment Assistant (Graduate Tuition) FT In-state	3448	3620	3801	
<b>Other Total Graduate Tuition FTE</b>	<b>10,344</b>	<b>10,860</b>	<b>11,403</b>	<b>32,607</b>
<b>Total Direct Costs</b>	<b>1,336,581</b>	<b>1,254,648</b>	<b>1,288,405</b>	<b>3,879,634</b>
<b>F&amp;A 8% MTDC</b>	<b>84,659</b>	<b>75,360</b>	<b>77,293</b>	<b>237,311</b>
<b>TOTAL PROJECT COST</b>	<b>1,421,240</b>	<b>1,330,008</b>	<b>1,365,697</b>	<b>4,116,945</b>

## NARRATIVE

### PERSONNEL : Annual Increments (3%)

#### **Project Director. [1 FTE @ \$81,000]**

The project director is responsible for strategic planning, oversight, and compliance. She is responsible for management of the Promising Beginnings office and will oversee liaison with pertinent departments within Western Michigan University. She is responsible for ensuring that all appropriate project data for formative and summative evaluation are delivered to the outside evaluators in a timely manner. She will oversee baseline child and classroom assessment

administration. She will be responsible for monitoring coaching and coaching lab implementation. Dr. Newlin-Haus has extensive early childhood and administrative experience, including a previous ERF grant.

**Content Area Specialists (CASs) [ Ehrhardt = .25 FTE @ \$25,736 and .22 (summer) @ \$27,636 and Rao= .25FTE @ 20,690 and .44 (summer) @ \$22,884**

Content area specialists are two highly qualified Western Michigan University faculty members in early literacy, special education, and assessment. They deliver monthly workshops to ensure that partner agency teaching teams know research-based background in early literacy, language development, and instructional practices. CASs will work regularly with ERF coaches to analyze child data and to provide technical assistance in differentiating instruction. They will be available to teachers on a limited basis to consult regarding individual children with special needs. CASs review and when needed, modify early literacy curriculum to ensure differentiation and developmentally-appropriate literacy components. Dr. Ehrhardt is responsible for training data collection personnel.

**Literacy Coaches [3 X 1 FTE @ \$58,500/person] Cornieles-Domanico, Cornelius, Farrer.**

Literacy coaches are highly qualified in early childhood education and literacy instruction. They assist teachers to implement best practices in literacy instruction using a “gradual release” model. They facilitate integration of partner agency curricula with Opening the World of learning. They additionally develop, with teachers, enrichment activities and materials for OWL thematic units. They order books and supplies. They assist teachers with assessment administration and interpretation. They facilitate development of home-school connections, including monthly family literacy workshops. They assist teachers to reflect on and improve their teaching. They supervise data collection within their classrooms.

**Production Assistant (PA) .5 FTE @ 10,769**

The production assistant develops curriculum materials as needed for theme-based literacy instruction. The payment is based on the stipend for a graduate assistantship. The PA works with the coaches to ensure that materials are appropriate. Traditionally, early childhood teachers spend many hours/week producing and/or purchasing curriculum materials. The PA ensures that teachers spend time planning lessons rather than cutting, laminating, and shopping for supplies.

**Office Associate .69 FTE @ \$30093**

The office associate will be critical to the success of this project due to the level of work involved with a project with so much ordering (books, etc), travel, and subcontracts.

**Graduate Assistants [3 X .5FTE @ \$10,769 ea.]] 2% increment**

Each graduate assistant or student employee will assist a coach with child data collection, designing and supplying curriculum enrichment, assisting with Family Literacy Night planning and supplies.

### **Fringe**

Fringe was calculated at 47.65% for the academic year and 22% for summer (faculty only), the standard Western Michigan University rates.

**TRAVEL [ERF Conference @ 2,000/person X 6, National State Conferences @ \$2,000/person X 6, T=\$24000 for Year 1, \$14,000 for Year 2, and \$18,000 for Year 3.**

The travel budget funds 6 people (project director, coaches, 1 faculty member, outside evaluator] to travel to the ERF conference. Funding for 6 people to attend national conferences related to literacy facilitates up-to-date literacy knowledge of ERF staff and dissemination of project findings. Funding increases in the final year so that project staff can disseminate findings at national conferences.

### **SUPPLIES [See Project Budget (above) for details]**

The Year 1 budget includes funds for classroom literacy furniture, including book display units, listening centers, writing centers, and storage units necessary to implement project plans for state-of-the-art print-rich classroom environments. Computers and printers for the project director, coaches, and faculty are a one-time cost. Classroom libraries that include a wide variety of books, weekly books home, and audio CDs of books will provide a crucial boost for the literacy focus. Opening the World of Learning curriculum units will be purchased for each classroom. Other classroom materials, such as puppets, assorted writing materials, alphabetic materials, realia, props for dramatic play, posters, charts, music, and computer software are important for developing integrated, literacy-rich curriculum units. Digital cameras and paper will document literacy development through photos for children's portfolio, video cameras will help coaches facilitate self-reflection by teachers. PDAs for teachers, coaches, and faculty for the CIRCLE assessment are crucial for assessing child progress. Supplies to support monthly Family Literacy Nights will make those events engaging for parents/guardians and children. Child assessments (PPVT, PALS PreK, CIRCLE) will also be purchased. Office supplies will also be necessary.

### **CONTRACTUAL SERVICES - \$1,423,179 total project request**

#### **Bilingual Specialist. [\$7,000 for 3 visits, expenses, ongoing consultation and materials]**

The bilingual specialist delivers annual workshops on the needs of English Language Learners and best practices for instruction for them. The workshops include: bilingual language development, best practices, and cultural sensitivity. She consults with teachers in the classroom setting, and is available for telephone and email consultations throughout the year. She conducts a workshop for parents of English Language Learners annually. She conducts workshops for partner agency administrators and family workers on the needs and issues of ELLs and their families, and provides agency advice for recruiting and bilingual staff and families. Additionally, she provides technical assistance to the literacy coaches and ERF staff.

#### **Outside Evaluators [\$45,000/year]**

The outside evaluators oversee formative and summative evaluation. In conjunction with the Project Director, they write the Annual Performance Report. They monitor grant activities for compliance with the Management plan and note discrepancies in grant performance and goals.

They organize and analyze qualitative and quantitative grant data, including: child outcomes, classroom outcomes, and documentation of grant activities. They direct focus groups of teachers to identify strengths and needs of project activities and processes. They collaborate with ERF staff to develop a fidelity implementation checklist based on professional development workshop goals. They direct focus groups for parents on their literacy practices. Drs. Knowlton and Phillips are highly qualified evaluators with extensive experience in evaluation; they have previously evaluated an ERF grant.

**Itinerant Teachers [\$28000 & \$22000, 3% annual increments]**

The itinerant teachers will travel from classroom to classroom to provide substitute teaching so that teacher teams can leave the classroom to meet with their coach every other week. Uninterrupted time to plan and reflect on classroom practices is crucial to the success of the grant's professional development. This grant-funded substitute teacher team will provide continuity in the classrooms so that literacy instruction will continue even when teachers are absent, and so that teachers will feel more comfortable leaving their children.

**Workshop Expenses [ 50,000/year]**

Workshop expenses will cover logistical expenses of literacy workshops: substitute or teacher stipends, food, room. Teachers will be given a stipend for participating in summer workshops; substitutes will be compensated for workshops held during the academic calendar.

**Parent to Parent, Kalamazoo Public Library, Hispanic American Council [\$5,000/year per each agency]**

Parent to Parent will provide mentoring services for parents of children with special needs. In addition, they will train Hispanic Council members how to design and implement a mentoring program for ELLs and their families. (Note: families that speak languages other than Spanish would be included in this program). Hispanic American Council will deliver and intensify existing services and additionally offer: transition to LEA workshop, language/literacy workshop for ELL families, assist partner agencies to recruit young ELLs for their programs; develop and implement mentoring program based on Parent to Parent model. Kalamazoo Public Library will provide: regular bookmobile visits to partner agencies, every other week storytimes at the library for visiting classrooms, weekly storytimes for participating families at the library. KPL will partner with *Promising Beginnings* to provide monthly parent workshops on early literacy; this partnership will build capacity in the region beyond the life of the grant. KPL will additionally partner with ERF to provide family services during the summer.

**Summer School and Summer Family Program [\$905,634 over 3 years]**

Learning Village classrooms that serve low income children will extend their school year by 4 weeks annually. Grant funds will also support YWCA classrooms for 4 weeks in the summer. Head Start will extend their school year with an intensive family support program: home visits for Tier II and Tier III children, twice/weekly family "Traveling Storybooks" story and parent activity, monthly Family Literacy Fairs, workshops for parents of children with special needs and ELLs.

**OTHER - \$32,607 total project request**

**Graduate student tuition for three (3) in-state residents, full time, at \$3448 ea. rising in increments of 5% ea. year.**

**F & A = Modified Total Direct Costs (Total Direct Costs excluding Graduate Tuition and Total Subcontract + \$25,000) \*8% = 237,311**