

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

**EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080026
Grants.gov Tracking#: GRANT00473120**

Closing Date: JUN 10, 2008

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

Application for Federal Assistance SF-424 Version 02

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

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="EDUCATION DEVELOPMENT CENTER, INC."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="04 224 1718"/>	* c. Organizational DUNS: <input type="text" value="076583830"/>

d. Address:

* Street1:	<input type="text" value="55 Chapel Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Newton"/>
County:	<input type="text" value="Middlesex County (Abolished)"/>
* State:	<input type="text" value="MA: Massachusetts"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="02458-1060"/>

e. Organizational Unit:

Department Name: <input type="text" value="Center for Children & Families"/>	Division Name: <input type="text"/>
--	---

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Joanne"/>
Middle Name: <input type="text" value="P."/>	
* Last Name: <input type="text" value="Brady"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Vice President and Center Director"/>	

Organizational Affiliation: <input type="text" value="EDUCATION DEVELOPMENT CENTER, INC."/>

* Telephone Number: <input type="text" value="617 969-7100"/>	Fax Number: <input type="text" value="617 244-3609"/>
* Email: <input type="text" value="JBrady@edc.org"/>	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than 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.):

Lowell, Massachusetts

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

LEADER: Lowell's Enhanced Approach for Developing Early Readers

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="928,826.00"/>
* 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="928,826.00"/>

*** 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:
EDUCATION DEVELOPMENT CENTER, INC.

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: 10/1/2006 To: 9/30/2011 (mm/dd/yyyy)
Approving Federal agency: [] ED [X] Other (please specify): AID
(3) 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? 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:
 EDUCATION DEVELOPMENT CENTER, INC.

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: GRANT00473120

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Andrew Shepard	* TITLE Senior Vice President and Treasurer
* APPLICANT ORGANIZATION EDUCATION DEVELOPMENT CENTER, INC.	* DATE SUBMITTED 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: EDUCATION DEVELOPMENT CENTER, INC.</p> <p>* Address: 55 Chapel Street Newton MA: Massachusetts 02458-1060</p> <p>Congressional District, if known: MA - 4</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>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Early Reading First 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: Not Applicable</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Not Applicable</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: Andrew Shepard</p> <p>* Name: Robert Rotner</p> <p>Title: Sr Vice President and Treasurer</p> <p>Telephone No.: 617 969-7100</p> <p>Date: 06-09-2008</p>

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

6199-LEADER-GEPA.pdf

Mime Type

application/pdf

GENERAL EDUCATION PROVISIONS ACT (GEPA)

Education Development Center, Inc. (EDC) proposes to conduct an Early Reading First project with CTI in the City of Lowell, Massachusetts. A discretionary grant program authorized by *No Child Left Behind*, the Early Reading First program is designed to improve preschool programs for our nation's at-risk children, including children with disabilities and limited English proficiency. Thus applicants are required to work with the types of communities that meet the provisions of GEPA.

Lowell has been a gateway city for immigrants for more than 130 years. French-Canadians, Irish, Southeast Asian, and today Africans and Brazilians, have arrived in waves to make it a vibrant and diverse community. Like many American immigrants, Lowell immigrants arrive with limited resources, and their children are at risk for school failure. Lowell has the second highest poverty rate among Massachusetts' largest cities. About two-thirds of Lowell's children are from low-income families and almost half have a first language that is not English. It is these children who will benefit from the proposed project.

Beyond the GEPA provisions, EDC is dedicated to equitable access to and the full participation of all persons in high quality education, without regard to gender, race, national origin, color, disability, or age. We have a 50-year history of developing curricula and other materials, providing training and technical assistance, and conducting research that improve teaching and learning for all students, with a particular interest in meeting the needs of those who are traditionally underserved. EDC and the institutions and organizations represented by those committed to working with us are dedicated to a policy of nondiscrimination and equal employment opportunity. All decisions on the selection of staff and consultants are based on the needs of the project and the expertise and performance of the staff and advisors. Project staff, advisors, and consultants represent a broad range of perspectives and skills.

Staff brings over 100 years of experience serving, teaching, and conducting research and demonstration projects with students in urban and suburban communities as well as in developing countries across the globe and with a broad range of disabilities and ethnicities. All are committed to a policy of nondiscrimination and equal employment opportunities. We further ensure that retention, training, transfer, promotion, and upgrading of all employees are made on the basis of job-related qualifications and job performance, without regard to race or ethnic group, creed, color, religion, age, sex, sexual orientation, disability, or national origin.

All project activities will be designed to reach out to and be accessible to all persons. We will train teachers to be inclusive in their practice. Written communication and materials for parents will be translated and meetings will be interpreted into parents' native languages. Literacy Village, the web site to be used by Project staff and all participants is Bobby-certified. Critical data collection tools are available in English and Spanish, meeting spaces will be accessible and sign language interpreters will be available when needed.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

EDUCATION DEVELOPMENT CENTER, INC.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Robert Middle Name:

* Last Name: Rotner Suffix: * Title: Senior Vice President and Treasurer

* SIGNATURE: Andrew Shepard

* DATE: 06/09/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Ms.

Sheila

Skiffington

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2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available: FWA 00000038

Please attach an explanation Narrative:

FileName

3468-IRB_Developmental.pdf

MimeType

application/pdf

Tracking Number: GRANT00473120



*Human Protections Program
Alan Stockdale, Ph.D., IRB Chair*

**Education
Development
Center, Inc.**

Julie A. Hirschler, Ed.D.
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458

May 15, 2008

Dear Dr. Hirschler:

The proposal "LEADER—Lowell's Enhanced Approach for Developing Early Readers" being submitted to the Department of Education engages the Education Development Center, Inc. (EDC) in research with human subjects, and is therefore subject to the jurisdiction of EDC's Institutional Review Board. Under Federal-wide Assurance (00000038) issued to EDC by the Office of Human Research Protections, this institution agrees that all research activities involving human subjects will comply with federal regulations as set forth in Title 45 Code of Federal Regulations Part 46 (45 CFR § 46) and all terms (items 1 through 13) of the Federal-wide Assurance for institutions within the United States.

In compliance with 45 CFR §46.111, before extending approval through expedited procedures or at a convened meeting of the full board, the IRB must be satisfied that 1) risks to subjects are minimized and are reasonable in relation to any anticipated benefits to subjects; 2) informed consent will be sought and appropriately documented; 3) the research plan makes adequate provision for monitoring the data collected to ensure the safety of subjects; 4) there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data; and 5), additional safeguards have been included to protect the rights and welfare of vulnerable subjects.

The nature of this proposed research is such that the level of detail required to conduct a legally and ethically responsible review, either through expedited procedures or at a convened meeting of the full board, is not normally set forth in the application or proposal. Under the provisions of 45 CFR §46.118: "Applications and proposals lacking definite plans for involvement of human subjects," IRB review through expedited procedures or at a fully convened IRB meeting is not required prior to making an award.

Therefore, the Human Protections Program of the Education Development Center extends "developmental approval" (also called conditional approval, provisional approval, or temporary approval) to the principal investigator to develop research with human subjects as described in this application. The principal investigator is responsible for initiating IRB review procedures once definite plans for the involvement of human subjects have been established. No human subjects may be involved in this project until the protocol has been designated exempt from IRB oversight or reviewed and approved by the IRB through the expedited or full review procedures adopted by this institution in compliance with our FWA.

Sincerely,

Alan Stockdale, Ph.D.

HUMAN PROTECTIONS PROGRAM
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Project Narrative

Abstract Narrative

Attachment 1:

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ABSTRACT

Education Development Center, Inc. (EDC) in partnership with Community Teamwork Incorporated (CTI) is pleased to propose project **LEADER – Lowell’s Enhanced Approach for Developing Early Readers** in Lowell, MA. EDC brings 5 decades of experience in leading widely-recognized national, state, and local early literacy initiatives and more than 20 years of working collaboratively with CTI on school improvement efforts. CTI has a record of quality and now seeks to work closely with EDC staff to fully implement an Early Reading First project, located at EDC’s Lowell office. Together we have carefully crafted a multi-faceted intervention to elevate 2 of CTI’s preschool centers from programs of quality to programs of educational excellence. LEADER will institutionalize evidence-based instructional practices in 10 classrooms, potentially reaching 525 of Lowell’s most vulnerable children during the 3 years of the project. All of these children are low-income and face other high risk factors for academic failure. The number of Lowell’s ELL children exceed the state average and their standardized test scores fall well below mean state assessment scores. LEADER will implement an intensive professional development program for nearly 30 Lowell staff—teaching teams, supervisors, and Reading First kindergarten teachers—consisting of evidence-based, credit-bearing courses, instructional coaching, adoption of a research-based curriculum, and parent training sessions. Over the 3 years of the grant, each participant will engage in 220 hours of coursework in early language/literacy development, formative assessment, and science, receiving 10 graduate or undergraduate credits. Weekly instructional coaching will enhance teachers’ instructional practices, with a focus on the considerable population of English language learners. LEADER will give CTI the resources needed to coordinate its preschool services with its Reading First initiative and align practices across preschool and K classrooms.

Project Narrative

Project Narrative

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APPENDICES

I. PROJECT DESIGN

Education Development Center, Inc. (EDC) and Community Teamwork, Inc. (CTI) propose to implement an evidence-based Early Reading First (ERF) grant that will assist CTI in becoming a center of educational excellence. The proposed project weaves together several strands that represent strategies for improved early language and literacy outcomes for young children: credit-bearing professional development courses for teaching teams; literacy-based classroom curriculum; ongoing instructional coaching; formative assessment to guide practice; substantive parent training; and collaboration with kindergarten and Reading First staff. Our 3-year intervention, *Lowell's Enhanced Approach for Developing Early Readers (LEADER)* will reach 20 staff members and 525 of Lowell's most vulnerable children—66% of whom are from low-income families and 48% of whom are English Language Learners (ELLs). We are confident that Project LEADER will help young children develop the language, cognitive, and early reading abilities—including oral language skills, phonological awareness, print awareness, and alphabet knowledge—essential for later school success.

Factor 1: Scientifically-Based Reading Research. LEADER is founded on scientifically-based reading research which meets the definitions in Section 1208 of ESEA. As a result, our design emanates from a growing body of evidence that calls for exacting, well-executed instructional approaches by teachers who understand young children's development and learning in language and literacy. It recognizes that gains in preschool affect children's later school success.

LEADER's design combines the strengths of 4 empirically-tested strategies: first, *credit-bearing courses* build teachers' understanding of classroom practices that promote early literacy development. Effective professional development sets clear goals for teachers' learning and student outcomes; offers related experiences over time; focuses on subject matter/content; builds on teachers' actual practice and what they have already learned; provides teachers with

opportunities to integrate their learning into their classrooms so they can apply theory to practice; provides opportunities for ongoing support, feedback, and reflection; and includes time for teachers to collaborate with colleagues on an ongoing basis.¹⁻⁶ The second strategy, adoption of a widely-recognized *literacy-based curriculum* deeply roots and institutionalizes support for early literacy best practices.⁷⁻¹⁴ Third, intensive *instructional coaching* supports teachers to become more learner-centered. Teams implement and extend the curriculum for children of all language backgrounds and analyze data to advance instructional practices.¹⁵⁻¹⁸ And fourth, we will integrate *parents as partners*^{19,20} to create a complete context of support for children's learning.²¹⁻²⁵ Parents' knowledge, along with their attitudes about learning and education, has significant impact on their children's academic achievement.²² Language and literacy knowledge is essential to insure long-term support of children's literacy. Yet often parents lack opportunities to acquire this background despite their motivation to do so.²⁶ They need focused training about language and literacy development and strategies they can employ in the home setting. By amplifying parent involvement in this way, we will enable parents to play the critical role they desire in their children's literacy acquisition. For example, recent research has shown that when parents are given information about literacy, they communicate with their children in a manner that is more conducive to children's early language development no matter their previous level of verbal abilities.²⁵ The above-cited evidence includes articles from peer-reviewed journals, reports from expert panels, and monographs/books authored by respected scholars (see Appendix C).

Factor 2, Purpose 1: Capacity. As the grantee, EDC is well-positioned to take on this effort. For 50 years, EDC, a non-profit educational research and development organization, has supported educational excellence. We are recognized nationally for our work to advance early literacy practices in early childhood education (ECE) and have a long history of working collaboratively with local communities. Our accomplishments include (1) design of and research

on a range of outcome-based professional development courses and early literacy initiatives^{27,28} including 2 Institute of Education Sciences (IES) grants; (2) development of the *ELLCO Toolkit*,²⁹ a widely used tool that includes a GPRA indicator; (3) development of several popular widely-distributed publications on effective preschool literacy coaching strategies, and video exemplars of effective practice; (4) creation of web-based materials (e.g., the PBSParents, PBSKids websites) and other curricula that improve parents' understanding of and capacity to support children's literacy development. To date, we have effectively served as both an ERF contractor and subcontractor in supporting ERF goals.

CTI's strengths and existing capacity. We have selected CTI to be our partners in this project. For more than two decades we have partnered with CTI, and we know its deep commitment to and promising potential for becoming an ERF center of educational excellence. CTI can be best characterized as what management guru Peter Senge and educational researcher Lauren Resnick^{30,31} call a "learning organization"—an entity that continually enhances its knowledge and capabilities—an essential quality for successful educational reform. Serving over 500 families in poverty, CTI has operated Head Start, Early Head Start, child care, and state preK programs for over 40 years, earning the recognition of its federal, state, and local funders. For the past 2 years, it has received Universal PreK (UPK) funding from the state of Massachusetts. CTI was selected from among a large pool of applicants for the first cohort of this statewide initiative to improve child outcomes while maintaining NAEYC accreditation. Such recognition attests to CTI's pursuit of continuous quality improvement, dedicated leadership, and qualified and committed staff. Appendix A includes a chart that summarizes some of the key strengths including CTI's highly-qualified staff—80% of the intervention classrooms have teachers with a BS degree or above—and low (5%) turnover rates of the two partnering CTI centers.

Historical background and current context. Within 50 years of its 1826 incorporation, Lowell

was already established as an immigrant gateway city. French-Canadians, Irish, Southeast Asian, and today, Africans and Brazilians, have arrived in waves to make it a vibrant and diverse community. Like many American immigrants, Lowell immigrants arrive with limited resources, and their children are at risk for school failure. Lowell has the second lowest per capita income of Massachusetts' largest cities. A majority of Lowell's children, 66%, are from low-income families compared to 30% state-wide; 48% have a first language that is not English compared to a statewide average of 15%. Moreover, 66% of Lowell's children, many of whom are from low-income families, and/or underrepresented groups, failed to meet 3rd grade standards for reading proficiency (i.e they fell within the *needs improvement* or *warning* category). This compares with a statewide average of 41%.³² CTI recognizes that in order to close the gap between lower and higher income children, child; classroom, and family interventions need to begin *prior* to children entering kindergarten. To that end, CTI provides access to high quality programs with flexible hours for families needing out-of home care, with 80% of their classroom staffed with bilingual teachers to serve the 5 ELL language groups represented (the largest are Spanish, Portuguese and Khmer). It sponsors GED and ESOL programs that advance parents' economic self-sufficiency; promotes practical and effective approaches for parents to support their children's learning at home; and refers families to other needed supports such as WIC and Housing Assistance. Through Project LEADER, CTI and Lowell Public Schools have an additional make a major difference in children's immediate and long-term learning outcomes.

Goals to strengthen capacity. CTI is eager to engage in Project LEADER to institutionalize evidence-based instructional practices in 10 classrooms through intensive use of a curriculum, research-based professional development, improved assessment practices, enhanced parent training, and a closer collaborative relationship with kindergarten and Reading First to ease transitions. The classroom teaching teams have committed to working collaboratively, and

participate in the intervention together. This will strengthen the instructional approach by ensuring consistency in delivery of classroom strategies. In Table 1 below, we describe how LEADER’s activities will further strengthen CTI’s capacity by advancing the following 5 strategic goals.

Table 1: Project Goals

1.	Improve teachers’ instructional and assessment practices that support ERF’s 4 key areas—oral language, phonological awareness, knowledge of concepts of print and alphabet knowledge for all children with a particular focus on the increasing number of ELLs
2.	Improve the oral language, phonological awareness, knowledge of concepts of print, and alphabet knowledge of all children, including children who are learning English and children with language delays
3.	Create high-quality literacy and learning environments in all LEADER classrooms
4.	Ensure alignment of transition, assessment, curriculum, and instructional practices with kindergarten and Reading First
5.	Sustain the gains made in the ERF project by systematically engaging parents, administrators and supervisors in project activities

Factor 2, Purpose 2: Curriculum. CTI has selected the scientific research-based Building Language for Literacy (BLL) curriculum in recognition that a strong literacy-based curriculum is essential and because of its rigorous scientific base and its coordination with the Creative Curriculum framework (CC). CTI knows that ongoing professional development is necessary to implement curricula well and they thus endorse LEADER’s plans to provide intensive professional development of the BLL curriculum and its coordination with CC within the intensive and rigorous professional development courses.

Basis in scientifically-based reading research. BLL is a comprehensive, research-based curriculum developed by noted early language and literacy researchers, Susan B. Neuman and Catherine E. Snow. It has been adopted by widely diverse early childhood education programs throughout the country to promote language development and early literacy. BLL is comprised of 12 units that offer flexibility for teachers in mixed-age classrooms to address children’s

developing abilities and build on their advancing skills. Its 48 trade books, 84 song and poem charts, and Unit Guides, Place Books, CDs, and Word Cards for each of the 12 units provide substantial materials for teachers to use. BLL integrates oral language, book reading, songs and poems, vocabulary, phonological awareness and print concepts. In addition to its significant classroom materials, BLL was selected for this project because of its research basis that is aligned with ERF goals to support the development of 1) oral language, and extended discourse skills including vocabulary development,^{33,34} expressive language and listening,³⁵⁻³⁹ 2) phonological awareness including rhyming, blending, and segmenting,⁴⁰⁻⁴⁴ 3) print awareness;⁴⁵⁻⁴⁸ and 4) alphabet knowledge^{40,49,50}

For example, through dialogic reading,^{39,51} teachers provide multiple varied readings of the same book. They are guided to maximize children's learning by engaging children in quality conversations, reinforcing vocabulary introduced in books to reinforce meaning. In BLL, teachers learn to heighten children's awareness of print and knowledge of the alphabet by embedding the direct teaching within the context of a quality book. At the same time, by building this instructional capacity, teachers learn to embed language and literacy into content areas, helping children learn new concepts and vocabulary that comprise the curriculum unit being explored. BLL was selected not only because of its research base and artful integration into the classroom, but also because BLL itself has been subject to research on its effectiveness, with positive results.

Effectiveness research on BLL. A recent longitudinal random-controlled research study sponsored by the USDOE^{52,53} of classrooms implementing the BLL curriculum coupled with job-embedded coaching (as proposed in the current project) showed statistically significant higher ELLCO scores (Classroom Observation, Literacy Environment Checklist, Literacy Activities Rating Scale) than those in the control group ($t = 2.95, p < .011$). The study also showed

statistically significant higher values of early literacy skills as measured by the TERA Reading Quotient (alphabet, print conventions, and meaning subscales) than those in the comparison classrooms, $F(1.260)=3.72, p < 0.03$, using a one-way ANOVA with the fall TERA as a covariate. When analyzed separately, ELL children made greater fall to spring TERA Reading Quotient gains than ELL children in the comparison classrooms, $F(3.257) = 17.02, p < 0.01$. Children using BLL in another Federally-funded study in the East Coast migrant program, many of whom are ELLS, have also made gains.⁵⁴

Scope and sequence. BLL maximizes the infusion of language and literacy within the context of the entire preschool day. Its elements provide ways for teachers to organize the classroom to maximize learning. First, BLL embodies a cognitive model that first introduces concepts close to children's experience (Home), it then expands outward to include less familiar environments. Second, the pacing of the units is such that new songs, poems, and literature are gradually introduced while deepening knowledge through the rereading of familiar titles. Third, the classroom community is enhanced through singing songs and reading poems in large groups in order to experience the playfulness of language and to hear the rhymes and feel the rhythms of poetry and music. Fourth, books on unit-related topics are introduced to the class as whole but provide new opportunities for learning when they are read again to small groups during Choice Time. Fifth, activities that help children transition from one activity to another also support their learning. For example, moving to snack or lunch provides an opportunity to support print awareness and alphabet knowledge by finding the placemat with their name on it and putting it on the table. Children learn phonological awareness when they are dismissed through a rhyme or alliteration activity. Sixth, language and literacy are integrated throughout the content areas of science, math, and art. Seventh, BLL systematically helps ELLs participate fully in activities by using supportive language strategies and expanding their vocabularies.

Scaffolding that supports implementation. During the 4-week unit, concepts are introduced, deepened and extended through a set of activities. When a topic is of continued interest to children, teachers are provided with a range of resources to extend their exploration.

Scaffolding of ongoing tracking. The BLL record-keeping materials help teachers plan over the course of the day, the week, and the unit, allowing a period for assessment at the end of each unit, and at mid- and end-of-year. Vocabulary lists are provided for each unit so teachers have a consistent way tracking their own repeated uses of target vocabulary as well as a way of recording children's use/re-use of new words and words from previous units. Materials support the creation of individual/class achievement profiles of based on assessment results.

The BLL curriculum is divided into two phases beginning with basic and moving to advanced concepts in language and literacy in a systematic way. The language and literacy activities—oral language, phonological awareness, letter knowledge, and concepts of print—are introduced by colorful animal puppets that are used as mnemonic devices throughout the units. The teacher begins each unit with a song or poem on the unit topic which is posted in the classroom for repeated use during the unit. The teacher reads a large-format Place Book that gives an overview of the place (e.g. Home) to be explored during the unit. Trade books are introduced to acquaint children with topical quality literature in several genres: fiction, non-fiction, rhyming, and alphabet books. The Place Book and trade books are re-read for different purposes each day of the unit. Teachers first *introduce the book* through by stimulating predictions and discovering the story through the cover and the illustrations. In *early rereadings*, teachers use word repetition, predicting, naming objects, early exploration of concepts, clapping for sounds and pantomiming with children. In *later readings*, teachers discuss characters, letters, counting, rhyming, and use of predictable texts. In *remembered readings*, children categorize, engage in dramatic play, rhyming, counting and focus on more complex language activities such

as prepositional phrases. During choice time, centers are introduced by the teacher who creates centers that emphasize the language and literacy strands e.g., oral language or letter knowledge. These centers are kept open or rotated as children's interests and needs change. The daily plan introduces two new transition activities each week; within the 4-week unit, teachers use transition activities in oral language, phonological awareness, letter knowledge, and concepts of print. For example, during the first week of the unit, teachers introduce transition activities for morning separation and choice time; during the second and subsequent weeks, transitions are introduced for snack/lunch, clean-up, quiet time, and dressing time. Vocabulary is introduced and deepened during book readings, in songs and poems, at transition time, and during choice time at the centers. Families are involved in the BLL curriculum through several means. The Parent Involvement manuals, in both English and Spanish, contain sections on *School to Home* and *Home to School* underlining the importance of caregivers as contributing partners in their children's education. Family letters are provided about the curriculum goals and activities to supplement other communications with parents. Teachers send home materials from the Parent Involvement Handbook to reinforce the language and literacy goals of the curriculum—again, available in English and Spanish. CTI teachers use the Creative Curriculum (CC) framework and its accompanying progress monitoring protocols⁵⁵ to address children's language, social, emotional, physical needs. Our experience with Fidelity of Implementation underscores the importance of sustaining teaching practices over time. In CTI, CC is used a framework which helps support this intentionality. For this reason and because the language and literacy goals of CC and BLL are compatible, we envision good integration of BLL into the CC framework.

Connections between School and Home. In LEADER, parents will participate in a series of family literacy sessions that will enable them to be full partners in their children's language and literacy learning. These sessions (e.g. book reading, conversations) will correspond and be

coordinated to the topics of the professional development of teachers. At the same time, teachers will explore new ways to receive information from families that will enable them to support children better. For example, during home visits, they will conduct a Parent Questionnaire⁵⁶ to learn about the language background and family customs that will help teachers understand their home environments.

BLL and LEEP. The selected curriculum, BLL and the professional development course, *Literacy Environment Enrichment Program (LEEP)* (described in Factor 2, Purpose 4) the course offered in Year 1 both grow out of scientifically-based reading research. *LEEP* builds teachers' understanding of the conceptual underpinnings and scientifically-based reading research that form the basis of BLL's content, design, and approach.⁵⁷ As *LEEP* provides the *why*, BLL will give teachers the *what* and the *how*. Table 2 below details intersections between *LEEP* concepts and BLL components.

Table 2: Relationship between Curriculum and Professional Development

	BLL Components	LEEP Concepts
Oral Language	Children have daily opportunities to use language expressively and purposefully in a variety of settings. Teachers are language models and encourage children to talk about what they are doing. They guide children in daily discussions about unit topics, events, and vocabulary. For instance, in the <i>Farm Unit</i> , teachers read <i>Dora's Eggs</i> and ask children to predict what will happen when Dora breaks her eggs.	Frequent, high-quality teacher-child conversations lead to positive language and literacy development. Teachers must move beyond the management "talk" and converse with children in ways that support language and literacy development. High-quality conversations persist over multiple turns and encourage talk about past and future events, pretend play, and problem solving.
Vocabulary Building	BLL provides a structure to use vocabulary purposefully across the curriculum. Vocabulary is infused in all portions of BLL and is particularly emphasized during <i>Story Time</i> , <i>Song and Poem Time</i> and <i>Choice Time</i> . For example, in the <i>Store Unit</i> children are introduced to and explore the concept of "department", try out new vocabulary and other concepts such as "cashier".	The size of a child's vocabulary correlates to later reading ability. Teachers can give children a strong foundation for learning to read by developing oral vocabulary through repeated, meaningful interactions with new/complex words. Books provide opportunities to learn new words which are integrated into conversations and play.

<p>Phonological Awareness (PA)</p>	<p>PA activities are infused throughout the daily schedule and provide opportunities for children to participate in sound “play”. Through repeated and systematic exposure to books, songs, and poems, children engage in increasingly complex tasks such as listening to, matching, and supplying rhymes, breaking words into syllables, and attending to beginning sounds. For example, in <i>Pizza Rhyme</i>, children first listen to, then supply rhyming words, pick out words with the same initial sounds, and manipulate the phonemes to make new words.</p>	<p>PA activities range from simple to increasingly difficult based on the unit of sound in focus and how it is highlighted. Teachers introduce PA concepts by conducting an easy activity that requires minimal input from children such as listening to a large sound unit like rhyme or syllables. Children are more likely to grasp difficult concepts like phoneme manipulation after repeated exposure and many experiences playing with larger sound units (e.g., onset, rhyme).</p>
<p>Print Concepts and Alphabet Knowledge</p>	<p>Print and Alphabet Knowledge are infused throughout the curriculum and in the daily schedule. For example, during <i>Choice Time</i> in the <i>Restaurant Unit</i>, children play a pretend alphabet soup game as they select magnetic letters for their “soup”. In art, they design their own placemats, and in the writing area children create their own classroom menus.</p>	<p>Print in the environment (e.g., attendance charts, books, props) help children learn about important concepts (e.g., print conventions, directionality, print carries meaning) and acquire alphabet knowledge in a meaningful way. Teachers provide informative, intentional interactions with print by tracking print, and pointing out letter/sound connections in charts.</p>
<p>Book Reading</p>	<p><i>Story Time</i> features a first read and subsequent readings of the same books to build literacy concepts such as comprehension, vocabulary, and story structure. In 1st readings, teachers introduce the story’s main events, key concepts, and vocabulary and ask children to predict what the story is about. As stories are reread, children are introduced to more complex skills such as recalling key events and making personal connections. They begin to write about their interpretation of the story’s events and focus on print concepts. For example, In the <i>Store Unit</i>, during the 1st reading of <i>Max’s Dragon Shirt</i>, children share their own experiences going to stores. In the subsequent readings, they recall which departments Max visited, list departments and what they could buy in each one.</p>	<p>Daily reading is critical, and selecting the right books for a particular activity/purpose is a skill. During the 1st read, the goal is to maintain the general flow of a story. Teachers introduce print concepts (e.g., title, author), make a few comments, and highlight key vocabulary words. Rereading books is an important practice; it deepens story comprehension, builds vocabulary, and increases familiarity of book language. Rereading strategies should elicit more interaction and cognitively challenging thinking. Subsequent readings of the same book invite more input from children as they recall key events and think about characters’ motives and feelings.</p>

Implementation. We will systematically introduce staff to BLL within the *LEEP* course in Year

1. Topics of *LEEP* and BLL will be intertwined using concrete experiences suggested in BLL to

illustrate and instantiate the professional development topic. For example, when repeated book readings are introduced in LEEP, the book reading applications in BLL are used to instantiate this material. The project director, the assessment specialist, and the coaches will then develop a plan to align classrooms' schedules with LEADER's professional development, curriculum, and progress monitoring to be fine-tuned as necessary with teachers.

Throughout the implementation process, coaches will provide intensive follow-up. At the beginning of each unit, coaches will meet with each teaching team and supervisor to provide an overview of the unit's activities. Subsequently, they will facilitate weekly planning sessions, using BLL's comprehensive Unit Guides as a resource drawing on the staff development activities suggested in each session. Instructors and coaches will meet frequently to share their insights about teacher learning and implementation and to design strategies to maximize thoughtful and intentional implementation. When teachers reach proficiency with BLL—as evidenced by fidelity of implementation observations—coaches will help them apply new knowledge from coursework to plan activities that extend the curriculum. Drawing on BLL's support materials, coaches will also help teachers adapt activities for children learning English, children with language delays and other special needs, and mixed-age groups. By Year 3, we expect teachers will be skilled BLL implementers, and with coaching support, will be ready to create high-quality, supplemental activities to maintain intensive literacy instruction for all children throughout the program year. Given the central role of coaches in our BLL implementation, they will attend monthly sessions facilitated by the project director and ELL/Assessment specialist to continue to build expertise in the curriculum.

Factor 2, Purpose 3: High-Quality Environments. One of LEADER's important goals is to create high-quality classroom print and language environments that provide children with optimal learning opportunities.⁵⁸ With the support of the project—and in accordance with *LEEP*

and BLL standards—each teaching team will be able to develop child-accessible, well-supplied learning centers for their classrooms. Course assignments will require teaching teams to design centers and select appropriate writing implements, books, and other enhancements that engage children. These centers will contain numerous books of various genres and topics, meaningful environmental print (e.g., interactive attendance charts, sign-in systems), and writing materials (e.g., alphabet charts, name cards) with augmented collections of bilingual materials to support the language and literacy development of children who are learning English. Teachers will intentionally change learning center materials and environmental print to support instructional goals and build children’s content knowledge in all domains (e.g., well-stocked “restaurant” in the dramatic play area; nonfiction theme-related books and clipboards in the science center). Equally important to the physical environment is the discourse environment that both BLL and *LEEP* espouse. All learning centers will be designed to promote high levels of verbal interaction among children, resulting in increased oral language use. Further, teachers will engage children in high-quality conversations about curriculum topics, book readings, and personal experiences to help children develop oral language, vocabulary, and background knowledge.

Project supports. We will employ an ongoing, systematic approach to enriching classrooms that closely links with LEADER’s professional development and evaluation activities. Using data from *ELLCO* assessments, teaching teams and their coaches will review baseline information on the print richness of their classroom environments (e.g., presence of books, types of environmental print, adaptation of materials for ELLs),⁵⁹⁻⁶² the physical classroom set-up that supports language and literacy skill development (e.g., design of writing centers), and the quality, context, and frequency of adult-child conversations. Together, they will set goals for environmental enhancements and coaches will assist teachers to attain those goals through the application of course content and the BLL curriculum. For example, coaches will help teachers

select appropriate materials to provision classroom centers, and, more importantly, use the materials as teaching tools to promote learning. Together, teaching teams and coaches will examine spring ELLCO data to measure definitive progress towards goals.

Factor 2, Purpose 4: Professional Development. We will engage teaching teams and their supervisors in a comprehensive, coordinated professional development program composed of evidence-based strategies—on-going training and support for implementing BLL; participation in 3 credit-bearing courses related to children’s language and literacy development, totaling 220 hours of coursework and 10 graduate or undergraduate credits; and weekly literacy coaching steeped in reflective practice. Based on research that shows strong links between child outcomes and teachers’ practice,^{18,63,64} these strategies will assist teachers to: (1) deliver intentional and explicit instruction that supports the development of oral language, phonological awareness, print awareness, and alphabet knowledge of all children, including children who are learning English; (2) understand the ways to design and conduct curriculum that maximizes language and literacy learning and builds children’s background knowledge; (3) use assessment data to inform planning and differentiate instruction; and (4) fully integrate instruction, background knowledge, and planning practices into teachers’ professional repertoires to sustain benefits after the project ends. By bundling these strategies into a coordinated program that spans the life of the project, LEADER meets the criteria for effective professional development identified by a recent synthesis of research.⁶⁵ The research concludes that professional development has a positive impact if it is sustained over time; focuses on specific content areas or instructional strategies; supports collective learning for the preponderance of teachers in a school; aligns with school and teacher goals; and provides opportunities for teachers to practice and apply new knowledge.^{28,65}

Kick-Off Institute. Dr. Susan Burns of George Mason University will provide a Kick-Off Institute to familiarize teachers and supervisors with the connection between the research on

early learning and the basis for the professional development and curriculum. As a researcher and the designer of an early childhood demonstration school at the University of Pittsburgh, Dr. Burns is an expert on the implementation of research-based practices in early education and co-author of *Preventing Reading Difficulties*,⁴⁹ and *Eager to Learn*⁵⁷—both seminal NRC reports synthesizing recent important research in early learning. We will invite the Lowell Public School Reading First director and kindergarten teachers to participate in this opening event.

BLL implementation. We recognize the importance of supporting full implementation of BLL in all LEADER's classrooms (described in Factor 2, Purpose 2). Thus, Dr. Burns will also meet with the Literacy Coaches (LCs), center directors, and Assessment/ELL Specialist to share her expertise in implementing new curricula.

Credit-bearing courses. During the project, we will build teachers' capacity to support children's language and literacy development by delivering 3 of EDC's evidence-based, intensive courses: *Literacy Environment Enrichment Program (LEEP)*, *Formative Assessment of Young Children (FAYC)*, and *Foundations of Science Literacy (FSL)*.

Literacy Environment Enrichment Program (LEEP). In Year 1, we will offer *LEEP*—a 4-credit course comprised of three, two-day sessions spanning a 5-month period interspersed with practicum experiences. Course assignments enable teachers to practice and analyze new instructional strategies and incorporate these evidence-based practices into their work with support from LCs. Assigned readings in texts, *One Child, Two Languages*,⁵⁶ *Learning Language and Loving It* (Hanan Centre) and *Writing in Preschool* (Schikendanz) reinforce course concepts. This content-rich course is based on research on oral language and print-related abilities linked to success in beginning reading^{33,48,66-68} and addresses ERF's 4 key areas. *LEEP*'s applied approach supports teachers integrating key concepts into their practice, including oral language and extended discourse skills,^{36,45,66} and sense of storybook language and vocabulary.^{33,35,37,38,69} It

addresses the importance of children's knowledge about print and awareness of environmental print, letter recognition,^{40,49,70-72} emergent writing,^{47,73} and phonological awareness.^{40-43,74} It fully integrates research and practice to guide teachers in supporting children who are English speakers and ELLs⁵⁶ preparing them for formal reading instruction that begins in kindergarten.^{45,75-77} *LEEP* provides teachers with knowledge and practice in engaging the significant number of children who are learning English in LEADER's classrooms. Teachers analyze ELLs' language and literacy development; determine the ways interactions and the environment can maximize ELLs' learning; and instructional approaches such as the Language Helpers strategy.^{78,79} They will learn about the importance of encouraging parents to read to their children in their strongest language to help improve their English skills.⁸⁰

Research on *LEEP* indicates that it has a positive impact on teachers' practices associated with improved child outcomes. *LEEP*-trained teachers make significant changes in classroom environment and instructional practices including use of environmental print, frequency/approach to book reading, book selection, presence and use of a writing center, and assessment. Participation in *LEEP* is a strong predictor of positive child outcomes in receptive vocabulary, phonological awareness, and emergent literacy.^{28,43}

Formative Assessment of Young Children (FAYC). In Year 2, we will offer this 2-credit course in three, 1-day sessions spanning 5-months interspersed with practicum experiences. This course highlights systematic use of observation as a formative assessment tool to improve the quality of teaching.⁸¹ Teachers learn formative and summative assessment principles, use of assessments as teaching tools, and modification of instruction to meet their goals.⁸² Because each classroom integrates ELLs from various language groups, *FAYC* presents strategies and tools for both native English speakers and ELLs. Teachers will learn to use an observational tool, the *Observing Children Learning English (OCLE)* checklist⁸³ to determine proficiency levels and

monitor gains and a Narrative Production Task^{84,85} to gauge children's knowledge of story structure and vocabulary in English and their home language. *FAYC* builds teachers' ability to effectively analyze/interpret actual child data from LEADER's standardized screening reading assessments and CTI's current progress monitoring instruments and use this information to strategically group children and plan appropriate levels of support.⁸⁶

We will structure the delivery of course content with CTI's existing child assessment system, ensuring alignment with critical activities. For example, *FAYC* emphasizes the importance of involving parents in the assessment process, particularly for ELLs.⁵⁶ In a class activity, teachers revise a parent questionnaire⁵⁶ to acquire key information about home language use in order to inform their practice. We will schedule this session prior to teachers' first home visits so that teachers can intentionally gather timely and important information.

Foundations of Science Literacy (FSL). In Year 3, the 4-credit *FSL* course will expand teachers' repertoires of instructional approaches that advance children's early language, cognitive, and pre-reading development while engaging them in rich inquiry⁸⁷⁻⁹⁰ within the context of children's science conceptual learning.⁹¹⁻⁹³ This course provides teachers with tools to: (1) enrich reading selections by using informational and non-fiction books to stimulate and extend science learning and vocabulary development;⁶⁶ (2) support children's ability to use inquiry, including collecting and analyzing data by structuring rich science explorations; (3) facilitate conversations that guide children to use advanced oral language skills to describe and reflect on their experiences and thinking; and (4) build children's literacy capacity to record information through representation.⁹⁴⁻⁹⁶ *FSL*'s science content and pedagogical framework is derived from the *Young Scientist Series*⁹⁷⁻⁹⁹ developed by EDC through a grant from the National Science Foundation (NSF). *FSL* was the intervention for a USDOE Teacher Quality research project, involving the participation of 66 teachers and 433 children. Results show teachers made

highly significant gains in pedagogical content knowledge and practices. These gains in teachers' practices had a positive impact on children's knowledge and skills.

Strengths of EDC's course model. Our unique course model promotes application of content and sustainability of practice by enrolling teams of teachers with their Coaches. Supervisors are invited to participate as their schedules allow, as are Kindergarten Reading First teachers. All participants complete performance-based assignments comprised of readings and activities that require them to apply their new knowledge (e.g. book reading, designing and using environmental print). These interdependent assignments scaffold learning and provide evidence of current practice. As an example, in the *LEEP* course, one teacher assignment task is to plan and conduct a book reading using dialogic reading strategies discussed in class. As part of their assignment, teaching teams will work with LCs through a cognitive coaching model—a pre-observation conference with the teacher to discuss goals and plans for the activity, observation and videotaping by the coach and joint, analysis through a reflective conference in which teachers (with their Coaches) identify strengths and areas for improvement.

Written assignments including reflection on practice and analysis of practice play an important role. Instructors use a 4-point scale using holistic rubrics. Salem State University, which has a professional development agreement with the Lowell Public Schools, will award credit for all courses. LEADER will pay course tuition, textbooks and materials, classroom substitutes, and stipends for participation and completion.

Literacy Coaching. EDC has extensive experience in designing and leading literacy coaching initiatives. We have developed substantive mentoring/coaching training programs that have been widely disseminated. The one selected for this project, EDC's Literacy Coaching Program, was developed at part of an earlier USDOE early literacy project—including an interactive website, *Literacy Village*—was designed to be taught with courses being proposed for this project. Our

literacy coaching approach helps us build shared communication that focuses on practice.^{18,100-102}

We know that by providing teachers with critical feedback and follow-up, coaching extends effects of professional development by promoting reflection,^{15,79,103-105} supports teachers as decision-makers and problem-solvers,^{15,17} and impacts practice when linked to their work.¹⁵

LCs' qualifications and roles. Project instructors, who are Master's level professionals, will also serve as LCs in the project and will be joined by the doctoral level Assessment /ELL Specialist.

All Coaches participate in the professional development to follow closely the content and assignments in which teaching teams participate. Coaches have extensive literacy content knowledge including English language acquisition, curriculum and assessment expertise, and coaching experience. Coaches will support each teaching team weekly to include 25 hours of direct support per month. They will use observation, reflective conferencing, and modeling strategies, and facilitate curriculum planning meetings to support teachers' application of concepts. They will advance teachers' goals by observing in each classroom weekly videotaping instructional practices to provide comprehensive and objective data sources for joint analysis. These observations will serve as springboards for engaging teachers in reflective dialogue on promoting language and literacy development while implementing BLL and course assignments. LCs will also work intensively with teachers and supervisors to enhance child assessment processes and to promote teachers' use of assessment and progress monitoring data.

Professional development for LCs. We will provide Coaches with ongoing individual and group professional development support that will build their capacity to improve teachers' practice.^{94,103,104,106-113} CTI's supervisors will be invited to meet with Coaches to discuss critical partnership issues such as distinguishing the role of the coach from the supervisor and developing communication and reporting systems.

We will use the *Literacy Coaching Program* developed by EDC as part of an earlier USDOE

professional development grant in which LCs engage in a three-part process coaching cycle. In this cognitive coaching model,¹¹⁴ coaches maintain a supportive role but provide suggestions and guide teachers when necessary. We will train LCs to analyze observation data, use inquiry to promote reflection, and use assessment data to inform instruction. We will engage Coaches in video analysis exercises to reach shared understandings about teacher practice. Coaches will conference with the project director on a bi-monthly basis, sharing successes and challenges and engaging in video analysis of their own reflective practice skills. Their work with protégés will be recorded monitored through Coach Logs submitted through EDC's *Literacy Village* website.

Factor 2, Purpose 5: Assessments. EDC will weave data collection, results-sharing, and data analysis into a coordinated system involving program evaluators, CTI teachers, and LCs. We will introduce new methods of data collection and standardized measures that produce valid and reliable data. To sustain these improvements beyond the 3-year lifespan of the project, we will also build teaching teams' capacity to administer assessments and use data to inform planning.

Assessment data. LEADER will use multiple sources of assessment data from screening, outcome, and progress monitoring instruments to ensure early identification of risk of reading failure and optimal instruction for each child. In Years 1–3, evaluators will assess all children in LEADER's 10 classrooms using a variety of standardized, norm-referenced measures, including *Phonological Awareness Literacy Screening (PALS PreK)*,¹¹⁵ *Peabody Picture Vocabulary Test-III (PPVT)*,¹¹⁶ *Test de Vocabulario en Imagenes Peabody (TVIP)*,¹¹⁷ and *Pre-IPT—Oral English*¹¹⁸ (see Project Evaluation for constructs and psychometrics). These measures will be used to screen children in the fall to identify those who may be at risk and to establish baseline data. In the spring, these measures will be used to assess child outcomes. CTI uses the *Creative Curriculum Developmental Continuum for Ages 3-5* for progress monitoring. This tool enables teachers to synthesize data collected three times/yr rating children's social/emotional, physical,

cognitive and language development over four-point scale.

Building capacity. Within one month after collection, evaluators will share fall screening data with each teaching team and coach. During fall data share each year, evaluators will engage and support teachers and LCs in joint analysis and interpretation of the results. As part of this joint analysis, the group will compare these baseline results with the first round of progress monitoring data collected by the teachers to ensure early identification of children at risk. After each evaluator-led session, LCs will guide teams in using data to plan curriculum activities and individualize instruction. Each February, coaches will once again provide intense support to teams in their analysis and use of mid-point progress monitoring data. Coaches will assist teams to analyze these outcomes in relation to their teaching practices and develop goals for improvement. During the spring data share each year, evaluators will report individual and aggregate child outcomes. In each year, LCs will participate in the fall and spring individual class data share meetings and conduct a mid-point progress monitoring data analysis with teaching teams. At three points in Years 2 and 3, coaches will administer the *LEEP Rating Scale*—used by evaluators in Year 1 to assess fidelity of implementation of LEEP.

Factor 3: Transitions. LEADER will serve to strengthen the current alignment of transition, assessment, curriculum, and instructional practices with the district's kindergarten and Reading First classrooms. The directors of CTI and Reading First wholeheartedly support this alignment, and are eager to augment their existing transition activities which include joint training for preK and K teachers, participation in kindergarten registration activities, annual meetings between preK and K teachers to review children's progress, and joint IEP development. CTI works with LPS to administer kindergarten developmental screening (ESI-R) onsite at CTI prior to children entering kindergarten. They also forward records (with parent permission) to receiving schools and distribute a transition to kindergarten booklet to program parents in the spring. The shared

quality standards and values evidenced by these and other Reading First activities form a solid foundation for LEADER's efforts to enhance the district's transition practices. For example, RF uses the kind of standards-based curriculum and valid, reliable student assessments that LEADER will use. And, as in LEADER, RF teachers take part in training and coaching to help them use assessment data to drive instruction. To advance collaboration and further ease transitions, we will invite the Reading First director, LCs and K teachers to the BLL orientation. Alignment will be bolstered by joint professional development and data sharing.

Joint professional development. We know from experience that joint professional development builds trust and understanding, helping groups work cooperatively toward a common goal—in this case, preparing children for school success. Thus, the Reading First director will encourage kindergarten teachers and LCs to participate in LEADER's courses. In the courses, kindergarten and preK teachers will gain a shared understanding of content, pedagogy, and assessment practices that promote reading excellence. This professional development will help kindergarten and preK teachers adopt consistent, research-based practices that support the language acquisition of children who are learning English—a priority goal for Reading First. Annually, LEADER coaches will also participate in relevant professional development activities with RF.

Data sharing. The partnership between LEADER and Reading First will elevate the quality of the child data sharing process by creating a reciprocal system. Currently, CTI compiles progress monitoring data in the *Creative Curriculum Developmental Continuum* and forwards the information to the kindergarten teacher. For LEADER, the Reading First director has agreed to facilitate a process for sharing child assessment data from the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*^{119,120} administered during the kindergarten year. CTI staff will analyze this data with support from evaluators and coaches to examine the effectiveness of LEADER's instructional practices and stimulate further enhancements.

II. PROJECT PERSONNEL

A team of highly skilled individuals will staff LEADER. Each brings experience and success in managing and implementing projects focused on early childhood education and literacy, language and literacy curriculum, professional development, and school change.

Factors 1 & 2: Key Personnel. *Sheila Skiffington*, project director (80% time), will provide overall leadership, direction, and supervision to the project. She offers a wealth of knowledge and expertise gained through her 35 years of experience in early education, professional development, adult learning, literacy, and the alignment of standards and practices in early education systems. As a senior project director, Ms. Skiffington has designed and delivered professional development services, consulted with state and national early childhood leaders, developed and managed budgets, designed and delivered training for coaches, and hired and supervised staff at multiple sites. Currently, Ms. Skiffington is leading the United States Department of Education National Institute for Literacy's (NIFL) effort to develop and pilot a national curriculum with the goal to disseminate evidence-based early literacy activities to low-literacy parents. Ms. Skiffington is frequently called upon to present at national conferences and to provide consultation to early education leaders. *Barbara Helms*, principal investigator (50% time), has more than 20 years of experience overseeing qualitative and quantitative research and evaluation projects. She will be responsible for implementing the evaluation design for LEADER and supervising the evaluation team members. Dr. Helm's expertise, gained through directing evaluations at the school, city, and state levels, includes survey and interview design as well as the collection, analysis, interpretation, and dissemination of student achievement data. Most recently Dr. Helm's contributed her analytical skills to both an IES Teacher Quality Research Grant, and a longitudinal analysis of Massachusetts Comprehensive Assessment System (MCAS) data. *Cornelia Heise-Baigorria*, Assessment/ELL specialist (80% time), will contribute

her expertise in assessing language and literacy proficiency, promoting language and literacy in young children who are ELLs, and mentoring teaching teams and Family Partners visitors in using assessment data to tailor their practices. Dr. Heise-Baigorria brings over 20 years of experience as a researcher and as a curriculum and program developer, in the areas of language and literacy in young children, with a specific focus on ELLs. She also developed and produced the BELA (Bilingual Early Language Assessment), available in 7 languages, which assesses the language and literacy of young children in the home environment. As a LEADER team member, Dr. Heise-Baigorria will co-instruct the FAYC course in Year 2. She will also serve as a LC and co-facilitate with the program's family partner staff parent language and literacy workshops. In Year 3, Dr. Heise-Baigorria will mentor teaching and coaches as they use the OCLE assessment.

Course instructors. LEADER proposes four highly-skilled course instructors who bring deep literacy content knowledge and are widely recognized for their work in promoting language and literacy in young children. *Ingrid Chalufour*, instructor (20% time), will teach *LEEP*, *FAYC*, and *FSL*. A highly-skilled educator and course developer with 35 years of experience, Ms. Chalufour plays a key role in many of EDC's professional development initiatives and was one of the developers of the *LEEP* course. As the principal developer of *FSL*, she is currently researching the course's impact on teacher and child learning outcomes through a grant from the Institute for Educational Sciences. Ms. Chalufour was co-principal investigator of the National Science Foundation-funded *Tool Kit for Early Childhood Science Education*, and co-authored the *Young Scientist Series*, an inquiry-based preschool curriculum. *Satu Mehta*, instructor and LC (60%; 40%; 40% time), has over 30 years of experience in the early care and education field, with a special emphasis on early language and literacy. Ms. Mehta has worked as an early education provider, early intervention specialist, researcher, course instructor, presenter, and parent educator. As Senior Research and Development Associate at EDC, Ms. Mehta has

developed curricula and teacher training efforts and is an experienced LEEP instructor. Ms. Mehta will be a co-instructor for the *LEEP* course in Year 1. *Cindy Hoisington* instructor and LC (40%; 40%; 60% time), co-developed and taught *FSL* and was instrumental in refining EDC's instructional coaching model and materials. With EDC researchers, she helped design the *Young Scientist Series*, developing activities for several learning units. An accomplished early childhood teacher and coach, Ms. Hoisington brings over 15 years of experience developing and implementing curriculum; coaching and training teachers; leading efforts to adopt outcomes-based teaching; and analyzing and using child and classroom assessment data to improve practice. She will be the co-instructor for the *FSL* course in Year 3. As indicated earlier, *Cornelia Heise-Baigorria*, will be the instructor for the *FAYC* as well as a LC.

LCs. LEADER will enlist a team of coaches, each of whom will be assigned 2 or 3 classrooms. LEADER's proposed coaches bring extensive literacy coaching experience, deep content knowledge, and an appreciation for the teacher's role gained through their own experiences as early childhood educators. *Gail Bolte*, (60% time), brings a practitioner's experience (25 years) to enhancing teachers' abilities to implement a literacy-based curriculum and adopting improved instructional practices in classrooms. She has designed and delivered a professional development model—*Technology-Enhanced LEEP*—in which program administrators, supervisors, and teachers work together to adopt improved literacy instruction. She is a lead developer for EDC's *Literacy Village* website. Ms. Bolte also designed and taught a course on teaching reading to undergraduate and graduate students, and has served as instructor of reading seminars. Prior to joining the EDC, Ms. Bolte taught in classrooms ranging from preK through second grade, and introduced schools to the Reading Recovery Program. *Cornelia Heise-Baigorria*, *Cindy Hoisington*, and *Satu Mehta*, will be instructional coaches as well as instructors.

III. ADEQUACY OF RESOURCES

Factor 1: Commitment of LEADER Partners. This proposal was a collaborative process involving the EDC and CTI teams, CTI center directors and teaching teams, and the Lowell Public School Reading First Director. All are fully committed to the project's goals and design and the leaders have signed a letter of support (See Appendix E).

Factor 2: Adequacy of Proposed Costs. All parties carefully calculated and reviewed proposal line items to ensure the costs' adequacy, appropriateness, and necessity. All costs for EDC professional development and evaluation activities, including salary scales for project personnel, are in keeping with the usual rates and were equitably calculated to ensure that the work is of high quality, on time, and within budget. The proposed materials budget is based upon actual costs of participant textbooks, course notebooks, classroom materials and books, and classroom and child assessment instruments and manuals. EDC will use its current arrangements with vendors to secure discounts on instruments and texts. Lowell Public School's existing agreement with Salem State University will enable us to provide graduate and undergraduate credits at a significantly reduced rate. CTI will provide space to EDC staff for meetings and coaching, and in-kind support by center directors and other managers. Over the life of the project, we will work with teaching teams in 10 classrooms to implement a literacy curriculum, advance instructional strategies, and improve the learning outcomes of 175 children each year. Teaching teams will receive significant support from center directors, who will also participate in courses, thus sustaining excellent teaching and learning after the project's end. We will also work with CTI Family Partners to enhance family involvement, especially with children who are ELLs, and work with all staff to enable more effective transitions for all children. The project earmarks funds for a full range of supports—college credits, coaches, stipends for out-of-class time,

substitutes to release teachers for coaching meetings, and quality materials, supporting full participation and participants' success.

IV. MANAGEMENT PLAN

This proposal grows out of a 20+ year relationship in which EDC and CTI have collaborated on school improvement efforts. These efforts provide a firm foundation upon which to build and sustain centers of excellence. EDC will serve as the grantee and fiscal agent of the project. An EDC professional development team based in our Lowell office will develop and take the lead in delivering all professional development activities. A separate team based in our Newton headquarters will conduct the evaluation. CTI, through its liaison, will provide access to district-wide resources that support project activities and assist in coordinating activities.

Factor 1: Plan for Achieving Objectives. Upon notification of funding, the EDC project director will ensure timely start-up and ongoing success of the project by notifying existing staff of the award; advertising and hiring staff for the unfilled positions; finalizing details with CTI and the consultant for the Kick-Off Institute; facilitating the development of communication protocols between professional development, evaluation, and CTI management staff; and finalizing the professional development and evaluation schedule for Year 1. She will convene a start up meeting to share and discuss the project's major goals and the activities designed to meet them. She will hold a similar meeting at the beginning of the two subsequent years. Table 3 that follows describes the activities related to project administration, alignment with the district's kindergartens and RF initiative, professional development, and evaluation. We link each activity (when appropriate) to related project goals and specify the person(s) responsible, dates, and indicators for success. The Evaluation Plan specifies benchmarks for project goals.

Table 3: Management Plan

ADMINISTRATIVE SUPPORT, COMMUNICATION SUPERVISION, FISCAL MANAGEMENT				
ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE	INDICATORS	
Hire professional development (PD) staff	Y1; M1	Project Director	PD staff and evaluators begin activities	
Finalize sub-contract with CTI	Y1; M1	Project Director	Contract is approved by both organizations	
Develop project's communication and progress monitoring protocols	Y1; M1	Project Director	All partners implement protocols	
Finalize consultant contract for Kick-Off Institute	Y1; M1	Project Director	Events are scheduled	
Convene Kick-Off Institute	Y1; M1	Project Director CTI Liaison	LEADER, CTI staff and kindergarten and Reading First staff attend	
Purchase BLL curriculum kits	Y1; M1	Project Director	Kits distributed to LEADER staff	
Create PD schedule	Y1; M2	Project Director	PD schedule is agreed upon by all partners; PD activities begin	
Plan and conduct orientation for coaches and assessment/ELL specialist	Y1; M2	Project Director	Coaching begins in assigned centers	
Host monthly all-staff meetings and monthly meetings with liaison and principal investigator	Y1-3; ongoing	Project Director	All staff share and receive project updates	
Schedule coaches' monthly PD and supervisory meetings	Y1-3; ongoing	Project Director	Monthly PD and supervisory meetings begin	
Monitor project expenditures	Y1-3; ongoing	Project Director	Project expenditures align with proposed budget	
ALIGNMENT WITH KINDERGARTEN (K) AND READING FIRST (RF)				
ACTIVITIES (RELATED PROJECT GOAL)	TIMELINE	PERSON(S) RESPONSIBLE	INDICATORS	
Invite kindergarten teachers, RF director and LCs to participate in courses (Goal 4,5)	Y1-3; M2	Project Director	50% of invitees participate	
Schedule reciprocal classroom visits for K and preschool teachers (Goal 5)	Y1-3; M8	Project Director CTI Liaison	50% of visits are completed	
Convene semi-annual meetings with RF director, CTI & kindergarten leadership to discuss curriculum, instruction, and assessment practices (Goal 4,5)	Y1-3; M6,9	Project Director CTI Liaison	All partners participate in discussions	

ACTIVITIES (RELATED PROJECT GOAL)	TIMELINE	PERSON(S) RESPONSIBLE	INDICATORS
Coordinate joint PD sessions for ERF and RF LCs (Goal 4)	Y1-3; M7	Project Director RF Director	Coaches attend one joint session annually
Create a reciprocal system of data sharing between CTI and RF (Goal 4,5)	Y1; M9	PI, Assessment/ ELL Specialist (AE Specialist), RF Director	RF director and Principal Investigator share aggregate outcome data annually
PROFESSIONAL DEVELOPMENT COURSES, CENTER COACHING, BLL IMPLEMENTATION, PARENT INVOLVEMENT			
Plan and conduct workshops on using assessment data (Goal 1)	Y1-3; M3	Coaches	Coaches offer workshops for center directors and teachers
Conduct weekly observations/videotaping and reflective conferences (Goal 1)	Y1-3; ongoing	Coaches	Coaches complete and track observations through coaching log entries
Conduct <i>Parent Questionnaire</i> training for teachers (Goal 1,5)	Y1; M3	AE Specialist	Teachers complete parent questionnaires
Schedule meetings to discuss assessment/progress monitoring results and implications for practice (Goal 1,2,3,5)	Y1-3; M2,5,9	Coaches AE Specialist	Coaches complete and report on meetings through coaching log entries
Enroll/register/conduct 3 credit-bearing courses (Goal 1,2,3,5)	Y1-3; M2-8	Project Director Instructors	Teaching teams, center directors, RFK teachers begin coursework
Implement BLL curriculum (Goal 1, 2, 3)	Y1; M4; ongoing	Teaching Teams	Teachers conduct BLL activities
Provide materials stipend to each classroom (Goal 1,2,3,5)	Y1	Coaches	Teachers place materials orders
Plan parent training sessions with CTI family partner supervisor (Goal 2,5)	Y1-3; Bimonthly	Project Director AE Specialist	Co-facilitate with family partner supervisor sessions for parents on children's literacy
Support BLL implementation, completion of course assignments, and selection and use of classroom materials (Goal 1,2,3,5)	Y1-3; ongoing	Coaches	Coaches conduct weekly observations and reflection conferences
Provide training and consultation to center directors on coaching skills (Goal 5)	Y2 ongoing	Project Director Coaches	Center directors attend quarterly trainings

EVALUATION				
ACTIVITIES (RELATED PROJECT GOAL)	TIMELINE	PERSON(S) RESPONSIBLE	INDICATORS	
Secure agreements with comparison classrooms (Goals 1,2,3)	Y1; M2	Principal Investigator	Baseline data collection begins	
Hire and train data collectors (Goals 1,2,3)	Y1; M2 Y2-3; M1	Principal Investigator	Baseline data collection begins	
Collect/share classroom/child assessments with teaching teams (Goal 1,2,3)	Y1-3; M 2,8	Principal Investigator AE Specialist	Classroom staff and coaches receive and review data	
Share aggregate child and classroom data with CTI leadership and center directors (Goal 1,2,3,5)	Y1-3; M3,9	Principal Investigator	CTI leadership and center directors receive and review child and classroom data	
Provide feedback to project leadership on program implementation (Goals 1,2,3,4,5)	Y1-3; M 3, 6, 9, 12	Principal Investigator AE Specialist	Evaluator schedules and hosts quarterly feedback meetings	
Schedule conference call with evaluation/literacy expert consultant	Y1-3; M2	Principal Investigator	Principal Investigator receives report on findings and recommendations	
Train teachers to administer the OCLE (Goal 1,3,5)	Y3; M1	AE Specialist	Teachers complete OCLE checklist	
Complete and submit annual federal reports	Y1-3; M12	Principal Investigator	Evaluator submits reports to project director	

V. PROJECT EVALUATION

Factor 1 and 2. A separate and independent team of EDC personnel, based in our Newton headquarters, will conduct the project evaluation using a broad spectrum of quantitative and qualitative methods and tools. Evaluators will use the questions in Table 4 to analyze program implementation and to measure progress toward each of the project's five goals.

Table 4: Evaluation Questions

Project Goals	Evaluation Questions
1	What is the impact of LEADER's courses and instructional coaching on teacher's knowledge and practice? What is the impact on practices related to ELLs?
2	What is the impact of LEADER on children's language and literacy in preschool? How do LEADER children's kindergarten DIBELS scores compare to those of children in the comparison group?
3	To what degree do teachers provide children with language- and literacy-rich environments? How do intervention classrooms compare with comparison classrooms?
4	What changes have been made in alignment of transition, curriculum and instructional practices between LEADER and kindergarten classrooms?
5	What skills/knowledge do supervisors gain in: coaching, administration, analysis, and interpretation of child assessments? What skills/ knowledge do parents gain in supporting children's language and literacy development?

To ensure the team maintains objectivity and follows standard evaluation guidelines and procedures, we will hire an independent evaluation expert to review data, examine analyses and evaluation protocols, and validate the independence of the evaluation.

Description of the study sample. We will measure the impact of LEADER on teachers' practices and children's learning by employing a pre-post comparison group design using data collected annually in 10 intervention classrooms and 6 comparison classrooms. Comparison classrooms will be recruited from preschool classrooms in CTI with comparable program and child characteristics. The sample will consist of all participating children in the intervention classrooms (n=175 children/year) and a sample of 10 children from each of the six comparison classrooms (n=60 children/year). The sample is imbalanced for numbers of children and

classrooms in the intervention and control groups. Advantages include cost savings, and limiting the number of participants who do not benefit.¹²¹ Impact estimates are not significantly reduced when a 60:40 ratio is employed.¹²¹

Description of data collection and analyses for goals 1-3. We will evaluate changes in teachers' language and literacy practices, classroom environments, and children's language and literacy skills by collecting and analyzing several types of data in the fall and spring of each year of the project. We will use these data for formative feedback to teachers, coaches, and project leadership as well as to measure program outcomes.

Child data collection. We will screen and evaluate the oral language and literacy development of all children in the program using the standardized, norm-referenced measures in Table 5. In the fall, we will administer the measures for screening, early risk identification, and to establish a baseline; in the spring we will measure child outcomes. We will also compile progress monitoring data from the *Creative Curriculum Development Continuum for Ages 3-5* gathered by the teachers (Factor 2, Purpose 5) to use as a measure in all analyses.

Table 5: Quantitative Measures

Child Assessment	Construct(Cohort)	Psychometrics
Phonological Awareness Literacy Screening (PALS PreK) ¹¹⁵	Alphabet knowledge, phonological awareness, print awareness (all children)	Internal consistency: Cronbach's alpha for subscales from .77 to .94. Inter-rater reliability: 99% for all subscales.
Peabody Picture Vocabulary Test-III (PPVT-4) ¹¹⁶	Receptive vocabulary in standard English (all children)	Internal consistency: median alpha of .95 for Forms IIIA and IIIB. Test-Retest reliability: Form IIIA: .91 to .93; Form IIIB: .91 to .94
Test de Vocabulario en Imagenes Peabody (TVIP) ¹¹⁷	<i>SPANISH VERSION OF PPVT</i> (Spanish-speakers)	<i>RELIABILITY WITH FACES DATA HAS INTERNAL CONSISTENCY OF .97, TEST-RETEST .82. PREDICTIVE VALIDITY OF R = .42.</i>
Child Assessment	Construct(Cohort)	Psychometrics
Pre-IPT – Oral English,	English language	Internal consistency: Cronbach's

Third Edition ¹¹⁸	proficiency (all ELLs)	alpha=.97. Test-retest reliability= .77
Classroom Assessment	Construct	Psychometrics
ELLCO Toolkit ¹²²	Classroom quality, with emphasis on language and literacy	Internal consistency: Cronbach's alpha (Checklist .84; Observation .90; LARS .66); Inter-rater reliability (Checklist 88%; Observation 90%; LARS 81%)
Classroom Assessment Scoring System (CLASS) ¹²³	Classroom quality: emotional support, classroom organization, instructional support	Inter-rater reliability: ranged from 78.8 to 96.9 across the dimensions with 87.1 for all items.

Classroom assessment. Evaluators will collect data on teacher practices and classroom environments in the fall and spring of all 3 years using the evidence-based *Early Language and Literacy Classroom Observation Toolkit (ELLCO)*. After each round of data collection, we will share individual data with teachers and coaches and aggregated data with program leadership. In Year 3 evaluators will also collect data on teacher practices and classroom quality in fall and spring using the *Classroom Assessment Scoring System*. CLASS is an observation for dimensions of classroom practice including emotional support and instructional quality.¹²⁴

Data analysis. To examine the impact of the intervention on child and classroom quantitative outcomes within each year, spring scores on each outcome will be modeled as a function of child and design characteristics, controlling for fall scores. To examine the impact of the intervention on teacher outcomes, trajectories of change over three years using six points in time will be estimated using Repeated Measures Analysis.

Description of data collection and analyses for goals 4 & 5. Evaluators will gather and analyze information from multiple stakeholders and documents to evidence program implementation.

Observations. Because teachers may adopt principles and strategies of the courses and curriculum in theory but may not implement them,¹²⁵ we will examine actual versus planned implementation.¹²⁶ In the spring of year 1 and the fall and spring of years 2 and 3, we will assess

the fidelity of implementation of *LEEP*, *FAYC* and *FSL* course principles using corresponding rubric-based observation protocols, such as the *LEEP Rating Scale II*¹²⁷. Also in spring of year 1 and the fall and spring of years 2 and 3, we will assess BLL implementation using an expanded version of the curriculum's fidelity tool.

Interviews and focus groups. Interviews or focus groups with teaching teams, coaches, supervisors, course instructors and parents will provide information about implementation and participants' perceptions of impact. Interviews will take place each spring and will be semi-structured, employing a conversational strategy within an interview guide approach. This will ensure systematic data collection and consistency of inquiry across interviews, while allowing the interviewer freedom to explore topics of interest that arise.¹²⁸

Document review and questionnaires. Throughout the life of the project we will review coaches' logs, lesson plans, screening assessments, progress monitoring tools, and classroom materials and guidelines to help us address questions linked to project goals. In the fall and spring of each year we will gather data about teachers' and coaches' course experiences, instructional beliefs, and practices in language and literacy through course evaluations and surveys that contribute to professional development impact data. Parent surveys will be also be used to gather parent feedback. We will design and use instruments that contain a combination of open-ended questions and items using a Likert scale.

Data analysis. We will analyze qualitative data with a constant comparative method and code interviews/focus groups, documents, and questionnaires to surface common themes.^{128,129} We will tally, summarize, and analyze quantitative data (e.g., Likert scale items, # coaching visits).

Feedback to program stakeholders. Evaluators will share outcome and classroom assessment data with teachers and coaches within 3 weeks of each round of data collection. Within one month of these meetings, evaluators will present aggregate data to CTI administrators, teaching

staff, and LEADER staff. Evaluators will also meet quarterly with supervisors and CTI liaison to share findings, identify factors that affect program implementation, problem solve, and refine project strategies to ensure continuous improvement. We will present synthesized quantitative and qualitative data on program implementation in a way that helps these key stakeholders examine evidence of progress in relation to project goals and benchmarks (see Table 7). Finally, we will complete annual evaluation reports for LEADER staff and ED to describe the progress toward each benchmark. A summative report will be completed in the last year of the project.

Table 7: Benchmarks

Project Goal 1 Benchmarks
<p>Participating teachers will demonstrate:</p> <ul style="list-style-type: none"> • Improved knowledge of research-based language and literacy development • Improved proficiency using multiple methods to monitor children’s progress and identify those at risk of reading failure • An ability to adapt instruction to the needs of all children, particularly learners of English
Project Goal 2 Benchmarks
<p>LEADER children will achieve gains in alphabet knowledge; phonological and print awareness; receptive vocabulary; and English language proficiency (for children who are learning English).</p>
Project Goal 3 Benchmarks
<p>LEADER teachers will improve the reading and writing areas, and increase the selection and use of books and writing materials in their classrooms.</p>
Project Goal 4 Benchmarks
<p>Analysis of qualitative data will reveal increases in alignment, transition, and curriculum practices over time.</p>
Project Goal 5 Benchmarks
<ul style="list-style-type: none"> • Administrators and supervisors will demonstrate capacities to effectively mentor teachers as well as to administer, analyze, and interpret child assessments. • Parents will report increases in language and literacy-related home activities.

Project Narrative

Other Narrative

Attachment 1:

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OTHER ATTACHMENTS

OTHER ATTACHMENTS

- A. List of Preschool Programs Proposed**
- B. English Language Acquisition Plan**
- C. Position Descriptions and Resumes**
- D. Endnote Citations**
- E. Stakeholder Support**
- F. Indirect Cost Rate Agreement**

Education Development Center, Inc.

A. List of Preschool Programs Proposed

APPENDIX A: CTI DEMOGRAPHICS

		Children's Village at the Mill	Children's Corner
		246 Market Street Lowell, MA 01852	554 Pawtucket Street Lowell, MA 01854
CHILDREN			
<i># of children served</i>		53	122
<i># of 3 yr. old children served</i>		24	60
<i># of 4 yr. old children served</i>		29	62
<i># of classrooms</i>		3	7
<i>Racial/ethnic Breakdown:</i>	American Indian		
	Alaska Native		
	Asian	11.3%	17.2%
	Biracial		
	Black	20.8%	13.1%
	Hispanic	49.1%	32.0%
	White	15.1%	35.2%
	Other	3.7%	2.5%
<i>Hours of Operation</i>		10½ hrs./5 days/52 weeks	11¼ hrs./5 days/52 weeks
<i>Average Daily Attendance</i>		86.8%	85.2%
<i>% Low Income</i>		54.7%	68.0%
<i>% English Language Learners</i>		9 (16.9%)	34 (27.9%)
<i>% Special Needs Speech & Language Delays Developmental Delays</i>		5	21
<i>Primary Funding Source(s)</i>		Federal- Head Start State-Subsidies(DSS, CPC) UPK	Federal- Head Start State-Subsidies(DSS, CPC) UPK
TEACHERS			
<i># of Teachers</i>		6	12
<i>Staff Qualifications</i>		1 MA 2 BA 2 AA	6 BA 5 AA 1 Certificate
<i># of Teaching Assistants</i>		3	5
<i>Accreditations/Awards</i>		NAEYC; Massachusetts UPK	NAEYC; Massachusetts UPK

B. English Language Acquisition Plan

APPENDIX B: LEADER—ENGLISH LANGUAGE ACQUISITION PLAN (ELAP)

Purpose: This plan outlines LEADER’s philosophy, objectives, and approaches to ensure that pre-school children who are learning English are provided with evidence-based and authentically appropriate learning opportunities to acquire listening, speaking, reading, and writing skills.

Philosophy: LEADER believes that all children learn best in environments that are nurturing and respectful of their cultures and prior knowledge. Therefore, LEADER strives to employ staff who reflect families’ cultures and/or who speak the languages spoken by CTI’s children. While second-language skills are most desired, teachers who only speak English must be skilled in helping children transition to a new language. We know that family involvement is vital to children’s school success; therefore, we will implement systematic and proven strategies to enhance parents’ abilities to build children’s reading abilities and appreciation for reading.^{1,2}

Classroom environments: LEADER will also ensure that each classroom is equipped with materials that reflect children’s culture, using books, photos, labels, and props in centers (e.g., dolls, dress-up, flannel board materials).³⁻⁵ The environment will be enhanced through labeling objects in English and home languages to provide support for print awareness, vocabulary, and letter recognition.^{4,6-8} Teachers will help children interact with this environmental print through instruction. Teachers will also use and post photos that depict children’s home and community life.^{3,4} LEADER will ensure that books in children’s home language are read each day, previewing books with ELLs so that they can use their background knowledge to comprehend the story. Books on tape will be available for independent use.

Staffing and instructional strategies: LEADER administrators will ensure that children who are English learners will learn in classrooms with children who are English-proficient creating multilingual classrooms and models for cross-cultural skills and understandings.⁹ LEADER will

match teachers' spoken languages to children with the goal of having at least one teaching staff speak the child's first language.⁵ When this is not possible, LEADER will make efforts to recruit community or parent bilingual classroom volunteers. Teachers will engage children in both their home language and in English.^{7,10} Using the BLL curriculum, teachers will use the recommended strategies to adapt activities for ELLs. These adaptations will allow even children who do not yet have expressive language in English to participate in classroom activities. The BLL Unit Guides offers specific approaches to build vocabulary and enhance expressive and receptive language skills of English learners. For children who have few or no English skills, teachers will focus on vocabulary building, to provide a foundation for conversation in English and for reading comprehension.^{6,7} While research indicates that children's vocabulary is built through conversation with adults and listening to adults read to them, a more deliberate instructional approach is needed by children learning English. Therefore, LEADER teaching staff will employ daily instructional strategies such as saying the word in the child's home language and then offering the English word as well,^{7,10,11} using props, gestures, and body language to enhance comprehension. These strategies, including creating opportunities for content-based peer interactions and making explicit links to students' background and experiences, are successful strategies for all young children, but essential in supporting second language learners.¹² Teachers will create a community of learners that includes ELLs by adopting a Language Helpers system.^{13,14} In addition to incorporating these strategies, teachers, with coaches' support,^{15,16} will use other effective literacy practices—dialogic reading, alphabet recognition, phonemic awareness activities, etc.—helping children master additional early literacy skills needed, along with English, for school success.^{8,17}

Assessment: Throughout the year, teachers will assess the language proficiency of children who are learning English. Before the child enters school, teachers will use a Parent Questionnaire¹⁸ adapted for local use to collect information from parents about the family's use of English. Through a home visit (interview with parents and home observation of the child) teachers will conduct an initial assessment with all children from families whose primary language is not English. Through this initial informal assessment, coupled with data from more formal assessments (the Pre-IPT and TVIP) that will be administered in the fall (October), teachers will have knowledge of each child's skills and a baseline for individualizing instruction. Throughout the year, teachers will also use the *Observing Children Learning English* (OCLE) checklist¹⁹ as a formative assessment and an ongoing way to determine proficiency levels and monitor children's gains in the classroom. In April, the Pre-IPT and TVIP will again be used to assess children. Teachers will compare these data to determine gains and, if needed, to adjust instructional strategies and set new learning benchmarks. In addition to the formal and informal assessment tools, teachers will keep daily anecdotal notes^{9,20} to further inform assessment and instruction. The anecdotal observation notes will document children's daily progress and include information shared by parents during home visits and parent/teacher meetings.^{4,21} LEADER will consistently use these assessment tools and strategies over its 3 years to ensure that teachers gain proficiency in using measures and data. After gaining fundamental skills in assessment in Year 1 of this project, teachers will participate in a credit-bearing course in Formative Assessment of Young Children (FAYC) in Year 2 to provide more focused and intensive information about this domain with opportunities for practicing assessment procedures through course assignments. This comprehensive approach will promote background knowledge and consistent methods for measuring children's progress and examining effectiveness of teachers' practices. The LEADER

ERF coaches will meet with teachers monthly to support data analysis and development of individualized learning goals.

Individualizing for children: LEADER will establish learning goals for children that reflect state standards—the *Massachusetts Department of Education’s English Language Proficiency Benchmarks, Outcomes for English Language Learners*, and *Massachusetts Guidelines for Preschool Learning Experiences*.²² Teachers will focus on children’s skills in word usage, vocabulary, speaking, listening, letter identification, book knowledge, and emergent writing.

Guided by these documents and informed by assessment data, the formative assessment course and with instructional coaches’ support, teachers will establish learning goals for each English learner that includes timelines and benchmarks.^{4,6} Teachers will record in their daily planning books specifics on how they will scaffold instruction for individual children and implement curriculum modifications. For example, BLL uses the strategy of engaging children in small group discussions about a book read or theme-related activities. With children who have few or no English skills, the teacher will conduct this conversation in the child’s first language. So that helping children gain English skills remains primary, the bilingual and biliterate teacher will use these opportunities to build children’s vocabulary by using strategies described above.

Transition: LEADER teachers will develop detailed child transition plans that include: 1) a narrative description of the child’s language and literacy skills; 2) fall and spring scores on the PreIPT and TVIP assessments; and 3) effective strategies for engaging the child’s parents in home literacy development activities. Teachers and parents will meet at least 6 weeks before Kindergarten begins to discuss the plan and the parents’ involvement. LEADER and Lowell Public Schools Reading First staff will meet each spring to further solidify ERF and RF links and transitions.

Teachers' professional development: All teaching teams will participate in a credit-bearing course—*Literacy Environment Enrichment Program (LEEP)* in which they will learn about language development including the sequence of English language learning in preschoolers. The Formative Assessment of Young Children (*FAYC*) course in Year 2 will give teachers new information about assessing ELLs through the Observing Children Learning English (OCLE) in-classroom observation tool. In Year 3, teachers will learn to understand their classroom's interactional climate through data they receive from the evaluation's Classroom Assessment Scoring System (CLASS) observations. The interpretation of these data will provide additional information about interaction with all children including ELLs. Both teachers and coaches will have the opportunity to work with the Assessment/ELL Specialist on a regular basis to adopt effective strategies to promote ELLs' progress. Coaches will observe teachers' strategies with English learners at least weekly and provide instructional support. Teacher/coach meetings, study groups, workshops, and courses will integrate current and emerging research and draw on the district's and state's early learning standards, the *National Literacy Panel on Minority-Language Children and Youth* and the *National Early Literacy Panel* reports.

Home/school partnerships: LEADER's approach to language acquisition will have a strong family component.^{6,21} CTI's Family Partners' supervisor will co-facilitate with LEADER's Assessment/ELL Specialist a series of workshops for parents to help support them in early language and literacy strategies to use with their children. Teachers will conduct 2 home visits annually to discuss children's progress in acquiring English and literacy skills and to solicit information from parents. Teachers will conduct visits in the language the parent understands, securing a translator when needed.

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C. Position Descriptions and Resumes

SHEILA A. SKIFFINGTON

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EDUCATION

University of Rhode Island, Kingston, RI

Bachelor of Science, 1977; Child Development and Family Relations, Summa Cum Laude

ADDITIONAL COURSEWORK

Wheelock College, Boston, Massachusetts

Graduate Courses/Administration Certificate, 1984; Educational Leadership

Rhode Island College, Providence, Rhode Island

Graduate Courses, 1980; Education, Curriculum, Supervision, Leadership, and Management.

University of Rhode Island, Kingston, RI

Graduate Courses, 1977-1988

PROFESSIONAL EXPERIENCE

Education Development Center, Newton, MA

Project Director, *Technical Assistance to Los Angeles Head Start State PreK Administrators (2008)*.

Provide technical assistance to administrators who oversee services to 26,000 preschool children and their families. Implement an assessment of LEA's operations and develop an improvement plan. Address child education, assessment, and professional development systems.

Project Director, *Parent-Child Literacy Curriculum Development and Pilot*

(2007–present). Develop a 12 session parent education curriculum to engage low-literate parents in supporting children's (K-3) reading and writing development. Address evidence-based practices, centering on 11 literacy building blocks. Design a companion parent activity guide. Curriculum developed for the National Institute for Literacy for nationwide use.

Senior Specialist, *Trinidad and Tobago Early Childhood Care and Education (ECCE) Study*

(2007–present). Work with EDC principal investigator on the design and implementation of a study that includes recommendations to the Ministry of Education for its ECCE programs.

Project Director, *Technical Assistance to the National Institute for Literacy on Early Childhood Education Resource Dissemination, (2006–present)*. Provide support on

dissemination of its early childhood education resources to 10,000 early childhood stakeholders nationwide, including dissemination of the soon-to-be released (summer 2008) National Early Literacy Panel Report.

Project Director, *Research-Based Parent-Child Interactive Literacy Activities (2004–2006)*.

Drew on scientifically-based reading research on parent-child activities to lead the design and development of eight national conferences to train and support nearly 3,000 Even Start administrators and practitioners on literacy practices. Produced materials for federal, state, and

local staffs. Designed and conducted national webcast on research-based parent-child reading activities.

Director of Intervention, *Teacher Quality: Literacy Environment Enrichment Program* (2005). Worked closely with EDC senior scientist to develop a recruitment plan and materials for a ED/Institute of Education Sciences-funded project to examine the efficacy of two approaches to implementing empirically-based early literacy professional development in West Virginia.

Work Group Member, *NAEYC Accreditation Design* (2005). Served on a national work group to provide consultation to NAEYC on criteria for accrediting early childhood education programs.

Project Co-Director, *Strengthening Operations for Learning And Results (SOLAR)* (2004–Present). Developed a national early education web-based performance assessment system with six staff skills profiles that enabled examination of staff skills and performance to identify improvement needs. Included literacy-focused indicators for classroom staff, including work with parents. DHHS/Office of Head Start (OHS) funded; a centerpiece on OHS' website. Designed an electronic-based plan for use by programs for staff development and improvement.

Project Director, *Developing New Hampshire (2003–2006) and Maine (2002–2004) Early Learning Guidelines.* Guided broad-based task forces from across each state in developing early learning standards for children that respond to the charge set by NCLB. Standards ensured alignment with K–12 standards in all content areas, including language arts and literacy.

Technical Monitor, *Head Start Mentor-Coach Instructional Design* (2003–2006). Developed and delivered a four-unit multimedia training package for mentor-coaches nationwide. Trained mentor-coaches to guide early education teachers in adopting research-based practices that fostered young children's literacy development. Included in model instructional design features for innovative distributed learning through a blend of tutored video instruction, face-to-face interactions, and web-based learning opportunities.

Technical Monitor, *Child Care Partnership Research Projects* (2001–Present). Provide overall direction to experimental design research project designed to examine children's learning outcomes in programs.

Project Director, *QUILT—Quality In Linking Together: Early Education Partnerships* (1999–2003). Led and directed a national T/TA initiative to support to federal, state, and local leaders as they designed programs to enhance children's learning outcomes.

Project Director, *Evaluation of Spokane's Early Education Program* (2005). Assessed and provided consultation that resulted in an approach more focused on children's learning and parents' skills in improving teachers' skills. Guided review of program policies and procedures to develop a more focused approach on children's learning and parents' skills in recognizing and supporting developmental milestones in all areas of their children's learning and development.

Project Director, *Technical Assistance to Rhode Island's Comprehensive Child Care Services Program* (2003–2004). Led a team that provided onsite consultation to state-funded service networks composed of early education programs that provided services to low-income children and families. Focused on effective implementation of education standards.

Project Director, *Federal Consultation on Design of an Institute for Early Education Directors and Managers* (1995–2004). Provided consultation to Federal Administration for Children and Families staff on the design and implementation of an annual national conference for administrators. Designed and led seminars on professional development systems for advanced administrators. Focused on setting high standards, assessing professional development efforts, and tracking results over time. Designed an assessment tool that administrators use to assess their skills in five key administrative areas; tool distributed nationally for more than a decade.

Project Director and Technical Monitor, *New England Head Start Resource Center* (1990–2003). Provided leadership to and administered a federal contract with a 1.4 million dollar annual budget that provided training and technical assistance to more than 90 programs across six states. Led and directed a diverse staff of specialists with expertise in management, education, family services, parent involvement, comprehensive health, and computerization. Planned, conducted, and managed more than 60 major conferences and seminars on all aspects of comprehensive child and family services. Provided T/TA to directors and management teams in early childhood education, teacher development, management, resource development, family engagement, and overall program development. Served on a national task force and developed a comprehensive manual for training federal staff on best practices in conducting federal reviews. Conduct workshops at regional/national events. Oversaw a subcontract with the National Center for Family Literacy to train Head Start staff on strategies to support parents in providing literacy-rich experiences for their children in their home environment.

Executive Director, *Woonsocket RI Child Development Association, Inc.*, (1979–1987). Administered comprehensive child development and family services program with preschool, before and after school child care, center-based care, home visiting programs, early intervention, school-based programs, and parent education programs. Managed multiple funding sources totaling more than \$800,000 annually and secured funding to construct/renovate two multi-classroom facilities from Community Development Block Grant, HUD, and city government. Developed proposals to diversify services, and obtained funding from 15 non-federal Head Start sources including: state and city funds; private fees and state child care funds; state and community mental health grant. Administered programs including: summer youth training/teen pregnancy prevention; employment training for low-income parents; English as a second language; refugee resettlement; early intervention and family preservation and reunification programs; services to children with disabilities; and employer-supported child care.

HIGHER EDUCATION TEACHING

Dean College, Franklin, MA

Instructor (1986–1991). Administration of Early Childhood Education Programs.

BARBARA J. HELMS, PH.D.

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EDUCATION

University of Connecticut, Storrs, CT

Doctor of Philosophy, 1985; Educational Psychology, Measurement and Evaluation

University of Connecticut, Storrs, CT

Master of Arts, 1981; Educational Psychology

Central Connecticut State University, New Britain, CT

Bachelor of Science, 1978; Business Administration

PROFESSIONAL EXPERIENCE

Education Development Center, Inc., Newton, MA

Senior Research Associate, *Examining the Efficacy of Two Models of Preschool Professional Development in Language and Literacy (2006-present)*. Oversee qualitative and quantitative research aspects including methods and instrumentation related to IES Teacher Quality Research Grant using Randomized Controlled Trials to examine the efficacy of two models of professional development over multiple years in West Virginia. Provide leadership in developing qualitative and/or quantitative research methods and instrumentation, with a particular focus on case study methodology and contribute to analyses and the refinement of the analysis plan.

Senior Research Associate, *Understanding Third Grade Reading Performance on the Massachusetts Comprehensive Assessment System (MCAS): A Longitudinal Analysis, 2001-2006. (2007-present)*. Conduct secondary analyses of MCAS data in order to determine the nature and extent of a decline in test scores from 2001-2006.

Community Training & Assistance Center, Boston, MA

Coordinator/Senior Associate, *Evaluation and Accountability (1998-2006)*. Coordinated all aspects of quantitative research on multi-year research projects (e.g., Denver Pay for Performance Pilot, Denver Collaborative Decision-Making, and State Takeover of Newark NJ Public Schools); coordinated qualitative research activities including development of surveys and interview protocols and sampling plans. Prepared interim and final reports.

Private Educational Consulting, Auburndale, MA

Educational Research and Evaluation Consultant (1985-present). Conduct program evaluations on a contract basis with individual school districts including state-funded Priority School District and After School Grant evaluations. Provide research design, methodology, data analysis, and interpretation on state and federal research projects. Conduct secondary analysis of K-12 state assessment data for school districts in New Jersey, Delaware, Illinois, and Florida.

**East Hartford Public Schools, East Hartford, CT
Coordinator, Research, Assessment & Testing, (1989-1998).**

Administered mandated state testing programs including analysis and interpretation of test results. Prepared state-mandated Strategic School Profiles. Co-chaired district Housing Committee and compiled, analyzed and interpreted enrollment data for town-wide redistricting plan. Facilitated district's five-year Strategic Plan. Liaison to the State Department of Education.

**Capitol Region Education Council, Hartford, CT
Project Evaluator, Coordinated Employment Opportunities Project (1995-1998).**

Designed and implemented evaluation design of three-year federally funded demonstration project. Prepared interim, year-end and final evaluation reports for submission to funding agency: Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

NIDRR, Washington, D.C.

Mary E. Switzer Distinguished Research Fellow (1993-1994). Research fellowship sponsored by National Institute on Disability and Rehabilitation Research.

Institute for Human Resource Development, Glastonbury, CT

Vice President for Research (1987-1989). Conducted evaluation activities to assess the efficacy of supported employment programs in Connecticut. Monitored state and federal grants.

HIGHER EDUCATION TEACHING

University of Connecticut, School of Education, Storrs, CT

Adjunct Faculty, Department of Educational Psychology. (1996). Taught graduate course in Educational Tests and Measurement.

PROFESSIONAL MEMBERSHIPS/ACTIVITIES

American Educational Research Association (presenter)

American Evaluation Association (proposal reviewer)

American Psychological Association -

National Council on Measurement in Education (proposal reviewer, presenter)

National Association of Test Directors/Directors of Research and Evaluation

Northeastern Educational Research Association (past president, board member, presenter)

Phi Delta Kappa

PROFESSIONAL HONORS

Northeastern Educational Research Association (2002). Leo D. Doherty Award for Outstanding Leadership and Service

National Institute on Disability and Rehabilitation Research (1993-1994). U. S. Department of Education Mary E. Switzer Distinguished Research

Northeastern Educational Research Association (1984). Distinguished Paper Award Recipient
"Stress in School Age Children" (Helms, Gable & Owen)

SELECTED PUBLICATIONS, MONOGRAPHS AND TECHNICAL REPORTS

- Eggers-Pierola, C., Skiffington, S. & Helms, B. J. (2008). *Trinidad & Tobago: Seamless Education System Project Early Childhood Care and Education Study Final Report*. Newton, MA: Education Development Center; Submitted to the Government of the Republic of Trinidad and Tobago and the Inter-American Development Bank.
- Clark-Chiarelli, N., Hirschler, J. A., Helms, B. J., Gropen, J., & Brady, J. (2007). *Teacher Quality Research Reading and Writing: Examining the Efficacy of Two Models of Preschool Professional Development in Language and Literacy TQ LEEP Grant Performance Report Year 2*. Newton, MA: Education Development Center; Submitted to the U. S. Department of Education/IES.
- Brown, P. L., Helms, B. J., Slotnik, W. J., Smith, M. D., & Barbour, L. S. (2007). *Guide for Standard Bearer Schools: Focusing on Causes to Improve Student Achievement*. Boston: Community Training and Assistance Center.
- Gratz, D. B., Helms, B. J., & Slotnik, W. J. (2002). *Informed Decision-Making: An Introduction to Student Achievement and Teacher Data Comparisons*. Boston: Community Training and Assistance Center.
- Helms, B. J. & Moore, S. C. (1992, Spring) (Guest Editors) Program evaluation. P. Wehman (Ed.) *Journal of Vocational Rehabilitation*, 2(2).
- Helms, B. J., Moore, S. C., & McSweyn, C. A. (1991). Supported employment in Connecticut: An examination of integration and wage outcomes. *Career Development for Exceptional Individuals*, 14(2), 159-166.
- Helms, B. J., Moore, S. C., Powell, T. H., & Gould, B. A. (1990). A preliminary study of a statewide effort to develop supported employment services for people with severe and prolonged mental illness. *Psychosocial Rehabilitation Journal*, 13(3), 43-57.

SELECTED PRESENTATIONS

- Clark-Chiarelli, N., Hirschler, J. A., Helms, B. J., Brady, J. P. & Jones, C. T. (2008). *West Virginia Pre-Kindergarten: Who Benefits?* Poster presented Annual Institute of Education Sciences Research Conference, Washington D.C.
- Clark-Chiarelli, N., Hirschler, J. A., Helms, B. J., & Brady, J. P. (March, 2008). *Weaving the Strands: Effective Professional Development that Advances the Common Goals within Universal Pre-K*. Paper presented at the annual conference of the American Educational Research Association: New York.
- Hirschler, J. A., Clark-Chiarelli, N., Brady, J. P., Helms, B. J. & Gropen, J. (October, 2007). *The Use of Mentoring to Bridge Research and Practice in the Efficacy of a Preschool Professional Development Program*. Paper presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.
- Helms, B. J. (2005, October). *Establishing and Sustaining Research Networks Over Time and Across Distances*, invited pre-session panel at annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.
- Espinola, D. L., & Helms, B. J. (1998). *Final Outcomes of Model Demonstration Project*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.
- Mooney, F. R., Helms, B. J., & Rindone, D. A. (1998). *Experimental Trial of Connecticut's PC Based Test Performance Enhancement Software*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

CORNELIA HEISE- BAIGORRIA, PH.D

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EDUCATION

Harvard University Graduate School of Education, Cambridge, MA

Doctor of Education, 1993

Master of Education, 1983; International Education

Georg-August Universität (University of Goettingen), Goettingen, Germany

Bachelor of Education, 1969

PROFESSIONAL EXPERIENCE

Cambridge Public Schools, Cambridge, MA

English Language Learners Home-Based Program Coordinator (1993-Present). Develop and implement the English Language Learners Home-Based Program (formerly Bilingual Home-Based Program) for Cambridge families with preschool and K-age children whose home language is a language other than English. Develop and revise curriculum and assessment instruments. Coordinate and conduct outreach to the community along with recruiting and visiting families. Collaborate with early childhood programs and citywide agencies. Hire, train, supervise and evaluate bilingual home visitors from a large variety of backgrounds Serves families from diverse linguistic and cultural backgrounds and focus on reaching low-income and recently immigrated families.

English Language Learner Specialist (2004- Present). Provide three hours daily in-class ESL support in a 7th/8th-grade mixed-level Sheltered English Immersion class. Work with large and small groups and individual students, always within the classroom setting. Administer mandated tests and other evaluations as needed. Work with prescribed curriculum for ELL students, as well as additional reading materials for all reading groups and collaborate closely with teachers of all the other subjects taught in the school.

Field Initiated Bilingual Education Research(FIBER) Field Coordinator (1998-2002). Planned, coordinated and conducted a variety of research activities with local, national and international participants to assess the Cambridge Bilingual Education Project (CBERP). Co-authored in-depth "Final Report" presented to the US Government.

Workshop Instructor (2002-2003). Designed and ran a year-long workshop series for Cambridge Public School teachers on "The Writing Process - Improving English Language Learners' Writing in the Middle Grades" as part of the CPS Professional Development Program

Cambridge Council 0-8/Cambridge Public Schools, Cambridge, MA

Language Assessments Developer (2004-2002)/ BELA Consultant (2005-2007). Developed, piloted, and produced a **Bilingual Early Language Assessment (BELA)** for children in pre-K and K, in collaboration with a consultant from the Harvard Graduate School of Education and a group of bilingual specialists. The BELA is available in English, Arabic, Bangla, Chinese, Haitian Creole, Portuguese and Spanish and includes a training video.

Harvard University School of Education

Research Assistant/ Graduate Assistant/ Research Associate (1984-1986,1991,1993).

Worked on a variety of child language and bilingual education research projects, including the longitudinal Home-School Study on Language and Literacy Development

Harvard Institute for International Development, Cambridge, MA

Researcher, *Basic Research and Implementation in Developing Education Systems*

(BRIDGES) Project (1986). Researched, synthesized, and wrote abstracts on educational language policies worldwide.

Cambridge University Press, Cambridge, MA

Editorial Coordinator, *Applied Psycholinguistics* (1987-1993). Coordinated all editorial business, communicated with authors, prepared manuscripts for publication and proof read all first and second proofs for this scholarly journal

CERTIFICATIONS AND PROFESSIONAL AFFILIATIONS

Teacher Certification: Massachusetts Educator's License #389336

Early Childhood Education PreK-2; English as a Second Language PreK-8; English as a Second Language 5-12; Foreign Language (German) 5-12. MELA-O certified

List

PROFESSIONAL MEMBERSHIPS

Cambridge 0-8 Council, Cambridge (Co-chair 2003-2005)

Cambridge Head Start (Education Policy Board Member 1998 -2002)

Agenda for Children (Member of the "Reading Action Team," 1999-2000)

Cambridge-Somerville Early Childhood Forums (Planning Committee Member 1997- 1998).

Peabody Terrace Children's Center- Harvard-affiliated child care center (Chairperson, Board of Directors 1988-1989; Member, Board of Directors, 1987-1989)

LANGUAGES: Native German speaker, fluent in English and Spanish, proficient in French.

INGRID H. CHALUFOUR

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EDUCATION

University of Maine, Orono, ME ABC, Anytown, MA
Master of Education, 1983

Wheelock College, Boston, MA
Bachelor of Arts, 1967; Early Childhood Education

RESEARCH AND DEVELOPMENT EXPERIENCE

Education Development Center, Inc., Newton, MA

Senior Curriculum Developer, *Center for Children & Families* (1999–Present). Responsible for the development and delivery of the *Excellence in Teaching (EIT)* professional development program for early childhood teachers and supervisors, developing credit-bearing *EIT* courses on early literacy and cognitively-challenging curriculum—emphasize application by providing participants with multiple opportunities to analyze video vignettes and child work samples.

- Take the lead in designing performance tasks that assess teachers' and supervisors' understanding and application of key concepts in early literacy and cognitive development.
- Work with higher education institutions to develop and oversee procedures for EDC projects to offer courses for college credit.
- Serve as a course instructor.
- Adapted literacy course to On-Line version for Milwaukee Early Reading First Project and serve as instructor.
- Developed and taught on-line course in curriculum in collaboration with Lesely College.
- Developed supervisor component for *EIT* courses focused on use of observation and conferencing to support teacher implementation of new teaching practices.

Senior Curriculum/Instructional Design Associate, *Assessing the Potential Impact of a Professional Development Program in Science on Head Start Teachers and Children* (2005–Present). Develop four-credit course, *Foundations in Physical Science Literacy*, and mentoring program for preschool teachers. Contribute to the development of tools to assess teacher and child learning. Funded by the U. S. Department of Education through a Teacher Quality Grant.

Senior Research Associate, *Project STARS* (2001–2005). Contributed to the design and implementation of a multi-year statewide initiative to improve the literacy learning and promote the school readiness of at-risk preschool children. Contributed to instructional design and development of performance-based assignments and a grading system to evaluate teachers' and supervisors' learning and application of concepts. Contributed to the development of a mentor training and related materials. Managed implementation of mentor component during 2004–2005 academic year. Served as a course instructor.

Senior Curriculum Developer, *Head Start Literacy Mentor-Coach Instructional Design* (2003–2004). Contributed to the development of a four-unit multimedia training package for Head Start literacy mentor-coaches nationwide. The instructional design—a blend of tutored video instruction, Web-based learning, and face-to-face interaction—prepared mentor-coaches to guide Head Start teachers in adopting research-based practices that foster young children’s language and literacy development.

Project Director, *Linking Assessment to Instruction: Tools for Better Teaching* (2003–2004). Pilot-tested and developed trainings for a set of tools that preschool teachers used to assess the literacy development of individual children. The tools provided teachers with clear-cut information about the range of knowledge essential for children’s early literacy development.

Project Director, *Examining Enduring Effects of High-Quality Curriculum* (2002–2004). Assumed a lead role in developing, testing, and revising a tool to assess the quality of science teaching. The tool was used to examine the effects of the *Young Scientist Series*.

Co-Principal Investigator, *Toolkit for Early Childhood Science Education* (1999–2003). Responsible for the development of the *Young Scientist Series*, a comprehensive curriculum designed to improve science teaching and learning in early childhood programs across the country. Funded by the National Science Foundation, the *Young Scientist Series* includes three curriculum units and accompanying multi-media professional development materials.

Co-Project Director, *Early Childhood Generalist Assessment Development Laboratory* (1994–1998). Developed assessment of quality early childhood teaching for National Board for Professional Teaching Standards. Conducted pilot and field tests of assessment. Developed and tested scoring system for assessment.

Education Specialist (1990–1994). Provided training and technical assistance on Head Start and early childhood topics for Head Start teachers, administrators, and parents in the New England Region. Emphasized work with managers on their role in building program quality. Topics included supervision, child assessment, curriculum, multicultural programming, and National Association for the Education of Young Children accreditation.

Associated Day Care Services, Boston, MA

Director, *Educational Training* (1987–1990). Oversaw professional development of teaching staff in nine inner-city day care programs. Provided technical assistance to program directors on quality issues. Developed courses titled, *Effective Writing Skills for Early Childhood Professionals* and *Stimulating Language in the Classroom*.

Actions Opportunities, Inc., Ellsworth, ME

Project Director/Curriculum Developer (1985–1987). Developed a mental health curriculum for Head Start (*AS I AM*) that continues to be distributed nationally.

SELECTED PRESENTATIONS AND PUBLICATIONS

- Chalufour, I. & Clark-Chiarelli, N. (2007). *Physical Science in Early Childhood: Building Teacher Capacity*. Presentation at the National Association for the Education of Young Children's Institute for Early Childhood Professional Development, Pittsburg, PA.
- Chalufour, I., Hoisington, C., & Winokur, J. (2007). *Building and Assessing Science Understanding: Effective Strategies for Children and Teachers*. Presentation at the National Association for the Education of Young Children's Annual conference, Chicago, IL.
- Dickinson, Caswell, & Chalufour (2006). Building support for language and early literacy in preschool classrooms through in-service professional development. Submitted to *Early Childhood Research Quarterly*, Washington D.C.: National Association for the Education of Young Children.
- Chalufour, I., Worth, K., Moriarty, R., Winokur, J., & Grollman, S. (2005). *The Young Scientist Series: Exploring water with young children (teacher's guide and trainer's guide and video)*. St. Paul, MN: Redleaf Press.
- Chalufour, I., & Brady, J. P. (2005, December). *Teaching for conceptual learning: An approach to creating cognitively challenging curriculum*. Presentation at the National Association for the Education of Young Children's Annual conference, Washington DC.
- Chalufour, I., & Worth, K. (2005, November). *The many languages of science*. Keynote address at Lesley University Early Childhood Institute, Framingham, MA.
- Chalufour, I., & Moriarty, R. (2004, November) *The Role of representation in science and literacy learning*. Presentation at the National Association for the Education of Young Children's Annual conference, Anaheim, CA.
- Chalufour, I., & Brady, J. P. (2004, June). *Performance assessment through assignments in credit-bearing professional development*. Presentation at the National Association for the Education of Young Children's Institute for Early Childhood Professional Development, Baltimore, MD.
- Chalufour, I., Hoisington, C., Moriarty, R., Winokur, J., & Worth, K. (2004, January). The science and mathematics of building structures. *Science and Children*, 41(4), 30-34.
- Chalufour, I., Worth, K., Moriarty, R., Winokur, J., & Grollman, S. (2004). *The young scientist: Building structures with young children (teacher's guide and trainer's guide and video)*. St. Paul, MN: Redleaf Press.
- Chalufour, I., Worth, K., & Winokur, J. (2003, November). *The role of literacy in enhancing science understanding*. Presentation at the National Association for the Education of Young Children Annual Conference, Chicago, IL.
- Chalufour, I., Winokur, J., & Moriarty, R. (2003, November). *Science and play: What teachers do to encourage science inquiry*. Presentation at the National Association for the Education of Young Children Annual Conference, Chicago, IL.
- Dickinson, D. K., Caswell, L., & Chalufour, I. (2003, June). *Creating classrooms that foster literacy in preschool classrooms through an in-service intervention*. Presentation at Piaget Society, Chicago, IL.
- Worth, K., & Chalufour, I. (2001, December). *Science and literacy*. Presentation at the Head Start Training and Technical Assistance Network Training Meeting, Washington, DC.
- Dickinson, D. K., Kloosterman, V., & Chalufour, I. (2000, November). *Language Environment Enrichment Project: Promoting children's literacy development*. Presented at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.

GAIL BOLTE

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EDUCATION

University of Florida, Gainesville, FL

Master of Education, 1974; Teacher Corps; Teacher Certification N-6

University of Florida, Gainesville, FL

Bachelor of Arts, 1972; English Literature

ADDITIONAL COURSEWORK

Lesley College, Cambridge, MA, 1992–1993; *Reading Recovery Training*; Certified Teacher

Smith College, Northampton, MA, 1979–1981; *Educational Research and Cognition and Curriculum*

University of Massachusetts, Amherst, MA, 1977–1980; *Piaget; Language Development and Reading; and Supervision*

Wheelock College, Boston, MA, 1977; *Diagnostic and Prescriptive Teaching*

PROFESSIONAL EXPERIENCE

RESEARCH AND DEVELOPMENT

Education Development Center, Inc., Newton, MA

Curriculum Developer, *National Institute for Literacy* (September 2007-present). Design parent training to support children's literacy in grades K-3. Training was piloted in two school districts.

Research Associate, *National Institute for Literacy* (September 2006–August 2007).

Researched the current landscape of state assessments for the primary grades in order to investigate the question whether state assessment systems can inform the process of identifying effective reading programs K-3.

Research Associate, *New England and Islands Regional Education Lab* (February 2007). For the Governor's office of Connecticut, researched and compiled information on Kindergarten assessments for screening, monitoring progress, and measuring end-of-year outcomes.

Curriculum Design Associate, *E-Learning for Educators* (March–August 2006). Designed online professional development courses in vocabulary, comprehension, and writing instruction for teachers of grades three through five. Conducted webinar on how to design online professional development for EdTech Leaders Online (ETLO).

Curriculum Developer and Research Associate, PBS Parents Website, *Bookfinder*. (Summer 2005) Selected and reviewed quality books for a searchable database called *Bookfinder* on the PBS Parents Web site to help parents identify age-appropriate literature for their children from Kindergarten through age eight.

Curriculum Developer and Trainer, *New England Quality Research Center for Head Start* (June 2001–February 2006). Designed a program-wide intervention promoting early literacy-related practices of Head Start teachers. Trained program supervisors to present six workshops on early literacy topics. Developed observation tool for qualitative research on fidelity of classroom implementation.

Curriculum Developer and Facilitator, *Using Technology to Support Preschool Teachers' Professional Development* (April 2000–June 2002). Designed three modules for the *Technologically Enhanced Literacy Environment Enrichment Program (T-LEEP)*, a credit-bearing professional development course that focused on emergent literacy and language development. Course material delivered through a combination of interactive TV and face-to-face classes in remote sites. Facilitated remote site class of teachers and supervisors during the pilot presentation of the course.

HIGHER EDUCATION TEACHING

Lesley University, Cambridge, MA

Adjunct Instructor (Spring 2007). Taught *Language, Literacy, and the Arts in the Primary Grades (K-3)* to graduate students. The content of the course spanned teaching reading to K-5th grade to prepare students for the Foundations of Literacy test for Massachusetts Licensure.

Shady Hill School, Teacher Training Course, Cambridge, MA

Co-instructor (Fall 1992–1999). Instructor (Fall 2004–present). Teach *Foundations of Literacy* course (PreK-5) to graduate-level students.

Boston College, Chestnut Hill, MA

Instructor (Spring 2004). Co-taught *Teaching Reading (K-5)* course to undergraduate and graduate students.

Education Development Center, Inc., Newton, MA

Lead Instructor, Project STARS—Striving to Achieve Reading Success (Spring 2003). Taught *Literacy Environment Enrichment Program (LEEP)* course to early childhood teachers and their supervisors for graduate and undergraduate credit. The course provided the most current research and information to school teams to support children's language and literacy development. Funded by the U.S. Department of Education, Project STARS promoted the school readiness of at-risk children in high-need communities in Connecticut.

SELECTED SCHOOL TEACHING

Bowen School, Newton, MA

Early Literacy Teacher (2006-present). Lead small literacy groups in Kindergarten through third grade during daily literacy blocks. Conducted assessments for K-3 students.

Shady Hill School, Cambridge, MA

Reading Recovery Teacher (1992–2000). Introduced and implemented the Reading Recovery Program to Shady Hill. Organized Lower School literacy center and facilitated faculty study group on literacy acquisition.

Tutor (1984-1992). Served as tutor in the Lower School.

Grade Head (1982-1984). Taught multi-age class of first and second graders. Supervised graduate teaching fellows. Designed yearlong interdisciplinary studies.

Smith College Campus School, Northampton, MA (1979-1982)

Supervising Teacher. Taught four-year-olds and kindergartners and supervised graduate teaching fellows.

Davenport School, Hampshire Regional School District, Chesterfield, MA (1977-1979)

Kindergarten Teacher. Taught kindergarten class and co-authored "Team Building" for In-service Planning Manual for Hampshire Educational Collaborative.

CERTIFICATION

Massachusetts Department of Education, Educator's Certificate#183120; Consultant in Reading, Elementary Teacher (K-8)

CONSULTATION PROJECTS

Executive Office of Elder Affairs, Boston MA

Literacy Consultant (Summer 1999). Trained volunteers in the *Retired Seniors Volunteer Program (RSVP)* to be literacy tutors in the public schools.

Summerbridge, Cambridge, MA

Literacy Consultant. (Summer 1998). Trained Summerbridge staff to prepare middle-school students to be reading partners/tutors in a school-age summer childcare program.

VOLUNTEER PROFESSIONAL WORK

Language Arts Curriculum Review Committee, K-12, (1997-2000). Newton Public Schools, Newton, MA. Served as a parent representative to the review committee.

Cabot School Council, (1996-1998). Newton Public Schools, Newton, MA. Served as a parent representative to the school council.

Early Childhood Advisory Council, (1986-1989). Medford Public Schools, Medford, MA. Served as chair of council.

PROFESSIONAL AFFILIATIONS

Member, International Reading Association

D. Endnote Citations

ENDNOTE CITATIONS

¹ M. S. Garet, et al., "What Makes Professional Development Effective? Results from a National Sample of Teachers," American Educational Research Journal 38.Winter (2001): 915-45.

² J. D. Bransford, A. L. Brown, and R. R. Cocking, eds., How People Learn: Brain, Mind, Experience, and School (Washington, DC: National Academy Press, 1999).

³ A. S. Epstein, "Training for Quality: Improving Early Childhood Programs through Systematic Inservice Training," Monograph of the High/Scope Educational Research Foundation, vol. 9 (Ypsilanti, MI: High/Scope, 1993).

⁴ W. D. Hawley, and L. Valli, "The Essentials of Effective Professional Development: A New Consensus," Improving Teacher Quality: Imperative for Education Reform. Continuing Professional Development, ed. D. Boesel (Washington, DC: U.S. Department of Education, 2001) 1-17.

⁵ R. A. Kronley, and C. Handley, Framing the Field: Professional Development in Context (Washington, DC: The Finance Project, 2001).

⁶ D. Sparks, Designing Powerful Professional Development for Teachers and Principals (Oxford, OH: National Staff Development Council, 2002).

⁷ David K. Dickinson, Allyssa McCabe, and Marilyn J. Essex, "A Window of Opportunity We Must Open to All: The Case for Preschool with High-Quality Support for Language and Literacy," Handbook of Early Literacy Research, eds. David K. Dickinson and Susan B. Neuman vol. 2 (New York: Guilford, 2006) 11-28.

⁸ Linnea C. Ehri, and Theresa Roberts, "The Roots of Learning to Read and Write: Acquisition of Letters and Phonemic Awareness," Handbook of Early Literacy Research, eds. David K. Dickinson and Susan B. Neuman vol. 2 (New York: Guilford, 2006) 113-31.

⁹ C.J. Dunst, C.M. Trivette, and D.W. Hamby, "Predictors of and Interventions Associated with Later Literacy Accomplishments," CELL Reviews 1.3 (2007): 1-12.

¹⁰ C.J. Dunst, et al., "Framework for Developing Evidence-Based Early Literacy Practices," CELL Papers 1.1 (2006): 1-12.

¹¹ D.S. Katims, "Emergent Literacy in Early Childhood Special Education: Curriculum and Education," Topics in Early Childhood Special Education 11.1 (1991): 69-84.

¹² National Association for the Education of Young Children, and National Association of Early Childhood Specialists in State Departments of Education, Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8 (Washington, DC: Authors, 2003). May 18, 2007 <<http://www.naeyc.org/about/positions/pdf/CAPEexpand.pdf>>.

¹³ E. Frede, and D.J. Ackerman, "Preschool Curriculum Decision-Making: Dimensions to Consider," Preschool Policy Matters. 12/March (2007). 1-16. May 18, 2007 <<http://nieer.org/resources/policybriefs/12.pdf>>.

¹⁴ National Reading Panel, Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Reports of the Subgroups (Washington, DC: U.S. Department of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development, 2000).

¹⁵ B. Neufeld, and D. Roper, Coaching: A Strategy for Developing Instructional Capacity (Providence, RI: Annenberg Institute for School Reform, 2003). February 7, 2007
<<http://annenberginstitute.org/images/Coaching.pdf>>.

¹⁶ M.R. Buly, et al., "Literacy Coaching: Coming out of the Corner," Voices from the Middle 13.4 (2006). 24-28. February 7, 2007
<<http://www.literacycoachingonline.org/library/resources/riddlebulymarshatraciecoskieleannero binsonandkathyegawa2006literacycoachingcomingoutofthecornervoicesfromthemiddle1324-28.attachment/attachment/LitCoachingOutofCorner.pdf>>.

¹⁷ K.K. Manzo, "States and Districts Send Literacy Coaches to the Rescue," Education Week July 27, 2005: 20-21.

¹⁸ S.H. Landry, et al., "Enhancing Early Literacy Skills for Preschool Children: Bringing a Professional Development Model to Scale," Journal of Learning Disabilities 39.4 (2006): 306-24.

¹⁹ Russell Jackson, et al., National Evaluation of Early Reading First: Final Report (U.S. Department of Education, Institute of Education Sciences, Washington, DC: U.S. Government Printing Office, 2007).

²⁰ Q. Lin, Parent Involvement and Early Literacy (Cambridge, MA: Harvard Family Research Project, 2003). May 24, 2004
<<http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/literacy.html>>.

²¹ S. Bredekamp, and T. Rosegrant, "Reaching Potentials through Transforming Curriculum, Assessment, and Teaching," Transforming Early Childhood Curriculum and Assessment, eds. S. Bredekamp and T. Rosegrant vol. 2 (Washington, DC: National Association for the Education of Young Children, 1995).

²² D. Taylor, "Family Literacy: Resisting Deficit Models," TESOL Quarterly 27.3 (1993): 550-53.

²³ Monique Sénéchal, and Jo-Anne LeFevre, "Parental Involvement in the Development of Children's Reading Skill: A Five-Year Longitudinal Study," Child Development 73.2 (2002): 445-60.

²⁴ J. L. Epstein, "Perspectives and Previews on Research and Policy for School, Family, and Community Partnerships," Family-School Links: How Do They Affect Educational Outcomes, eds. A. Booth and J. Dunn (Hillsdale, NJ: Lawrence Erlbaum Associates, 2006) 209-46.

²⁵ Meredith L. Rowe, "Child-Directed Speech: Relation to Socioeconomic Status, Knowledge of Child Development and Child Vocabulary Skill," Journal of Child Language 35.1 (2008): 185-203.

²⁶ Catherine E. Snow, et al., Unfulfilled Expectations: Home and School Influences on Literacy (Cambridge, MA: Harvard University Press, 1991).

²⁷ N. Clark-Chiarelli, et al., "The Impact of the Technology Enhanced Language Environment Enrichment Program (T-Leep)," Presentation at the annual meeting of the IERI Principal Investigators, November 2002.

²⁸ D. Dickinson, and J. Brady, "Toward Effective Support for Language and Literacy through Professional Development," Critical Issues in Early Childhood Professional Development, eds. M. Zaslow and I. Martinez-Beck (Baltimore: Brookes, 2006) 141-70.

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³⁰ P.M. Senge, The Fifth Discipline (New York: Currency Doubleday, 1990).

³¹ L.B. Resnick, and M.W. Hall, "Learning Organizations for Sustainable Education Reform," Daedalus 127.4 (1998). 89-118. February 7, 2007
<<http://www.instituteforlearning.org/media/docs/learningorgforsustain.pdf>>.

³² Massachusetts Department of Education, "School/District Profiles: Worcester, Ma" (2006). February 8, 2007 <<http://profiles.doe.mass.edu/home.asp?mode=o&so=&ot=5&o=1906&view=all>>.

³³ G. J. Whitehurst, and C. J. Lonigan, "Child Development and Emergent Literacy," Child Development 69 (1998): 848-72.

³⁴ Andrew Biemiller, "Vocabulary Development and Instruction: A Prerequisite for School Learning," Handbook of Early Literacy Research, eds. David K. Dickinson and Susan B. Neuman vol. 2 (New York: Guilford, 2006) 41-51.

³⁵ B. Hart, and T. R. Risley, Meaningful Differences in the Everyday Experience of Young American Children (Baltimore: Brookes, 1995).

³⁶ A. D. Pellegrini, and L. Galda, "Ten Years After: A Reexamination of Symbolic Play and Literacy Research," Reading Research Quarterly 28.2 (1993): 163-75.

³⁷ M. L. Kamil, "Vocabulary and Comprehension Instruction: Summary and Implications of the National Reading Panel Findings," The Voice of Evidence in Reading Research, eds. P. McCardle and V. Chhabra (Baltimore: Brookes, 2004) 213-34.

³⁸ H. S. Scarborough, "Early Identification of Children at Risk for Reading Disabilities: Phonological Awareness and Some Other Promising Predictors," Specific Reading Disability: A View of the Spectrum, eds. B. K. Shapiro, P. J. Accardo and A. J. Capute (Timonium, MD: York Press, 1998).

³⁹ G. J. Whitehurst, et al., "Outcomes of an Emergent Literacy Intervention in Head Start," Journal of Educational Psychology 86 (1994): 542-55.

⁴⁰ M. J. Adams, Beginning to Read: Thinking and Learning About Print (Cambridge, MA: MIT Press, 1990).

⁴¹ P. E. Bryant, et al., "Rhyme and Alliteration, Phoneme Detection, and Learning to Read," Developmental Psychology 26 (1990): 429-38.

⁴² A. G. Bus, and M. H. van IJzendoorn, "Phonological Awareness and Early Reading: A Meta-Analysis of Experimental Training Studies," Journal of Educational Psychology 91.3 (1999): 403-14.

⁴³ L. C. Ehri, et al., "Phonemic Awareness Instruction Helps Children Learn to Read: Evidence from the National Reading Panel's Meta-Analysis," Reading Research Quarterly 36.3 (2001): 250-87.

⁴⁴ B. R. Foorman, et al., "The Role of Instruction in Learning to Read: Preventing Reading Failure in at-Risk Children," Journal of Educational Psychology 90.10 (1998): 37-55.

⁴⁵ D. K. Dickinson, and C. E. Snow, "Interrelationships among Prereading and Oral Language Skills in Kindergartners from Two Social Classes," Early Childhood Research Quarterly 2 (1987): 1-25.

⁴⁶ L. C. Ehri, "Learning to Read and Spell Words," Learning to Read: Basic Research and Its Implications, eds. L. Rieben and C. A. Perfetti (Hillsdale, NJ: Lawrence Erlbaum Associates, 1991).

⁴⁷ J. C. Harste, V. A. Woodward, and C. L. Burke, Language Stories and Literacy Lessons (Portsmouth, NH: Heinemann, 1984).

⁴⁸ C. J. Lonigan, "Development and Promotion of Emergent Literacy Skills in Children at-Risk of Reading Difficulties," Preventing and Remediating Reading Difficulties: Bringing Science to Scale, ed. B. R. Foorman (Baltimore: York Press, 2003) 23-50.

⁴⁹ C. E. Snow, S. M. Burns, and P. Griffin, eds., Preventing Reading Difficulties in Young Children (Washington, DC: National Academy Press, 1998).

⁵⁰ E. Sulzby, "Children's Emergent Reading of Favorite Storybooks: A Developmental Study," Reading Research Quarterly 20 (1985): 458-81.

⁵¹ L. M. Justice, and J. Kaderavek, "Using Shared Storybook Reading to Promote Emergent Literacy," Teaching Exceptional Children 34.4 (2002): 8-13.

⁵² Sharon L. Ramey, and Craig T. Ramey, The Effects of Curriculum and Coaching Supports on Classrooms and Literacy Skills of Prekindergarten/Head Start Students in Montgomery County Public Schools (Washington, DC: Georgetown University Center on Health and Education, in preparation).

⁵³ Craig T. Ramey, and Sharon Landesman Ramey, Professional Development for Early Childhood Educators (Presentation Slides) (Early Reading First FY 2007 New Grantee Meeting, New Orleans, LA, March 11, 2008., 2008). May 20, 2008
<<http://che.georgetown.edu/presentations/ERF%202008%20ramey%20and%20ramey%20march%2011.ppt>>.

⁵⁴ Sandra Barrueco, Evaluator of Usdoe Grant to East Coast Migrant Head Start. Personal Communication May 21, 2008.

⁵⁵ D. J. Dodge, et al., The Creative Curriculum for Preschool 4th ed. (Washington, DC: Teaching Strategies, Inc., 2002).

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E. Stakeholder Support

TEACHERS

Children's Village

Jesselyn Johnson
Shauna Flannerty
Kunal Desai
Catie Pelletier

2 Hubert

Erin O'Neil

Yann Ford-Lake
Director, Children's Village

Children's Corner

Kathy Parrington
Christina Johnson
Dorine Leone
Penny Dunbar
Mara Ellis
Victoria Stevens
Kanderson Lamoth
Adriana Sierra
Kimberly Lennon
Marina Balbas
SARITA Gonzalez
Makyla S. Phet
Keri Wernick
Miguel Morales
Shana Aricea
Helen Phau
Eileen Garganski
Ayesha
Kristen Souza

Angie Mead
Director, Children's Corner

Education Development Center, Inc.

F. Indirect Cost Rate Agreement

NONPROFIT RATE AGREEMENT

ORIGINAL

EIN #: 1042241718A1

DATE: June 21, 2007

ORGANIZATION:
 Education Development Center, Inc.
 55 Chapel Street
 Newton MA 02158-1060

FILING REF.: The preceding Agreement was dated August 1, 2006

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: INDIRECT COST RATES*

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)					
TYPE	EFFECTIVE PERIOD		RATE (%)	LOCATIONS	APPLICABLE TO
	FROM	TO			
FINAL	10/01/05	09/30/06	33.4	All	All Programs
FINAL	10/01/05	09/30/06	5.0	All	All Subawards
PROV.	10/01/06	UNTIL AMENDED	33.5	All	All Programs
PROV.	10/01/06	UNTIL AMENDED	5.0	All	All Subawards

*BASE:

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations) and subawards.

ORGANIZATION:
Education Development Center, Inc.

AGREEMENT DATE: June 21, 2007

SECTION I: FRINGE BENEFITS RATES**

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

<u>TYPE</u>	<u>EFFECTIVE PERIOD</u>		<u>RATE (%)</u>	<u>LOCATIONS</u>	<u>APPLICABLE TO</u>
	<u>FROM</u>	<u>TO</u>			
FIXED	10/01/06	09/30/07	28.4	All	Regular Employees
FIXED	10/01/06	09/30/07	8.5	All	Temporary Employees
FIXED	10/01/07	09/30/08	28.5	All	Regular Employees
FIXED	10/01/07	09/30/08	8.5	All	Temporary Employees
PROV.	10/01/08	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending September 30, 2008.		

ORGANIZATION:
Education Development Center, Inc.

AGREEMENT DATE: June 21, 2007

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES:

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

1. Fringe benefits included in the fringe benefit rate are FICA, pension plan, medical and dental insurance, life insurance, disability insurance, travel/evacuation insurance, long term care, workers' compensation, unemployment insurance and tuition assistance. Temporary employees receive only FICA, workers' compensation and unemployment insurance.

2. 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.

ORGANIZATION:
Education Development Center, Inc.

AGREEMENT DATE: June 21, 2007

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-122 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

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

BY THE ORGANIZATION:

Education Development Center, Inc.

(ORGANIZATION)

(SIGNATURE)

Cheryl Hoffman-Bray

(NAME)

Chief Financial Officer

(TITLE)

(DATE)

6/26/07

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Robert I. Aaronson

(NAME)

DIRECTOR, DIVISION OF COST ALLOCATION

(TITLE)

June 21, 2007

(DATE) 0594

HHS REPRESENTATIVE: Louis Martillotti

Telephone: (212) 264-2069

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **8739-Mandatory_LEADERBudNotes.pdf**

BUDGET NOTES

Education Development Center, Inc. (EDC) in partnership with Community Teamwork Incorporated (CTI) in Lowell proposes to conduct **LEADER-Lowell's Enhanced Approach for Developing Early Readers**, a multi-faceted intervention to elevate two of CTI's preschool centers from programs of quality to programs of educational excellence. The period of performance is 36 months. The following notes explain each line item in the budget.

PERSONNEL

Salaries listed in the budget are composite salaries based on those expected to be in effect when the project begins and the salary increases that are due on the anniversary date of the employee's hire. In subsequent years, we have increased salaries by four percent.

Intervention Sheila Skiffington, Project Director, (80% each year: Year 1 \$122,644, Year 2 \$127,550, Year 3 \$132,652) will provide overall leadership, direction, and supervision to the project. **Cornelia Heise Baigorria, Assessment/ELL Specialist**, (80% each year: \$85,000/\$88,400/\$91,936) will contribute her expertise in promoting language and literacy in young children who are ELLs. She will also serve as a coach for 3 teams and as an instructor for **FAYC**. **Gail Bolte, Coach** (60% each year: \$65,477/\$68,096/\$70,820), **Cindy Hoisington, Coach and Instructor** (Year 1 \$65,174 @ 40%; Year 2 \$67,781 @ 40%, Year 3 \$70,492 @ 60%), and **Satu Mehta, Coach and Instructor** (\$65,307 @ 60%; Year 2: \$67,920 @ 40%; Year 3: \$70,492 @ 40%) will provide coaching in three classrooms, two classrooms, and two classrooms respectively. **Ms. Mehta's** time is increased in Year 1 when she will also serve as an instructor. Similarly, **Ms. Hoisington's** time is increased in Year 3. **Ingrid Chalufour, Course Instructor** (20% each year: \$94,474/\$98,253/\$102,183) will teach *LEEP*, *FAYC*, and *FSL*. **Kathleen Irwin, Technology Specialist** (10 days each year: \$301.84/\$313.92/\$326.47) will

revise and maintain the Literacy Village website. **Haley Mazarella, administrative assistant** (40% each year: \$36,744/\$38,214/\$39,743) will provide support services for the project.

Evaluation **Barbara Helms, Principal Investigator** (50% each year: \$82,387/\$85,682/\$89,109) will be responsible for implementing the evaluation design for LEADER and supervising the evaluation team members. **Youngok Lim, Data Analyst** (10% each year: \$64,285/\$66,857/ \$69,531) will be responsible for analyzing the assessment data and preparing a report for data sharing presentations. **Elissa Boisjoly, Research Assistant** (100% each year: \$39,359/\$40,934/ 3, \$42,571) will review questionnaires and work with Drs. Lim and Helms to ensure established protocol is followed and information is entered accurately. A casual employee will spend thirty days each year entering data (\$112//\$116.48/\$121.14).

FRINGE BENEFITS

Employee fringe benefit rates of 28.5 percent for regular employees and 8.5 percent for casual employees are part of EDC's negotiated rate agreement. The fringe benefit rate for regular employees includes FICA (6.56%), pension plan (9.12%), medical and dental insurance (10.39%), life insurance (0.47%), disability insurance (0.33%), workers' compensation (0.41%), unemployment insurance (1.06%), tuition assistance (0.12%), EAP (0.03%), and Travel/Evacuation Insurance (0.01%). The casual employee (temporary staff) rate includes FICA (6.56%), workers' compensation (0.47%), and unemployment insurance (1.47%).

OTHER DIRECT COSTS

Travel – Intervention Each year the project director will attend the ERF meeting and two members of the staff will attend the IRA conference. The budget provides airfare, two days food and lodging, and ground transportation. In addition, we will reimburse coaches, specialists, and instructors for their travel between Lowell and EDC's Newton offices. Coaches and the

assessment/ELL specialist will travel to Newton for monthly coach meetings with the project director. The Newton-based instructor will make six trips to Lowell in Year 1 and 3 and three trips in Year 2.

Travel – Evaluation The principal investigator will also attend the annual ERF meeting. Each year, the evaluator will travel to Lowell for Fidelity of Implementation observations: 10 trips in Year 1 and 20 trips each in Years 2 and 3. In Year 2, two staff will go to the University of Virginia to be trained on the CLASS. EDC's travel policy is to use the lowest possible airfares by booking in advance. However, travelers are not always able to meet the conditions required by the airlines. Figures for meals and lodging in identified cities are given at the government approved rates. Mileage to and from Lowell is calculated at the government approved rate of \$0.505 per mile times 60 miles round trip. Only actual expenses are reimbursed.

Consultants – Intervention In Year 1, M. Susan Burns, a recognized literacy expert, will provide two days of consultation to intervention staff on the connection between early literacy research and implementation of best practice. A program liaison will spend 12 days in Year 1 and 6 days each in Years 2 and 3 to facilitate implementation of the project at CTI. S/he will oversee the collection of permissions and help coordinate activities between project staff and CTI staff.

Consultants – Evaluation Data collectors will be hired to conduct child and classroom assessments. We will train eight data collectors to use the child assessments and two to conduct ELLCO, since several EDC staff are already ELLCO-qualified. Data collectors will be paid a stipend for time spent in training (\$50 for most tests and \$75 for ELLCO) and a fee for each test administered (\$30 standard/\$15 TVIP/\$90 ELLCO). The fee includes approximately \$5 for travel when multiple tests can be administered in one day and \$15 for ELLCO since only one

assessment can be done in a day. The budget also includes the cost of lunch on training days. Providing food makes it possible to shorten the length of the training and allows participants to network and share experiences. In subsequent years, we will provide refresher training and lunch. In Year 1, M. Susan Burns will spend two days reviewing evaluation protocols and validating the independence of the evaluation.

Participant Support – Intervention The budget covers the cost of course credit and registration fees for undergraduate and graduate-level teachers. The cost of undergraduate credit is \$38/credit and the cost of graduate credit is \$140/credit. The cost of registration in Year 1 is \$220 per participant. Textbooks and materials for each participant costs \$150. As stipends for attending Saturday classes, teachers will receive \$21 per hour for the day, center directors \$35 per hour for the day, and a course assistant at \$10 per hour for 3 hours. Substitutes will be paid \$75 per day and teachers who successfully complete the course will receive \$100. Meeting rooms are budgeted at \$300 each and a continental breakfast and lunch for course participants will be provided for \$25. Parent training on child literacy will be held six times each year with dinner, child care, and child literacy materials provided.

Participant Support –Evaluation The project will provide incentives for six comparison group teachers at \$200 and for two directors at \$100 per year. We will conduct focus groups for teacher teams, supervisors, and parents. Each participant will receive \$25. We have also allotted a small amount for refreshments. There is no overhead on participant support costs.

Materials and Services The supplies budget includes general office and computer materials. In Year 1, we will purchase one LCD and three laptop computers with docking stations, video cameras with hard drives and tripods, and digital cameras so that the coaches can document teacher practice. We will purchase data collection tools such as forms and test kits for ELLCO,

PALS, PPVT, TVIP, PreIPT, and CLASS. Estimates for postage and mailing, copying, and printing are based on EDC's experience with projects of similar scope.

EDC utilizes the Direct Allocation Method to determine direct and indirect cost. EDC has historically and consistently charged rent and maintenance expenses as direct costs to all sponsors, and submits to an annual independent audit as required under OMB Circular A-133. EDC estimates its rental costs for the first budget period at \$17,915 per FTE for its Newton, MA office. The rates are derived by estimating the rental and maintenance costs for the fiscal year and distributing these costs over the number of employees campus wide allocated to the project on which an employee works as a function of the employee direct labor hour. The rent accrual pool is audited periodically and the rate adjusted up or down as necessary. Increases in subsequent years are estimated at five percent. Staff working out of the Lowell office are not included in the rent calculations. As with rent, EDC charges telecommunication costs (telephone and internet) as direct costs to the project on which an employee works as a function of the direct labor hour rate. The rate for the first budget period is \$2,207 per FTE.

INDIRECT COST RATES

EDC has indirect cost rates negotiated with the U.S. Agency for International Development (Region II, Federal Building, 26 Federal Plaza, New York City, New York, 10278). Our current rate agreement of June 21, 2007 sets provisional rates of 33.5 percent on total direct costs (less equipment, subcontracts, and renovation) and 5 percent on subcontracts. EDC's indirect cost rate does not cover expenses that can be allocated to individual projects, such as rent and maintenance of office and conference space and the purchase of computers and related software.