U.S. Department of Education

Washington, D.C. 20202-5335

ECEPD GRANT PERFORMANCE REPORT
CFDA # 84.349A
PR/Award # S349A060033
Budget Period # 1
Report Type: Annual Performance

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Forms

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U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instructions.

[X] Annual Performance Report   **[ ] Final Performance Report**

General Information

1. PR/Award #: **S349A060033**
   (Block 5 of the Grant Award Notification.)

2. NCES ID #: 166638
   (See Instructions.)

3. Project Title: Boston Ready: Universal Access to Professional Development for Early Childhood Educators
 (Enter the same title as on the approved application.)

4. Grantee Name*(Block 1 of the Grant Award Notification.)*: University of Massachusetts Boston

5. Grantee Address *(See Instructions.):*   100 Morrisey Blvd

   City: Boston   State: MA Zip:02125 Zip+4:

6. Project Director: First Name   Last Name   Title
                     MaryLu   Love   Ms.

   Phone #:   Fax #:   Email Address:
   (617)287-5925   (617)287-4352   MARYLU.LOVE@UMB.EDU

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 9/1/2006   To: 8/31/2007   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	0.00	0.00
b. Current Reporting Period	278,095.00	250,182.00
c. Entire Project Period *(For Final Performance Reports only)*	0.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant? **[X]** Yes
[ ] No

b. If yes, do you have an Indirect Cost Rate Agreement approved **[X]** Yes
by the Federal government? **[ ]** No

c. If yes, provide the following information:
  Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006   To: 6/30/2009
  (mm/dd/yyyy)
  Approving Federal agency: **[ ]** ED   **[X]** Other   *(Please Specify)* DHHS
  Type of Rate (For Final Performance Reports Only): **[ ]** Provisional   **[ ]** Final   **[ ]** Other
  (Please Specify)

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate
that :
  [X] Is included in your approved Indirect Cost Rate Agreement?
  [ ] Complies with 34 CFR 76.564(c)(2)?

Human Subjects (*(See instructions.)*

10. Annual Certification of Institutional Review Board (IRB) Approval? **[X]** Yes   **[ ]** No
[ ] N/A

Performance Measures Status and Certification   **(** *(See instructions.)*

11. Performance Measures Status
  a. Are complete data on performance measures for the current budget period included in the
Project Status Chart? **[ ]** Yes   **[X]** No
  b. If no, when will the data be available and submitted to the Department? 9/1/2008
(mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and
correct and the report fully discloses all known weaknesses concerning the accuracy, reliability,
and completeness of the data.

Name of Authorized Representative: Richard F Antonak	Title: Vice Provost for Research
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title :
File :

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **S349A060033**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

1 . **Project Objective**   [] Check if this is a status update for the previous budget period.
ECEPD Program Measure - Achievement Indicator

1.1. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Indicator 1: Projects will offer an increasing number of hours of high-quality professional development to early childhood educators. High-quality professional development is ongoing, intensive, classroom-focused, and based on scientific research on early childhood cognitive and social development, including the age-appropriate development of oral language, phonological awareness, print awareness, alphabet knowledge, and numeracy skills, and on effective pedagogy for young children. High-quality professional development also includes instruction in the effective.	PRGM	625	/			/	

1.2. Performance Measure	Measure Type	Quantitative Data					
Early Childhood educator who work in early childhood programs serving low-income children will participate in greater numbers, and in increasing numbers of hours, in high-quality professional development.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			24 / 44	55		/	

1.3. Performance Measure	Measure Type	Quantitative Data					
Early childhood educators will demonstrate increased knowledge and understanding of effective strategies to support school readiness based on scientific research on cognitive and social development in early childhood and effective pedagogy for young children, and in the effective administration of age-appropriate assessments of young children and the use of assessment results.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

1.4. Performance Measure	Measure Type	Quantitative Data					
Early childhood educators will more frequently apply research-based approaches in early childhood pedagogy and	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

child development and learning domains, including using a content-rich curriculum and activities that promote the age-appropriate development of oral language, age-appropriate social and emotional behavior, phonological awareness, print awareness, alphabet knowledge, and numeracy skills. (At a minimum, grantees are expected for GPRA reporting purposes to measure this indicator by improvement in the average score on the Early Language and Literacy Classroom Observation (ELLCO). Grantees may use additional methods of measuring progress for this measure as well.) Early childhood educators also will more frequently participate in the effective administration of age-appropriate assessments of young children and the use of assessment results.		999	/				/	

1.5. Performance Measure	Measure Type	Quantitative Data						
Children will demonstrate improved readiness for school, especially in the areas of appropriate social and emotional behavior and early language, literacy, and	PRGM	**Target**			**Actual Performance Data**			
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**	
		999	/			/		

numeracy skills. (At a minimum, to measure language skills, grantees are expected for GPRA reporting purposes to use the Peabody Picture Vocabulary Test, Receptive (PPVT-III); and to measure literacy skills using the PALS Pre-K, Upper Case Alphabet Knowledge subtask. Grantees may use additional measures for measuring progress on this indicator as well.

. Performance Measure	Measure Type	Quantitative Data					
	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
1.1 Boston Ready conducted two profession development trainings for the Boston Ready teachers and paraprofessionals for a total of 210 clock hours. A total 14 teachers and 9 paras participated in the trainings on Universal Design for learning and Second Steps curriculum. This represented 10 of the 11 schools that signed and became interventions sites in April 2007.

In addition one course was taught over the summer and 3 paraprofessionals and 8 teachers enrolled in the course: ECHD 440/640 Language Development and Literacy in Early Childhood. Course hours of participation was estimated at 415 hours; for a total of 625 hours of professional development delivered to Boston Ready teachers and paraprofessionals.

1.2 A total 14 teachers and 9 paras participated in the trainings on Universal Design for learning and Second Steps curriculum. This represented 10 of the 11 schools that signed and became interventions sites in April 2007.
In Boston Public Schools 70% of the children qualify for free or reduced lunch and 30% have a home language other than

English.

1.2, 1.3, 1.4 Since the schools were recruited in April 2007, we were unable to collect pre-post data. We will report this information for the school year 2007-08.
During May/Jne 2007 some classroom base line data was collected using the ELLCO.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

2 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To enhance the school readiness of young children, particularly disadvantaged young children.

1.1. Performance Measure	Measure Type	Quantitative Data					
The percent of preschool-aged children participating in ECEPD programs who achieve significant learning gains on the Peabody Picture Vocabulary Test-III.	GPRA	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		999	/			/	

1.2. Performance Measure	Measure Type	Quantitative Data					
The percent of preschool-age children participating in ECEPD programs who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III.	GPRA	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		999	/			/	

1.3. Performance Measure	Measure Type	Quantitative Data					
The number of letters ECEPD children can identify as	GPRA	**Target**			**Actual Performance Data**		

measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask.	Raw Number	Ratio	%	Raw Number	Ratio	%
	999	/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
The project officially started in April 2007, thus no child or classroom teacher participated in the project for at least 6 months.
Raw Number: 452 students participated in the project for less than 6 months. Of these, 232 were enrolled in classrooms in which teachers were assigned to the intervention group and 220 were enrolled in classrooms assigned to the control group.
Ratio: N/A ? no pre- and posttest student assessments were administered.
Percent: N/A ? no pre- and posttest student assessments were administered.
Assessments could not be reliably conducted in this year of the grant because of the late start due to lengthy process of IRB approval. The final decision not to collect any student data was made by the Program Officer, Rosemary Fennel.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

3 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.
Program goals: Early childhood educators will more frequently apply research-based approaches in early childhood instruction and child development and learning, including establishing literacy-rich classrooms.

2.1. Performance Measure	Measure Type	Quantitative Data					
The ECEPD teacher's average score on each of the three (3) ELLCO subtests after the professional development intervention ? 1) Literacy Environment Checklist, 2) the Classroom Observation, and 3) Literacy Activities Rating Scale.	GPRA	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Classroom Observation: In the ELLCO User's Guide it is recommended by developers Smith and Dickinson (2002) to drop the Presence and Use of Technology variable from the subtotal and total scores because it does not cluster with scores for the other items. Thus we present the Classroom Observation score both ways:
Classroom Observation score without the technology variable = 3.13
Classroom Observation total score with the technology variable = 3.59

Literacy Activities Ratings Scale: The average score for the Literacy Activities Rating Scale was 5.57

Teachers in the intervention group were invited to attend two optional trainings once the intervention began in the spring of

2007. The timing of these trainings was scheduled concurrently with ELLCO data collection, thus some teachers may have been observed before their training and some after. Some teachers in the intervention group did not attend trainings.

Because of the late start of the intervention PD we consider these ELLCO scores as baseline data that we will use to compare with ELLCO observations in years 2 and 3 of the project.

Below is a table displaying the descriptive statistics for the entire sample of ELLCOs administered this spring.

Table 1. Descriptive statistics for the Literacy Environment Checklist Total Score, Classroom Environment Subtotal, Language Literacy & Curriculum Subtotal, Classroom Observation Total Score (with and without the Presence and Use of Technology variable), and the Literacy Activities Rating Scale Total Score.

	Mean	Standard Deviation	Range	Possible Range
Literacy Environment Total Score	25.56	6.71	7 - 33	1 - 41
Classroom Environment Subtotal	3.79	.74	1.80-5.00	1 - 5
Language, Literacy & Curriculum Subtotal	3.40	.65	1.88-4.50	1 - 5
Classroom Observation Total Score (including Presence and Use of Technology variable)	3.13	.71	1.92-4.53	1 - 5
Classroom Observation Total Score (excluding Presence and Use of Technology variable)	3.59	.64	1.84-4.50	1 - 5
Literacy Activities Rating Scale Total Score (n=28)	5.57	2.74	0 - 9	0 - 13

Below is a table displaying the results of comparisons of the intervention and control groups (14 teachers in each group). Because the intervention has not yet been fully implemented at the time of testing and because there was little time for teachers to implement changes in instruction as a function of the limited training they had received prior to or concurrent with assessment, we expected there would be no difference between the intervention and control classrooms in all areas of

the ELLCO. This was the case for most areas of the ELLCO with the exception of the Literacy Activities Rating Scale Total Score. In this instance, the intervention classrooms scored significantly higher than the control classrooms. Although these groups were randomly assigned, it may be that the intervention group had some advantage in already implementing higher quality book reading and writing practices in the classrooms.

Table 2. Comparisons of the intervention and control groups on all areas of the ELLCO

	Intervention		Control	
	M	SD	M	SD
Literacy Environment Total Score	26.07	5.57	25.00	7.96
Classroom Environment Subtotal	3.67	.68	3.90	.81
Language, Literacy & Curriculum Subtotal	3.34	.47	3.47	.82
Classroom Observation Total Score (including Presence and Use of Technology variable)	3.07	.57	3.19	.86
Classroom Observation Total Score (excluding Presence and Use of Technology variable)	3.51	.55	3.68	.74
Literacy Activities Rating Scale Total Score	6.79*	2.23	4.36	2.73

$*p<.05$

A. ECEPD Program Measures - Achievement Indicators

Demonstrating the effectiveness of professional development requires changes in the behavior of educators that can be related directly to improvements in achievement of children. Consequently, the five achievement indicators for the ECEPD program are integrally related to each other and to outcomes both for educators and children. In reporting, grantees must address each achievement indicator separately. At a minimum, describe the performance of your project toward attaining each achievement indicator and the assessments used to measure the performance. You are encouraged to use the 'explanation of progress' box on the ED 524B form to clearly identify and explain any deviations from your approved application, including any changes in design or methodology and solutions to any problems encountered. The ECEPD achievement indicators are described below.

ECEPD Program Measures - Achievement Indicators Measure Type Quantitative Data
Indicator 5: Children will demonstrate improved readiness for school, especially in the areas of appropriate social and emotional behavior and early language, literacy, and numeracy skills. (At a minimum, to measure language skills, grantees are expected for GPRA reporting purposes to use the Peabody Picture Vocabulary Test, Receptive (PPVT-III); and to measure literacy skills using the PALS Pre-K, Upper Case Alphabet Knowledge subtask. Grantees may use additional measures for measuring progress on this indicator as well. N/A No student assessments were conducted during this project

period.
Explanation of Progress (Include Qualitative Data and Data Collection Information)
Student assessments could not be reliably conducted in this year of the grant because of the late start due to lengthy process of IRB approval. The final decision not to collect any student data was made by the Program Officer, Rosemary Fennel.

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SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

4 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.
Boston Ready - Specific Measures
Objective 1 - Develop PD Infrastructure & related Materials Including: 12 credit EC Specialist Certificate aligned with EC grant achievement indicator and state standards addressing literacy, numeracy & social emotional development w/needs of ELL, children with disabilities & families integrated in each course; train/trainer materials; BR website containing project materials; master PD schedule, & e-portfolio aligning professional roles w/competencies & career aspiration & linkages to AA,BA, MA degree options.

4.1. Performance Measure	Measure Type	Quantitative Data					
PAC establish and include original partners and representative from other EC initiatives, meets quarterly and reviews BR material on separated password protected section of the website.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/			/	

4.2. Performance Measure	Measure Type	Quantitative Data					
Articulation agreements completed for UMB & RCC	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

4.3. Performance Measure	Measure Type	Quantitative Data					
Recruitment Plan developed & participants recruited	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			39 / 62	63		/	

4.4. Performance Measure	Measure Type	Quantitative Data					
EC resource mapping conducted & data compiled into searchable database	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/			/	

4.5. Performance Measure	Measure Type	Quantitative Data					
Website designed including course materials, master PD schedule for all EC activities, threaded discussion board, TA materials & video clips of teachers/para?s implementing practices related to the 3 curricula, e-portfolios with linkages to career paths, searchable EC resources database, are all operational	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/			/	

4.6. Performance Measure	Measure Type	Quantitative Data					
BR website maintained including annual updating of	PROJ	**Target**			**Actual Performance Data**		

EC searchable database		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/			/	

4.7. Performance Measure	Measure Type	Quantitative Data					
Curricula integrated into existing courses	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3 / 8	38		/	

4.8. Performance Measure	Measure Type	Quantitative Data					
Recruit and fill vacant Staff Positions	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4 / 4	100		/	

4.9. Performance Measure	Measure Type	Quantitative Data					
Acquire curriculum materials for participating programs	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		8	/			/	

4.10. Performance Measure	Measure Type	Quantitative Data					
Online format of courses developed	PROJ	Target			Actual Performance Data		

		Raw Number	Ratio	%	Raw Number	Ratio	%
			3 / 8	38		/	

4.11. Performance Measure	Measure Type	Quantitative Data					
IRB approval applied for and maintained as program is modified.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8 / 8	100		/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4.1 PAC meet on April 23, 2007 for the first time. Twenty-three people participated representing 18 organizations. Website has materials from PAC meeting: http://www.bostonready.org/index.php?page=advisory.php

4.2 Meet on Oct 17, 2006, April 26, 2007, July 2, 2007 and August 14, 2007 with RCC faculty and administration to develop contact between the staff who will achieve the articulation agreement. UMB faculty shared ECHD 440 Language Development and Literacy in Early Childhood with RCC faculty who are revising their literacy course.

4.3 Funding in August, 2006, the Boston Ready grant started off by meeting weekly in September and then semi-weekly in October and November with Wellesley Center for Women, Boston Public Schools administers and literacy coaches, the principle instigator and project manager. These meetings set the tone for the grant, and focused on first steps: IRB approval at all three agencies, adjustments as BPS implemented the OWL curriculum after the grant was written in April 2006, and rethinking some of the original plans within the grant. In addition the project manager was meeting with the smaller sub-grantees to discuss their roles, the financial requirements and next steps for implementation and coordination of activities. In January, Boston Ready requested and received approval for a new Principle Instigator, Mary Lu Love, to replace Ann Freeman, who reluctantly needed to resign for personal reasons.

Recruitment plan was created in conjunction with BPS administrative staff, WCW, Hill Collaborative. PR materials were developed and IRB approval was sought at BPS, WC, UMB and federal level. At this point in February, the teacher?s union was on a `work to rule.? The BPS administrators were not allowed to talk directly to teachers, so Boston Ready was asked to wait for recruitment. In March, 24 BPS schools were approached and asked to participate in the Boston Ready research project. 20 agreed to participate and were randomly assigned to the intervention and control sites. A number of schools had

been participating in a separate research project and we agreed not to include them in Boston Ready until fall 2007

After the monitoring review in May 2007, we again recruited schools for fall 07. These schools had been unable to participate in the March recruitment, or were schools with new K-1 classrooms opening in fall 07. In this effort, nineteen more schools choose to participate and 19 more, either didn't respond or choose not to participate. This last group will be asked again in May 2008 to participate, along with the schools with new K-1 classrooms in fall 08.

4.4 Early Childhood resources have been added to the Boston Ready website, see http://www.bostonready.org/index.php?page=calendar.php These include community events, BAEYC events, and other PD opportunities of little or no cost.

4.5 Boston Ready Website is fully operational. Materials to support the Boston Ready classroom are within the UMass Boston's course management system to create a password protected website that is accessible, has support 24/7 and encourages people to take the online courses. Within this website are addittional 'course shells' that not actually courses. One is for the Boston Ready coaches, here they pose problems and discuss issues of importance to them.
One has materials to support the MTEL (Massachusetts Tests for Educator Licensure) language and literacy.
One is for the Boston Ready teachers, paraprofessionals and coaches. Here are materials:
- to support the OWL and Building Blocks curricula,
- the materials from each training day
- discussion groups
Five courses are also within http://boston.umassonline.net

4.6 Database is within a secure part of the website: http://158.121.240.7/bostonready_db/

4.7 The OWL and Building Blocks were integrated into the course offered in Summer 07, ECHD 440-640 Language Development and Literacy in Early Childhood. Also during the summer the online version of ECHD 441-641 Science and Mathematics for All Young Children. Links were made to both the OWL and Building Blocks curriculum as well as to assessing children's science and mathematics learning.

4.8 The vacant positions were posted through Human Resources at UMass Boston. Four positions were hired at UMass: Academic Support Specialist, Brenda D'Alotto; Senior Early Childhood Specialist, Lisa Van Thiel, Mentor Coordinator, Su Theriault, and a second Senior Early Childhood Specialist.
The PI resigned due to personal commitments and was replaced by Mary Lu Love.
The coaching positions were transferred to BPS and filled during the summer 07.

4.9 Second Steps Curriculum kits were purchased and distributed to teachers as they attended the Second Steps training in May 2007. 8 kits were distributed to classrooms and one was used for demonstration purposes was donated to UMB curriculum resource library.

Boston Public Schools fully adopted the OWL curriculum in May of 2006 for all K-1 classrooms, and the Building Blocks curriculum in April of 2007. Curriculum materials were purchased for UMass Boston's creation of professional development.

4.10 Online courses developed to date include:
- ECHD 440-640 Language Development and Literacy in Early Childhood, taught in summer 07
- ECHD 441-641 Science and Mathematics Instruction for All Young Children, taught in fall 07
- ECHD 687 - Exploring Early Literacy Mentoring, started in Oct 07 for the Boston Ready Coaches

4.11 IRB approvals process:
1) The BPS Office of Research and Evaluation approved Wellesley's request to implement the Boston Ready project, December 14, 2006.
2) Wellesley Center for Women received approval from Wellesley College IRB to collect data for the Boston Ready Project on January 5, 2007.
3) UMass Boston approved the IRB for Boston Ready on January 26, 2007.
4) UMass Boston submitted a request for IRB approval to ED on April 8, 2007, and was approved April 8, 2007. Each IRB approval was dependent on the other, which resulted in some delays in U. Mass-Boston receiving final approval from ED to implement the project.
5) Additional IRB reviews have been approved at UMass Boston on March 28, 2007 and May 1, 2007, and August 1, 2007.

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5 . **Project Objective** [ ] Check if this is a status update for the previous budget period.
Boston Ready Object 2: Conduct ECPD for 125 (each) teachers & paraprofessionals, including career coaching, implementation of 12 credit EC Specialist Certificate, mentoring on implementation of curriculum, web-based TA, Capacity Building Institutes (train/trainer) to integrate researched-based curriculum into EC agencies and IHE programs and 6 Family Capacity Building Institutes.

5.1. Performance Measure	Measure Type	Quantitative Data					
Career coaching conducted for BR participants culminating in an e-portfolio aligned w/professional roles w/competencies & career aspirations & linkages to AA, BA, MA degree options	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		10	/			/	

5.2. Performance Measure	Measure Type	Quantitative Data					
All 4 courses are conducted as schedule	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		1	/			/	

5.3. Performance Measure	Measure Type	Quantitative Data

Training for OWL, Building Blocks, Second Step curricula conducted	PROJ	Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		2	/			/	

5.4. Performance Measure	**Measure Type**	**Quantitative Data**					
Mentoring conducted on-site for all three curriculum	PROJ	Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		999	/			/	

5.5. Performance Measure	**Measure Type**	**Quantitative Data**					
Train-the-Trainer Institutes conducted - Mentoring Course	PROJ	Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		999	/			/	

5.6. Performance Measure	**Measure Type**	**Quantitative Data**					
Academic support/tutoring provided as needed	PROJ	Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		4	/			/	

5.7. Performance Measure	**Measure Type**	**Quantitative Data**					
2 Capacity Building Institutes	PROJ						

for Higher Ed & EC providers conducted		Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		999	/			/	

5.8. Performance Measure	**Measure Type**	**Quantitative Data**					
6 Family Capacity Building Institutes conducted	PROJ	Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		999	/			/	

5.9. Performance Measure	**Measure Type**	**Quantitative Data**					
Online discussion to support curricula implemented & ongoing	PROJ	Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		999	/			/	

5.10. Performance Measure	**Measure Type**	**Quantitative Data**					
Boston Ready Early Childhood Specialist Certificate awarded	PROJ	Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		999	/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
5.1 Ten BR teachers and paraprofessionals have received coaching regarding career goals and degree options.

5.2 One course was conducted during the initial year due to the recruitment in April 07, the redesign of the project in May.
A total of six courses will be taught during the course of the grant:
- ECHD 411-611 Development and Characteristics of All Young Learners, Including Those with Special Needs
- ECHD 421-621 Creating Effective Learning Environments Fostering Positive Social Interactions
- ECHD 422-622 Observation, Documenting and Assessing in Early Childhood
- ECHD 440-640 Language Development and Literacy in Early Childhood
- ECHD 441-641 Science and Mathematics Instruction for All Young Children
- ECHD 446-646 Understanding Reading: Principles and Practices
- ECHD 687 - Exploring Early Literacy Mentoring

5.3 Two different trainings were conducted in 06-07:
- Universal design for learning was attended by 29 teachers and paraprofessionals
- Second Steps training, while this was dropped following the monitoring visit, thirteen teachers and paraprofessionals
attended a five hour training on using the Second Steps curriculum in the preschool classrooms.

5.4 Boston Public Schools were supporting the curriculum with mentors during 06-07 school year, however there was no
difference in the amount of mentoring between the control and intervention sites. Boston Ready coaches were hired in
August 07 to support the Boston Ready Intervention classrooms.

5.5 The train-the-trainer institute was post-pone for year one, until the coaches had been hired by BPS.

5.6 Academic support/tutoring has been made available to support students taking the courses and interested in taking the
MTEL

5.7 Three planning meetings: June 29, 2007, July 11, 2007, and Aug 14,2007 for a Capacity Building Institute for Principals
and Higher Education faculty for Nov 2007. Three planning meetings were held with the partners in the grant to draft the
agenda, set the date and place for IHE event.

5.8 Met on June 5, 19 and Aug 18 with Countdown to Kindergarten(http://www.countdowntokindergarten.org/), BPS's
transition group and Federation for Children with Special Needs to coordinate efforts with BPS for Fall 07 Parent events.
Six family capacity events are planned for fall 07.

5.9 Not addressed in 2006-07.

5.10 First course was offered in summer 2007.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **S349A060033**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

6 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Boston Ready
Objective 6: Evaluate BR PD system using an experimental design to ensure effectiveness in preparing 2,500 children from disadvantaged families, with limited English proficiency, and/or disabilities.

6.1. Performance Measure	Measure Type	Quantitative Data					
Collected baseline pretest assessment (Cohort I, II, III)	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

6.2-3. Performance Measure	Measure Type	Quantitative Data					
Collected initial educator survey & Cleaned, coded, and entered pretest assessment and educator survey data	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

6.4. Performance Measure	Measure Type	Quantitative Data					
Collected posttest assessment and educator follow up survey	PROJ	Target			Actual Performance Data		

		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

6.5. Performance Measure	Measure Type	Quantitative Data					
Conducted educator focus groups; Transcribed and analyzed focus groups interviews	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

6.6. Performance Measure	Measure Type	Quantitative Data					
Analysis of student gains completed	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

6.7. Performance Measure	Measure Type	Quantitative Data					
Report of year's results completed	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
6.1 The social-emotional component of the research was dropped, following the monitoring visit in May 2007. ELLCO data was collected in the intervention and control sites in April/May 2007. See Section A-3.1

6.2 & 6.3 Explanation of Progress (Include Qualitative Data and Data Collection Information)
A brief survey for teachers was administered to gather information about students served in the classroom, teacher education level and background, previous professional development experience, and current experience with the OWL curriculum which was chosen as the focus of the intervention. Only 19 of the 28 teachers completed pilot survey, 7 control teachers, 11 intervention teachers, and one who did not include identifying information. Because of limited response, especially for control teachers, we did not test for any group differences but include a brief summary for all respondents. In addition, because these surveys were collected at the end of the school year, we are using these as baseline data for Year 2 and only administering the survey in Fall 2007 for those teachers who are new or who did not complete the survey the previous spring. Eight of these surveys are from teachers who were in an ongoing Early Reading First intervention project and subsequently excluded from the ongoing Boston Ready intervention.

Students Served. Classroom size ranged from 12 to 23 students, with 18 students in a classroom, on average. The majority of students were African American (27%), followed by Latinos (26%), White (19%), Asian (10%), Haitian (8%), biracial (4%), and other racial/ethnic background (6%). Twenty percent of students were identified as Spanish speaking.

Teacher Background: The majority of teachers reported having a Masters Degree (84%) while the rest had a Bachelors Degree. Eleven of the teachers reported that they had a Professional/Standard teaching license and 12 reported having a license for Early Childhood education. Teachers reported 7 years experience, on average, in teaching at the preschool level.

Professional Development and Coaching. All teachers reported having received professional development with the previous 3 year span through the Boston Public School District. Less than half (42%) reported having received PD from outside community agencies, and only 1 reported receiving PD in early childhood education. Most had received some early literacy training (88%) but those that had already receiving training were not interested in additional literacy training. On average, teachers reported having coaching visits once or twice a month.

OWL Curriculum. Virtually all of the teachers (95%) reported that they currently used the OWL curriculum. On average, teachers tended to indicated that they did not need more OWL training and that they liked using the curriculum 'somewhat.'

6.4 Unable to collect posttest data, due to April start and public school year.

6.5 No focus groups conducted - there were for socio-emotional component that are no longer part of the grant.

6.6 No student data collected in 2006-07.

6.7 All is included in this report.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **S349A060033**

SECTION B - Budget Information   (See Instructions. Use as many pages as necessary.)

Title : Budget Information
File : C:\Documents and Settings\MaryLu.Love\My
Documents\MaryLu\BostonReadyMLLonly\Annual Report\Financial Report for Boston
Ready.pdf

SECTION C - Additional Information   (See Instructions. Use as many pages as necessary.)

Title : Ex Sumary
File : C:\Documents and Settings\MaryLu.Love\My
Documents\MaryLu\BostonReadyMLLonly\Annual Report\Ex_summary.pdf

SECTION B - Budget Information

Financial Report for Boston Ready - FY 07

The original Boston Ready Budget proposed spending approximately $1,133,944 in federal money to achieve the goals of the grant, but in reality $278,095 was spent between September 1, 2006 and August 30, 2007.

This reduction was created by a number of factors:
1. No collection of children's data- Since we were working within the public school setting and the IRB approval processes took us until April 2007; we were unable to collect valid GRPA data on child outcomes. We did collect preliminary baseline data (ELLCO) on the classrooms. This is reflected in the sub-contract with Wellesley.
2. The coach positions and a grant coordinator were transferred to Boston Public schools, and were filled during the summer of 2007; with September 1, 2007 start dates. No expenses were incurred for the BPS sub-contract.
3. UMass Boston staff positions were vacant due to the time it took to fill with the best candidates. All positions were filled by May 15, 2007.
4. Tuition expenses of $2,145 were incurred but were not expensed for the summer courses before the end of first year.

Revised year 1 budget submitted August 14, 2007, following site monitoring visit planned for project expenses of $589,689. $278,095 is shown as actual expense, and an additional $311,594 has been encumbered within this fiscal year.
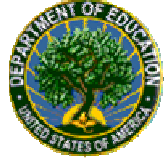
Boston Ready Annual Report 2006-07

***Boston Ready*'s goals and objectives** are to create the professional development opportunities for Boston Public school teachers and paraprofessionals who work with pre-kindergartens (K-1). PD consist of: 1) required professional development days, 2) weekly coaching, and 3) optional course work focusing on literacy, mathematics, and universal design for learning. In addition, *Boston Ready* provides parent workshops and an institute for principals and faculty of higher education.

Demography profile: Boston Public School's provides K-1 classrooms for preschool children who aren't yet five by September 1 of a school year. This population is 74% from low income families, 24% are ELL and following current trends 40% will be identified as having special needs by the fourth grade. Racial breakdown is: 44% African American, 33% Hispanic, 14% White, 9% Asian and .5% Native American.

Teacher demographics: Of the 18 female teachers who responded to the educator survey, 15 identified as White (83%), 1 as African American (6%), 1 as Asian (6%), and 1 as bi-racial (6%; numbers do not add up to 100% because of rounding). The majority of teachers reported having a Masters Degree (84%) while the rest had a Bachelors Degree. Eleven of the teachers reported that they had a Professional/Standard teaching license and 12 reported having a license for Early Childhood education. Teachers reported 7 years experience, on average, in teaching at the preschool level. Data on the paraprofessional demographics will be collected in 2007-08.

Study design: This study uses a randomized controlled experimental design. All preschools in the Boston Public Schools serving 4-year-olds (K1 schools), which were not already involved in an ongoing research project on the Building Blocks mathematics curriculum (n=18 classrooms), were recruited for the study. Schools were stratified by the following characteristics: 1) schools with integrated classrooms, 2) schools with Sheltered English Instruction, 3) schools with substantially separate classrooms, 4) schools with no specialized programs, and 5) Early Learning Centers which included multiple preschool classrooms in an integrated program. Within the stratified categories, schools were randomized to either professional development intervention condition or a control condition where they received PD as usual from the school district. We randomized by school rather than by classroom to avoid spillover within a school. Three schools rejected the invitation to participate and one wanted to defer a year. Twenty schools agreed to participate in the first year, through 1 intervention school dropped out of the study before any data could be collected. Altogether data was collected from 28 classrooms/teachers in the 19 remaining schools.

Control and treatment conditions: The *Boston Ready* intervention treatment condition in the first year 06-07 included opportunities to participate in two different trainings which were offered at the end of the year. One training was on Second Steps, a socio-emotional curriculum, and the other was on Universal Design for learning. In addition a literacy course was developed and offered during the summer 07. Additionally, coaching was planned as a substantial component of the program but because of Boston Public Schools hiring procedures coaches could not be hired before the end of the school year. The control classroom teachers were not given any additional training and were limited to professional development as usual as provided by the school district.

Factors related to attrition: Since *Boston Ready* started providing professional development in April 2007, attrition was not a factor. In March 2007, twenty-four BPS Schools were asked to participate in the experimental design of *Boston Ready* Professional development, 20 agreed to participate; and were randomly assigned: 11 as intervention and 9 as control sites. Additional sites were recruited in June 2007, bringing the number of intervention sites to 21 and BPS control sites to 13.

Professional development was conducted on five different days on two topics: "universal design for learning" and "Second Steps curriculum." Nineteen teachers and paraprofessionals from 9 of the interventions sites participated in the training. In addition, the first course, *Language Development and Literacy for Young Children* was taught in the summer 2007, three paraprofessionals and eleven teachers took this course.

Outcome Achievement & Contributions to Research, Knowledge/Practice or Policy
Since no outcomes data was collect, during this year there is nothing to report on these topics. These will be included in the 07-08 annual report.

Results monitoring visit with Rosemary Fennel and Michael Kamil:
1. Focus on literacy, including mathematic literacy. This resulted in dropping the Second Steps curriculum and the partnership with Hampshire Educational Collaborative.
2. BPS's implementation of the Owl curriculum in May 2006 and the Building Blocks curriculum in April 2007, required major design change. 20 classrooms that match Boston Public Schools were recruited during the summer; creating a third group, non-BPS control sites. We also eliminated all Early Reading First schools; this reduces the possible number of BPS classroom by 30.
3. A sub-contract was signed with BPS to fund the coaching positions as BPS staff positions.
4. Evaluation was streamlined to focus on the literacy outcomes. Eight children will be given pre-test in each classroom to assure that six are available for the spring testing.

Overall, while certain aspects of the original *Boston Ready* Grant have changed or been eliminated due to fine tuning our focus or changes within BPS we are on target to achieve the original goals of assessing the effectiveness of the professional development, coaching and courses during the next two years of the grant