

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

**EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080021
Grants.gov Tracking#: GRANT00473055**

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: * If Revision, select appropriate letter(s): <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	<input type="text"/> * Other (Specify) <input type="text"/>
---	--	---

* 3. Date Received: <input type="text" value="06/09/2008"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="1-376000511-A7"/>	* c. Organizational DUNS: <input type="text" value="098987217"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="College of Education"/>	Division Name: <input type="text" value="Center for Literacy"/>
---	--

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

G: Independent School District

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.):

Chicago

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

Achieving Preschool Language and Literacy Excellence (APLLE)

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="3,791,205.00"/>
* 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="3,791,205.00"/>

*** 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:

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

2227-Congressional_Districts.doc

Mime Type

application/msword

AdditionalProjectTitle

File Name

Mime Type

Congressional Districts

Early Reading First will be implemented in Archdiocese of Chicago Schools in the following Congressional Districts:

IL - 004
IL - 005
IL - 007



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
The University of Illinois at ch...

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: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)
Approving Federal agency: [] ED [X] Other (please specify): Office of Naval Research
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
The University of Illinois at ch...

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: GRANT00473055

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 Larry Danziger	* TITLE Interim Vice Chancellor for Research
* APPLICANT ORGANIZATION The University of Illinois at Chicago	* 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: University of Illinois</p> <p>* Address: MB 502/MC 551 809 S. Marshfield Chicago IL: Illinois 60612-7227</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>US. Dept of Education</p>	<p>7. * Federal Program Name/Description: Early Reading First 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: None None</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: None 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: Larry Danziger</p> <p>* Name: None None</p> <p>Title:</p> <p>Telephone No.:</p>

	Date: 06-09-2008
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Attachment Information

File Name

7888-GEPA_2008.pdf

Mime Type

application/pdf

Assurance is provided that appropriate accommodations and adaptations will be made to permit the full participation of all professionals, children, and their families in all *APLLE* activities regardless of gender, race, national origin, color, disability, or age. In the event that families of children in the preschool programs are not fluent English speakers or communicate using manual language (American Sign Language, signed English, finger spelling), translators or interpreters will be made available so that they may participate in *APLLE* activities. Written materials will also be translated as needed or adapted to accommodate parents who are blind or have low vision. For example, children's books in Spanish or other languages (when available) will be offered for home libraries or books that include both print and Braille or use large print will be used, as appropriate, so that the parent may read with their child.

All of the preschool operate in buildings that are fully accessible to individuals with physical disabilities/limitations. We further assure that the physical arrangement of classrooms, meeting/activity rooms, and play areas will support the full participation of professionals, children, or family members who require adaptive equipment such as wheelchairs, walkers, or prone standers. These examples are provided as illustrations only. Other accommodations and adaptations to support full participation in *APPLE* activities will be made as 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

The University of Illinois at Chicago

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Dr. * First Name: Larry Middle Name:
* Last Name: Danziger Suffix: * Title: Interim Vice Chancellor for Research

* SIGNATURE: Larry Danziger * DATE: 06/09/2008
--

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Dr.

William

Teale

* Address:

Center for Literacy Mc 147

1040 West Harrison St

Cook
County

Chicago

IL: Illinois

60607

USA: UNITED STATES

* Phone Number:

312-413-1423

Fax Number:

312-413-8083

Email:

wteale@uic.edu

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available: Pending: FWA00000083

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00473055

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 101-Abstract_FINAL.pdf

Abstract

Achieving Preschool Language & Literacy Excellence (APLLE) is a partnership involving seven Archdiocese of Chicago Catholic Schools preschool classrooms and the University of Illinois at Chicago designed to create early education centers of excellence. These classrooms will provide low-income, culturally diverse, urban children with an educational program centered on high quality language- and print-rich environments that foster oral language skills, phonological and print awareness, and alphabet knowledge enabling children to enter kindergarten with the language, cognitive, and early reading skills necessary for school success. *APLLE* will serve approximately 450 children, over 85% of whom are considered at-risk for educational failure; the families of the children; 7 teachers and 7 teacher assistants; and 5 school principals. *APLLE*, grounded in scientifically-based reading research, will provide high quality materials and explicit and contextualized literacy instruction facilitated by implementing the *Opening the World of Learning* curriculum. The curriculum is supplemented by a) targeted instruction supporting English Language Learners and b) a multi-tiered instructional model that specific one-to-one tutoring for children shown by formal and classroom-based assessments to be not making sufficient developmental gains and are therefore most severely at risk for later literacy problems. Teachers and assistants will participate in extensive professional development (PD) to implement *APLLE* at the highest levels of effectiveness. PD will include regular group sessions and ongoing modeling, observation, and feedback conducted by on-site coaches. *APLLE* also will employ a comprehensive, psychometrically sound assessment program that (1) identifies children at risk for language/literacy delays; (2) continuously monitors children's progress; and (3) uses individual and aggregate assessment data to make informed judgments about appropriate instruction. Finally, *APLLE* includes an external evaluation that assesses program effectiveness and contributes to on-going formative program development.

Project Narrative

Project Narrative

Attachment 1:

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Achieving Preschool Language & Literacy Excellence:
Early Reading First in the Archdiocese of Chicago Catholic Schools

Criterion 1: Quality of the Project Design

Factor 1: Current Knowledge from Research and Effective Practice

Achieving Preschool Language & Literacy Excellence (APLLE), the proposed approach for developing preschool children's cognitive, language, and early literacy skills, is grounded in scientifically-based reading research (SBRR) as defined in the No Child Left Behind Act of 2001 (NCLB, 2001) and discussed in the *National Reading Panel Report* (NRP, 2000), *Prevention of Reading Difficulties* (Snow, Burns & Griffin, 1998), preliminary reports of the National Early Literacy Panel (e.g., National Institute for Literacy, 2007; Shanahan, 2006), and the *National Evaluation of Early Reading First* (Jackson, et al., 2007). To be considered scientifically based, the research had to be empirical, employ rigorous methodology appropriate to test the hypotheses of the study, use valid and reliable measurement, permit supportable conclusions about causality, and withstand rigorous peer/scientific review processes. The body of core research used as the basis for this pre-application and cited throughout the proposal is in Appendix B, References.

Factor 2: Represents an Exceptional Approach to Meeting Statutory Purposes and Requirements

Purpose 1: Schools and Existing Programs

The University of Illinois at Chicago (UIC) Center for Literacy, in collaboration with the Archdiocese of Chicago, will develop, implement, and evaluate the *Achieving Preschool Language & Literacy Excellence* model. To determine which preschool programs would be best to participate in the project, the Archdiocese solicited applications from their schools located in Chicago's poorest neighborhoods. Five schools (centers), from a pool of twenty applicants, were selected based on the demographic characteristics of the children, high quality characteristics of their programs and classroom staff, and application statements of their reasons for and

commitment to participating in *APLLE*.

The five faith-based schools selected for the project contain a total of seven preschool classrooms and will serve 450 children over the course of the project. The schools are located in four different low-income Chicago neighborhoods, all within 20 minutes driving distance from UIC. Three of the schools have a single classroom, with 20-24 children each, while the remaining two schools each have two classrooms and serve 40-44 children per school. The percentage of children in these preschool programs who qualify for free or reduced-price meals ranges from 82.5 to 88.6%. In the largest center, 100% of the enrolled children are African American. In the remaining four centers, 82-96% of the children are Hispanic. Of the 150 total children in this year's classrooms, 99.4% are members of ethnic minority groups. Thirteen percent of the children have identified disabilities/delays, which is significantly higher than the national average of 5.79% (OSERS, 2007). In addition, many of the children live in homes where Spanish is the primary or only language spoken, and about half of these children have been identified as English Language Learners. Thus, the proposed project is focused on children at high risk for educational failure, with a significant population of children with limited proficiency in English. *APLLE* will provide the resources, expertise, and professional development (described below) necessary to ensure that the educational experiences for all participating children are effectively differentiated and appropriately supportive to facilitate the greatest possible cognitive, language, and early literacy development of every child.

Each program selected for participation has been accredited by NAEYC, has certified teachers with BA or MA degrees in education, low staff turnover (all but two staff have been in their current positions from 4-7 years), and an average daily preschool attendance rate of over 96%. Each classroom currently implements a preschool curriculum supporting cognitive, social,

emotional, and physical development stemming from *Creative Curriculum* and does pay specific attention to the importance of early literacy. Preschool children in the centers participate five days per week, from 6 ½-7 hours per day, for 9-10 months (180-200 days) of the year.

Approximately 43% of the children attend the program for two years (as 3- and 4-year-olds).

These characteristics—well qualified teachers who have been in their positions for a number of years, NAEYC accreditation, high rates of student attendance in full-day programs, and, for almost half of the enrolled children, two years of attendance—indicate the existing quality of the programs and demonstrate their potential to become centers of literacy excellence.

The five Archdiocese centers participating in *APLLE* are committed to improving their early childhood literacy focus, strengthening the link from preschool to the primary grades, and thereby increasing the likelihood that their students achieve success in reading during their K-3 years. ERF will upgrade the quantity and quality of the centers' literacy instruction programs and build on existing parental commitments to create even stronger support for early learning. The *APLLE* collaborative affords the opportunity to significantly advance already substantive educational efforts, increasing the effectiveness of these preschool classrooms with regard to the literacy preparedness of children in low-income, urban neighborhoods. Additional details about the five centers, including student characteristics, are provided in Appendix A.

Factor 2, Purpose 2: Language and Literacy Activities Based on SBRR

The participating preschools, in collaboration with the UIC Center for Literacy, will accomplish three main goals: (1) children will acquire the oral language, thinking, and early literacy skills associated with successfully developing reading skills when they reach school age; (2) classrooms will provide children with cognitive learning opportunities in language and print rich environments of the highest quality; and (3) classroom teachers and assistants will increase

their knowledge, skills, and the implementation of SBRR practices. Through extensive, intensive, and sustained professional development, *APLLE* will develop model preschool classrooms that support children from low-income families in their early oral language and literacy development by (a) implementing a comprehensive preschool curriculum with a strong focus on early literacy; (b) developing a multi-tiered intervention structure that differentiates instruction within the classroom for children who have been identified through assessment as at highest risk for academic failure; and (c) incorporating activities and practices to increase parent participation in extending children's early literacy learning from classroom to home.

Curriculum, Content & Time Allocations. *Opening the World of Learning (OWL;* Schickedanz & Dickinson, 2005), a comprehensive, full-day curriculum was selected for the *Achieving Preschool Language and Literacy Excellence* collaborative as the core program for language and literacy activities in the seven classrooms. Many teachers in the participating classrooms had expressed a desire for a curriculum that was more comprehensive and would provide better integration of language and early literacy activities than what they were currently implementing. *OWL* is comprehensive in that it addresses all the domains typically identified with early childhood development (language, social-emotional, cognitive, motor, and adaptive [self-care]), and is aligned with the *Illinois Early Learning Standards*. The curriculum content is organized in broad units around a set of themes: Family, Friends, Wind & Water, The World of Color, Shadows & Reflections, and Things That Grow. Language and literacy targets are integrated throughout the curriculum that also encompasses social development, mathematics, science, social studies, the arts, and physical development. Thus, the curriculum's rich content provides multiple, varied, and extensive opportunities for children to develop important background knowledge and language while teaching literacy skills in exciting, interesting

contexts. Components of the curriculum will be systematically and sequentially implemented during Year 1 of the project, beginning with Story Time and Songs, Word Play & Letters (SWP&L), then Morning Meeting and Centers, and finally Let's Find Out, Let's Talk About It (LFOAI, LTAI) and Small Groups. Table 1 provides an overview of the time allocations and activity blocks through which *APLLE* teachers will implement *OWL*.

Table 1. *OWL* Daily Instructional Activities

Time	Activity	Focus of Instruction
30 min.	Start-of-Day Centers (including breakfast)	Print & book awareness; Letters & writing knowledge; Art; Phonological awareness; Gross & fine motor; Dramatic play; Science, math, and social studies content
15 min.	Morning Meeting	Introduce center activities
60 min.	Rotation through Selected Centers	Print & book awareness; Letters & writing knowledge; Art; Phonological awareness; Gross & fine motor; Dramatic play; Science, math, and social studies content
15 min.	Toileting and Snack	Teacher/child and child/child oral language
20 min.	Story Time	Interactive reading strategies; Wide variety of high quality literary selections
35 min.	Outdoor Play	Conversations; Gross & fine motor; Dramatic play
20 min.	Songs, Word Play, & Letters (SWP&L)	Rhyming; Phonological awareness; Letter knowledge
10 min.	Handwashing/Toileting	Teacher/child and child/child oral language
90 min.	Lunch/Quiet Time/ Centers	Teacher/child and child/child oral language; Book awareness
20 min.	Small Groups	Writing, Language and print manipulatives, Book browsing; Wide variety of book genres; Letter knowledge; Science, math, and social studies content
20 min.	Let's Find Out/Talk About It	Science, math, and social studies content; Wide variety of book genres; Sight word knowledge; Social skills; Music
20 min.	Small Groups	Phonemic awareness; Sound blending; Letter-sound associations
20 min.	End-of-Day Centers	Same as Centers above

SBRR Skills Focus & Curricular Alignment. *OWL* has a very strong emphasis on language and literacy, specifically targeting the critical areas of oral language, phonological awareness, print awareness, and alphabetic knowledge by providing activities, routines, and intentional instructional procedures and sequences that reflect scientifically based reading

research literature. It is well structured to support early language/literacy development, but we have also identified areas that need additional or differential emphasis in light of the student population served by *APLLE*.

(a) Letter knowledge. It is well documented that awareness of print and recognition of the letters of the alphabet highly correlates with later reading skills (e.g., Lonigan et al., 2000; Adams, 1990) and that letter knowledge relates to phonological awareness in ways that eventually become central to developing phonics skill (Blachman, et al., 1994; Ehri, et al., 2001; NRP, 2000; Al Otaiba, et al., 2008; Schneider, et al., 2000). Naming uppercase and lowercase letters, as well as associating letters with familiar words, is explicitly and systematically taught in *OWL* through activities in the SWP&L and Small Groups curriculum components. The scope and sequence for letter identification instruction proceeds from uppercase to lowercase, and from the beginning letters in children's names to letters not included in their names. SWP&L and Small Groups instruction is teacher-directed, and letter knowledge experiences are also incorporated into child-initiated activities by providing writing materials and literacy props throughout Centers (e.g., writing, dramatic play, blocks), and by systematically implementing follow-up activities previously taught by the teacher into appropriate Centers for children's independent use.

(b) Letter sounds and blending of letter sounds. Understanding that letters have associated sounds (as well as letter names) and being able to blend letter sounds is another fundamental building block of early literacy (Ball & Blachman, 1991; Evans, et al., 2006; Treiman, et al., 1994). The *OWL* Interesting Sounding Words activity and Writing activities emphasize letter sounds and their blending. These activities also link phonemic awareness, letter knowledge, and letter sounds/blending experiences for the children.

(c) Phonological awareness. The *OWL* curriculum includes numerous and varied

activities that foster the development of phonological awareness (PA) (Phillips, et al., 2008; Whitehurst & Lonigan, 1998), a critical factor in acquiring the alphabetic code (Adams, 1990; Blachman, 1991; Stanovich 1986) and, ultimately, in building phonics and word recognition skills (Storch & Whitehurst, 2002). The most productive approaches to developing phonological awareness include the use of letters (Ehri, et al., 2001; Yeh, 2003). The *APLLE* approach recognizes that PA needs to be taught directly—such abilities do not typically develop in children as a result of oral language activities (Lonigan, et al., 1998; Dickinson & Snow, 1987; Wallach, et al., 1977). Accordingly, phonological awareness instruction (e.g., Ball & Blachman, 1991; Blachman, et al., 1994; Byrne, et al., 2000; Ehri, et al., 2001) is an effective and essential component that *OWL* integrates through the use of language and print manipulatives that are used in classroom learning centers and intentional instruction (syllable awareness, beginning sounds, rhyme awareness, blending and segmenting phonemes) that is part of each day's lesson. In addition, we have developed numerous supplementary activities for incorporating PA practice into transition activities and even mealtimes. Finally, PA will be promoted in *APLLE* classrooms through the emergent writing present in *OWL* instructional activities and practiced by children in the classroom Writing Center.

(d) Oral language. Young children's vocabulary and oral comprehension abilities highly correlate to later success in reading, with inadequate language development resulting in problems acquiring reading skills (Scarborough, 2001; Strickland & Shanahan, 2004). *APLLE* will focus especially on developing the children's vocabulary, oral comprehension, and conversational skills. Strong early language skills are associated with amount of time spent in conversation, complexity of the conversations, responsiveness of interactive partners, and opportunities for the child to initiate and respond in conversations (Dickinson, 2001; Hart & Risley, 1995, 1999;

Huttenlocher et al., 2002; Shanahan, 2006; Snow et al., 1995). *OWL* specifies daily oral language instructional experiences focused on these areas in its large group and small group activities in every curriculum component. The oral language skills taught in *OWL* include vocabulary and conversation skills, as well as using language to resolve conflicts, tell personal narratives, and learn information such as how to do things.

Children like those in *APLLE* classrooms experience a great disadvantage in vocabulary development that must be addressed in order to ensure long-term success in literacy learning, and therefore we have developed strategies to supplement the vocabulary instruction related to the core Story Time read alouds that *OWL* provides. Teachers will provide explicit instruction for 3 selected vocabulary words from each of the read aloud books in a unit. They will: (1) show a word card that contains the printed word and an illustration depicting the word; (2) discuss the meaning of the word or provide a dictionary definition (Snow, et al., 1999), if appropriate and give concrete examples of its meaning; (3) visually demonstrate the word meaning (e.g., perform the action; pass around an object or photograph); and (4) prompt children's responses to discussions of the word's meaning by posing open-ended questions and scaffolding children's use of the word in different contexts. Each *OWL* book is read three or more times across a unit, so children will have multiple repeated exposures to the selected words. Words selected will be: (1) vocabulary commonly used by adult speakers, but unknown to most preschoolers (Tier 2 words, Beck & McKeown, 2002); (2) words connected to robust concepts (e.g., in science and social studies) that lend themselves to deeper exploration in the LFOAI/LTAI components of *OWL*; and (3) words that support students' development of higher level listening comprehension skills (e.g., inferring and describing character motivations; making deep connections to texts). For example, the three words taught in conjunction with *Raccoon on His Own* in the Shadows

and Reflections unit are *reflection* (key unit concept), *swamp* (content area connections), and *frightened* (story character motivation).

The other specific area of oral language to receive additional emphasis beyond that provided in *OWL* will be conversational skills. Professional development will be targeted on helping the adults in the classroom learn how to use a number of deliberate strategies demonstrated to facilitate the language development of both native English speakers and children acquiring English (Tabors, 2008; Wilcox et al., 2000). These strategies will be employed especially during center time and small group activities but also during lunch, snack time, transitions and morning arrival and afternoon departure when it is possible to engage with one or a small number of children in order to maximize children's language experiences.

(e) *Knowledge of purposes and conventions of print* is established in some children well before they enter school (Snow, et al., 1998; Whitehurst & Lonigan, 1998), but differences in awareness are associated with socioeconomic status (Baydar, et al., 1993; Hart & Risley, 1995). Reading to and with young children (Edwards, 1995; Purcell-Gates, 1988; Van Kleeck, et al., 2003) and having print-rich environments (Whitehurst & Lonigan, 1998) have been linked to children's increased print awareness. *OWL* specifically includes materials and instructional activities for print understanding and use (meaning/uses of print; early writing; emergent reading, letter knowledge) and book interest/understanding (attending to different kinds of books; comprehending/responding to different genres of books). These materials and activities are integral to the Center Time, SWP&L, LFOAI, and Small Group components of *OWL*. In addition, *APLLE* teachers will be coached to incorporate specific questions about print conventions (e.g., author/illustrator, directionality) into Reading 1 of *OWL* Story Time.

It should be noted that the *OWL* curriculum (as detailed in the Teacher's Guide) routinely

introduces new content/skills in large group, teacher-directed activities, then reinforces new skills/content in small group activities, and finally places the materials/activities in appropriate Centers so that children are provided the opportunity perform the skill/activity independently. In addition, although the various curriculum components are identified in time blocks, each component is actually comprised of multiple activities that incorporate several levels of academic demand. This variety contributes to maintaining high levels of child engagement and makes each time block accessible by children at different developmental levels.

Responsibilities, Tasks and Schedules for Classroom Staff. The *OWL* curriculum will provide the framework for *APLLE* classrooms. It has a daily schedule of activities and structures common to most high quality preschool programs (see Table 1, p. 5). The *OWL* teacher's guide describes each activity, delineates specific child outcomes, lists materials needed, and provides detailed procedures for teaching. To further assure success, *APLLE* teachers/assistants will work with coaches to develop detailed schedules for each classroom activity period, indicating also specific responsibilities for each adult in the classroom during the activity. We have found that this procedure increases child participation in learning activities, reduces children's waiting time, eliminates adults' confusion over responsibilities for specific tasks, and is essential for maximizing the resources available to provide differentiated instruction in the classroom setting.

Multi-tiered Instructional Model. No published curriculum fits the needs of all children, and thus the concept of a tiered intervention hierarchy, known as Response to Intervention (RTI) (Coleman, et al., 2006; Gettinger & Stoiber, 2008), can be useful in preventing language and literacy difficulties in young children. Our approach in *APLLE* will be to incorporate a tiered model, but to do so in a way that teachers/assistants regard the existing structure and activities of *OWL* curriculum as being the foundation within which instruction may be appropriately

differentiated. The first tier of RTI is described as high quality instruction using evidence-based practices, and this instruction is provided to all students in the class. The large group activities in *OWL* are structured within *APLLE* as Tier 1 intervention.

For the second tier we will identify, through specific, multiple-source assessments, children who do not acquire skills taught during routine classroom instruction; and the frequency and intensity of instruction for these children will be increased. *APLLE* will use the assessment procedures described under Factor 5 (below) combined with structured teacher-coach classroom observations to identify children in need of this higher 'dosage,' and we will enhance the Small Groups components of *OWL*, providing specific professional development and coaching for the teachers/assistants to ensure that they can conduct activities that accomplish this function. Children will be grouped according to achievement level on the specific skills targeted for instruction. The groups, however, will be flexible and will be reconfigured based on the requirements of the tasks and the developing skill levels of the children. Children will experience high-support (teacher mediated), low-support (teacher assistant mediated), and independent small groups. In these groups each activity is differentiated for the skill levels of the children (with more challenging activities for students with higher level skills and more focused, targeted activities for children who are experiencing difficulty in acquiring early literacy skills). Strategies such as increasing the number of opportunities for each child to respond (e.g., number of active turns) or reducing the number of target responses (e.g., focusing on 3 or 4 sounds or letters rather than 7 or 8) have been used to modify the *OWL* Small Groups to function as a Tier 2 support. Teachers will learn to plan differentially so that although all children experience instruction in high-support, low-support, and independent small groups, children with the greatest needs will spend relatively more time in high-support groups.

APLLE will introduce the third tier of an RTI model for children who are still not making adequate progress (based on progress monitoring described under Factor 5) through even smaller groups (2-3 children) or one-to-one instruction, two times per week, for 15-20 minutes each session. These sessions will be conducted by project Instructional Support Teachers (see Personnel section), using child-focused strategies such as response shaping and prompting, correspondence teaching, naturalistic time delay, and others (Wolery, 2005).

Instructional protocols specific to letter knowledge, PA, letter sounds and blending, and knowledge of the purposes and conventions of print developed as part of the project will be employed for Tier 2 and Tier 3 instruction. On-going, progress monitoring assessment procedures related to Tier 2/3 instruction are described in the *Assessment* section (pp. 20-24).

Language and Literacy Extension to Home. In addition to the activities that teachers implement as part of the ongoing *OWL* program and the supplementary, differentiated instruction that some children receive in Tier 3 of the *APLLE* model, we see building strong language/literacy extensions to the home as essential to increasing the extent of the children's early literacy experiences. To enhance home support and out-of-school language experiences, we will (1) establish check-out systems for the classroom libraries, (2) schedule periodic family literacy workshops that demonstrate to parents everyday activities that reinforce early literacy learning at home, and (3) provide parents with weekly calendars that suggest home readings and activities that support *OWL* curricular themes and the lessons conducted in the classrooms.

In Y1, five family workshops will support the schools' implementation of *OWL* and other *APLLE* components. Sessions will cover the topics indicated in Table 2; similar offerings, with appropriate modifications as found to be necessary, will involve families in Y2 and Y3.

Table 2. Family Workshops

Time Frame	Family Activity
Sept. or Oct.	“Introducing <i>OWL</i> ” and promoting home “Read Alouds and Read Alongs”
Nov. or Dec.	“Talk, Talk, Talk: Helping Your Children Develop Language for Learning”
February	“Everyday Reading and Writing Activities That Work”
April	“Helping Your Child Become a Word Wizard”
Late May	“Next Year: The Big K and What Your Children and You Can Do Over the Summer to Be R.E.A.D.Y.”

Sessions will focus on practical strategies family members can use to (a) share with their children the take-home books (high-quality literature appropriate for read alouds selected from *OWL* recommendations and from Teale, et al. [2008] and books conducive to fostering emergent reading behaviors in children [Sulzby, 1985]); (b) expand children’s vocabulary through conversations and book readings, questions and comments that promote comprehension; and (c) generally build children’s background knowledge and positive dispositions toward reading and writing (Bus & De Jong, 2004; Storch & Whitehurst, 2002). The final family literacy workshop for the year will emphasize the importance of continuing parent-child literacy and language activities throughout the summer. Each family will receive a comprehensive *Families Learning Together* (Meehan & Kinnison, 2008) summer packet that we have developed which contains weekly calendars organized around *Talking, Reading, Doing*. In addition to suggestions for language/literacy activities, the weekly calendars highlight family-focused events scheduled throughout Chicago during the summer. In Year 1, the coach at each site will plan and implement the workshops at the school, with the teacher’s/assistant’s collaboration. In Years 2 and 3, *APLLE* staff will provide the PD necessary for teachers, assistants, and parents to take over this responsibility.

All of the language and literacy activities described in this section of the proposal contribute toward meeting *APLLE*’s Goal 1, enabling all participating children to acquire the oral

language, thinking, and early literacy skills associated with successfully developing reading skills when they reach school age. Additional specifics about the implementation of these activities can be found in the discussion of the project Management Plan (Criterion 4) below.

Factor 2, Purpose 3: High Quality Language- and Literature-Rich Environment

The project's second main goal is to provide children with cognitive learning opportunities in language and print rich environments of the highest quality. The physical and social environments in which children spend their school day can serve as powerful, positive vehicles for enhancing preschool children's language, and literacy (Neuman & Roskos, 1992). In other words, specific classroom design features and materials make a difference (Roskos & Neuman, 2001; Wayne, et al., 2007). The seven classrooms already have a number of research-recommended Book Area/Book Selection features in their classrooms, as indicated by baseline ELLCO (Smith, et al., 2002) scores gathered in spring, 2008 which ranged from 8-10 out of a possible 11. However, these classroom observations have also identified a number of environmental changes that can be made—especially in the areas Writing Materials and Writing Around the Room—to enhance the language and literacy environments even more.

APLLE staff and teachers will work together to achieve Goal 2 so that every classroom has a literacy-rich environment with the following characteristics: (a) clearly defined learning centers (as previously described) with distinct, integral literacy props; (b) functionally labeled items/areas in the room that facilitate children's use of words and symbols to navigate through daily classroom activities (e.g., centers, meals, recess) (Schickedanz, 1999), (c) a variety of age appropriate displays of letters and words that serve as models for children and/or are functionally integrated into classroom activities, (d) well-designed classroom libraries that achieve Good or Excellent ratings on the evaluation scale developed by Fractor, et al. (1993) and contain high

quality and multicultural books in a variety of genres, and (e) well-designed writing centers (Morrow, 2009). Reading and writing will be embedded into classroom procedures and routines such as “signing in” at morning arrival, “signing up” to participate in a selected activity, writing and reviewing activity schedules, and so forth. Finally, displayed in the classroom throughout the course of the school year will be intriguing items that prompt children to talk about them.

In addition to the physical literacy materials and classroom design, the language environment of each classroom will be enhanced through the strategies described above in Criterion 1, Factor 2, Purpose 2, Oral Language (p. 9) and in the appended English Language Acquisition Plan. This specific attention to having teachers emphasize vocabulary and conversation across curriculum contexts and activities contributes substantially to early literacy by developing in children the background knowledge and language reservoir they need for comprehending texts and participating in content-rich discussions.

Factor 2, Purpose 4: Professional Development

APLLE will implement a comprehensive professional development (PD) model that will result in increased use of scientifically based reading strategies in the classrooms, systematic implementation of the *OWL* curriculum, and use of assessment data to guide instruction. Our approach to PD recognizes that intensive on-going coaching (2 days per week in each class), constructive feedback, and support by school administrators and other school-based supervisory personnel all play key roles in the degree to which SBRR strategies become integral to everyday instruction. Our model includes school principals and other administrative personnel responsible for the quality of the instructional program, as well as the classroom staff, and is structured to develop both knowledge and skill (practical application in the instructional setting), through both monthly group PD sessions and extensive individual coaching in the school setting. Table 3

provides an overview of the *APLLE* professional development model.

Table 3: *APLLE* Professional Development Model

Teachers & Teaching Assistants	Administrators
Group Delivery of Professional Development	
Content Focused	Content Focused
<ul style="list-style-type: none"> • Knowledge of SBRR instructional practices plus differentiating instruction for children needing extra support and English language learners • OWL curriculum • <i>APLLE</i> ERF assessments • High quality children’s literature 	<ul style="list-style-type: none"> • Knowledge of SBRR instructional practices • What to look for as markers of excellence in early literacy instruction in OWL classrooms
Focus on Implementation	Focus on Implementation
<ul style="list-style-type: none"> • Hands-on practice with instructional activities • Hands-on practice with interpreting and conducting assessments 	<ul style="list-style-type: none"> • Hands-on practice with observing teachers/assistants and providing feedback
Individual On-site Professional Development	
<ul style="list-style-type: none"> • OWL planning and materials preparation • Lesson observation and debriefing • Grouping and progress monitoring 	<ul style="list-style-type: none"> ○ Project director assists principal with observations and feedback if requested

APLLE Approach to Professional Development. Reviews of the literature on professional development (e.g., Baldwin & Ford, 1988; Chen & Ho, 2001) indicate practices that lead to sustained teacher changes in the classroom, which include: (a) using materials that are identical, or highly similar, to those in the classroom, (b) providing instruction on significant instructional principles as well as on specific teaching and assessment strategies, (c) varying materials to increase the likelihood that acquired skills will generalize across new situations, and (d) focusing on the conditions under which the skill is practiced (many and varied opportunities for practice, sequencing for acquisition of complex skills, and providing feedback or knowledge of results). Further, Fixen, et al. (2005) highlight the critical role that coaching and systematic, frequent feedback play in establishing and maintaining changes in practice.

APLLE’s professional development model will incorporate these practices as follows: Content outlined in Table 4 will be provided to all classroom staff, but the emphasis will vary based on each individual’s demonstrated level of skill. Each group session will begin with a

content focus consisting of an overview of the research base for each practice and description of the practices involved, followed by modeling/demonstrating specific instructional strategies.

Activities will be included in each PD that permit the participants to apply new content knowledge using materials from the curriculum (e.g., select key vocabulary to teach from *Max's Dragon Shirt* and identify three strategies to use for making the words' meaning clear to your students), or to generalize previously mastered strategies to new materials (e.g., create, for a book of your choice, a three-session plan that uses the *OWL* repeated-reading format).

Beginning as soon as possible in Y1 and continuing throughout the project thereafter, student data and data about the literacy environment of each classroom will be examined in sessions to help teachers work with coaches to set 2 or 3 specific goals that will serve as the focus of on-site coaching during the weeks until the next group PD.

Scope & Sequence of PD. The scope and sequence of the plan for PD was formed as a result of prior experience with an ERF project, through consultation with and observation of other ERF projects that have used the *OWL* curriculum, and from working directly with Professor Judy Schickedanz, one of the authors of the *OWL* program. The topics to be covered in the PD plan, as well as the timeline, are shown in Table 4.

Table 4. *APLLE* Professional Development Scope & Sequence

Teachers & Teaching Assistants	Administrators
Year 1	
<ul style="list-style-type: none"> • SBRR instructional practices • <i>OWL</i> Overview: Read Alouds; SWP&L; Centers; LFOAI; LTAI; Small Groups • Creating a literacy-rich classroom environment • Evaluating and selecting quality children's books • <i>OWL</i> Read Alouds: Print knowledge; Vocabulary; Letter knowledge; Phonological awareness; Comprehension • <i>OWL</i> instruction—SWP&L for: Vocabulary; Letter Knowledge; PA; Comprehension; Print Knowledge • Assessment & Instruction: Using screening data to identify children and differentiate daily instruction 	<ul style="list-style-type: none"> • Early Reading First and SBRR—Implications for classroom practices • How principals can support <i>APLLE</i>: Resources, school & classroom climate, and classroom observations • Kindergarten transition

Year 2	
<ul style="list-style-type: none"> • ERF: Year 1 Child/OWL Implementation/PD results • Refresher: Early literacy, <i>OWL</i>, and the literacy-rich pre-K classroom • <i>OWL</i> literacy skills instruction: Morning Meeting, Small Groups, & Centers • <i>OWL</i> literacy skills instruction: LFOAI/LTAI • Supplementary skills instruction for: Vocabulary, Letter Knowledge, PA • Learning to administer ERF assessments • Examining children's work to make appropriate literacy instructional decisions: PA, Writing, Emergent readings 	<ul style="list-style-type: none"> • ERF: Year 1 results • Principals supporting <i>APLLE</i>: Resources, school climate, and classroom observations • Working with coaches and teachers to interpret and use ERF data • Kindergarten transition and grade 1 follow-up
Year 3	
<ul style="list-style-type: none"> • ERF: Year 2 Child/OWL Implementation/PD Results • Taking Small Group Differentiated Instruction to the Next Level • Examining Children's Work to Make Appropriate Literacy Instructional Decisions: New Wrinkles on PA; Writing, and Emergent Readings; Children's Behaviors in Play 	<ul style="list-style-type: none"> • ERF: Year 2 results • Developing an infrastructure to ensure model early literacy classrooms post-ERF

Professional development will begin with three days of intensive training on *OWL* for the teachers and teacher assistants conducted by Judy Schickedanz. Throughout the remainder of Y1, teachers and assistants will attend once monthly, full-day, group PD sessions focused on the topics outlined in Table 4. Project directors, coaches, doctoral research assistants, and selected external consultants (once per year) will design and conduct these sessions. Group sessions will prepare teachers to implement *OWL* as well as supplement it with specific additional literacy instructional strategies such as print awareness read aloud strategies (as described on p. 9), enhanced vocabulary instruction (pp. 8-9), structured techniques for facilitating children's conversation skills (see appended Language Acquisition Plan), and adapting instruction based on assessment data (pp. 20-24). Substitutes for teachers and assistants will be provided to cover the classrooms while teachers and teaching assistants participate in PD.

We see the principal as someone who not only supports ERF philosophically for the school but who also develops sufficient knowledge about what constitutes high quality preschool

literacy environments and instruction to be able to provide useful feedback to teachers about their teaching and program development as a result of classroom visits and review of program evaluation data. Accordingly, principals and other involved school administrators will meet with *APLLE* staff three times per year for PD designed to equip them with the knowledge and skills needed to provide useful implementation support.

APLLE Coaching Model. In addition to an estimated 80 hours of group PD each year, literacy coaches will provide sustained, ongoing, site-based mentoring. A coach will plan with, model instruction for, co-teach with, or observe and debrief with the teacher and assistant in each *APLLE* classroom approximately two full days per week. *APLLE* coaches will be master's level individuals, with specialization related to early literacy. Coaches will be directly trained by the PIs and consultants in all PD content areas, and will be required to demonstrate high levels of competence and fidelity with the SBRR instructional strategies prior to working with classroom personnel. Coaches will have primary responsibility for 2 classrooms, assist across classrooms in areas of expertise, and also provide support for the school principal where appropriate.

Coaches will collaborate with classroom personnel in instructional implementation, modeling when necessary or otherwise assisting with a lesson as much as is needed in order for the teacher/assistant to conduct it with fidelity. They will meet with teachers/assistants as soon as possible after an observed lesson to provide positive, specific, and immediate feedback, as needed until proficiency is attained. Observation/feedback sessions will be scheduled weekly to maintain the implementation of a practice over time (Richman-Hirsch, 2001). Coaches will complete, with the classroom staff, weekly planning and observation/coaching logs that document actions taken, strategies implemented, materials or actions needed, feedback provided, and progress made toward the SBRR goals teachers and teaching assistants established.

Video recordings will be a central tool used for coaching and feedback. Coaches will periodically video both teacher and teacher assistant activities, using the recordings for self-evaluation and as part of the observation/feedback process described above. With teacher/assistant permission, recordings with educative value will be made available in a video 'library' of lessons, for use in group PD sessions and to be shared across sites and among coaches. This will promote collaboration among sites and enhance the quality of the mentoring activities.

Finally, the professional development for *APLLE* will be directed toward creating a 'self-sustaining system' for exemplary early language and literacy instruction in the schools. Too often in educational settings, promising initiatives stall or become ineffective with the departure of an individual teacher or administrator. Our goal is to focus on building competence at the site level, as well as among individuals at each school so that the effects of Early Reading First can be continued despite changes in school-based personnel. As part of the *APLLE* administrative PD programs, principals will be taught strategies for accomplishing such continuity, observing (and participating in, where appropriate) the coaching process in the classroom, and taking ERF principles and practices into account in their school-based evaluations.

Factor 2, Purpose 5: Assessment

The purpose of the proposed *APLLE* assessment plan is five-fold: (a) identify children who may be at risk for delays in oral language development, phonological awareness, print awareness, and alphabet knowledge (screening); (b) monitor, in an on-going fashion, children's progress in those same areas (progress monitoring); (c) use individual and aggregate assessment information to make informed judgments about appropriate instructional practices and emphases (progress monitoring); (d) evaluate the impact of *APLLE* on the language and print environments of the participating classrooms (outcome), and (e) contribute data to the overall evaluation plan

that are central to determining the impact of the project on student learning and other factors (outcome). In cooperation with federal program GRPA requirements, our assessment plan will enable documentation in an annual performance report of (1) the percentage of children participating in *APLLE* who achieve significant gains on receptive oral language skills, as measured by the PPVT-IV, (2) the average number of letters that children are able to identify as measured by the Upper Case Alphabet Knowledge subtask on the PALS Pre-K assessment, and (3) changes in the quality of the classroom literacy environments as measured by the ELLCO.

Assessment Measures. *APLLE* performance measures were carefully chosen based on strong psychometric properties, ability to measure targeted literacy areas, usefulness in evaluating program impact, and utility to teachers in planning effective instructional strategies. Table 5 summarizes how each selected measure relates to the central goals of the project, key psychometric properties of each instrument, the instrument's purpose, and the administration schedule. A number of these measures are used in the project evaluation, along with additional measures described in the *Quality of Project Evaluation* section (below).

Table 5. Summary Table for Assessment Instruments

Assessment Instrument	Areas Measured	Psychometrics
Screening & Benchmark Measures (Sept., Jan. & June.)		
<i>Peabody Picture Vocabulary Test-4</i> (Dunn & Dunn, 2007)	Receptive Vocabulary	Cronbach's alpha = .95
<i>Phonological Awareness & Literacy Screening-PreK (PALS-PreK)</i> (Invernizzi et al., 2001)	Phonological Awareness Alphabet Knowledge Print Awareness Rhyme Awareness	Test-retest reliability = .85 Interrater reliability=.97
Progress Monitoring (monthly)		
<i>Get It, Got It, Go</i> (ECRI-MGD, 2000)	Picture Vocabulary Rhyming Alliteration	Test-retest reliability = .67-.89
<i>PALS-PreK</i>	Alphabet Knowledge	Test-retest reliability = .85 Interrater reliability=.97
Tier 3 Measurement for Instructional Decision-Making (daily)		
Direct Behavioral Observation (see Wolery, 2004)	Individually Identified Skills/Behaviors	Interrater reliability >.95

Supplemental Assessment for Selected Children (based on PPVT scores)		
<i>Test de Vocabulario en Imagenes Peabody</i> (Dunn, Lugo, Padilla & Dunn, 1986)	Receptive Vocabulary	Cronbach's alpha = .93-.94
<i>Preschool Language Scale-4 English</i> (Zimmerman, Steiner & Pond, 2002)	Auditory Comprehension Expressive Communic. Caregiver Questionnaire	Cronbach's alpha=.92-.95 Test-retest reliability = .82-.95
<i>Preschool Language Scale-4 Spanish</i> (Zimmerman, Steiner & Pond, 2002)	Auditory Comprehension Expressive Communic. Caregiver Questionnaire	Cronbach's alpha=.86-.90
Environmental Assessment (Sept. & June)		
<i>Early Language & Literacy Classroom Observation</i> (Smith & Dickinson, 2002)	Literacy Environment Classroom Environment Lang., Literacy & Curr.	Cronbach's alpha=.84 Interrater reliability=.90

Peabody Picture Vocabulary Test—IV. The PPVT-IV is an individually administered, norm-referenced assessment of receptive vocabulary, with standardized administration. It also has demonstrated utility as a screening measure of verbal ability. The *Test de Vocabulario en Imagenes Peabody (TVIP)* is the Spanish counterpart to the PPVT. It will be used with children whose only language is Spanish, and with children who are bilingual but who scored more than one standard deviation below the mean on the PPVT (see appended Language Acquisition Plan).

Phonological Awareness Literacy Screening: PreK. PALS-PreK is a screening instrument that provides information to guide curriculum planning. It assesses rhyme, alphabet, beginning sounds, verbal memory, print knowledge, concept of word, and name writing. PALS provides expected end-of-preschool developmental ranges for each subtest. As such, it lets teachers identify specific targets for enhanced instruction with individual children, as well as areas in which groups of children could benefit from increased learning opportunities.

Get It, Got It, Go. This assessment measures children's language and literacy development in preschool, with the intent that the measurement be efficient, economical, standardized, replicable, and sensitive to the change over time, as well as to the effects of intervention. The three subtests—picture naming, alliteration, and rhyming—are administered in one- or two-minute sessions. Because each administration uses a random subset of the stimulus

set, which may be considered alternate forms of the test, these measures are ideally designed for repeated use with children to closely monitor progress and adapt instruction as indicated.

Preschool Language Scale (PLS-4), English & Spanish Editions. The PLS-4 is an individually administered assessment designed to identify language delays/disorders of children from birth through age six. It yields receptive and expressive language scores and administration takes 25-45 minutes (Zimmerman & Castilleja, 2005). The PLS-4 (in the appropriate language) will be used only with children whose PPVT/TVIP scores are more than one standard deviation below the mean. The decision to administer the PLS-4 will be made by the parent, after discussion with the teacher and a review and explanation of the possible meanings of the child's PPVT score. If a language delay unrelated to learning two languages is suspected, the child will be referred for further evaluation following all *IDEA* procedures and regulations.

Direct Behavioral Observation. When an individual intervention plan for specific aspects of literacy has been developed for a child, precise information about fidelity of instruction and the child's responses to that instruction are crucial to informed instructional decision-making (Thompson, et al., 2000). Behavioral observation data (e.g., measures of frequency, duration, intensity) will be collected for each specific skill identified, using methods that include event/time/category sampling as well as teacher levels-of-assistance (Wolery, 2004). With training, these data are easily collected, and are used on a daily basis to make informed decisions about effectiveness and appropriateness of instructional strategies with individual children.

Assessment Procedures. During Year 1 of the project, child assessments will be conducted by research assistants in order to reduce the burden on teachers who are learning to implement a new curriculum. Assessors will have had prior experience working with young children and will receive extensive instrument training that includes interpretation of results, as well as the

standardized administration protocols, until criterion levels of performance are reached.

Throughout, reliability estimates (both score and adherence to standardization protocols) will be calculated, across both instruments and personnel. During Year 2, classroom teachers and assistants will be trained to administer the assessments, although the research assistants will continue to assist them so as to minimize interference with daily instruction.

Use of Assessment Data for Planning Instruction. A primary purpose of assessing children is to examine the relationship between a child's classroom activities and experiences, and his/her developmental progress. Results of periodic measurement that indicate lower scores for many children in the classroom indicate a need for changes in instruction or activities overall. If only a few children have discrepant scores in certain skill areas, more individualized strategies are indicated. Results of the *APLLE* screening, benchmark, and progress-monitoring assessments will be provided to teachers/assistants in a format that allows them evaluate general instructional effectiveness and to identify children who may be grouped for more targeted assistance (see Table 5 for assessment schedules). Appropriate instructional adaptations—based on the principle of using the simplest, least intrusive, yet effect strategy possible—will be made for children whose development/skill mastery is lower than average.

Factor 3: Coordination with Related Efforts

Achieving Preschool Language & Literacy Excellence will develop comprehensive transition to elementary school plans in collaboration with a) the preschool, kindergarten, and grade 1 teachers in each participating school, b) parents, c) building principals, and d) the Archdiocese of Chicago's Early Childhood Program Director. Since most children in these centers move to K and primary grades in the same building, establishing open and ongoing communication among preschool, K, and grade 1 teachers to align the curriculum across levels

will be the first step toward successful transition for ERF children. *APLLE* Directors/PIs will meet with the kindergarten teachers in the fall to provide an initial orientation to the ERF project and will follow up with quarterly updates. In addition, open invitations to all of the *APLLE* group PDs will be extended to Kindergarten teachers in participating schools. The final parent meeting each year (previously described, p. 13) will be collaboratively planned by the preschool staff, kindergarten teacher(s), and the *APLLE* coach at each school and will focus on strategies parents can employ to promote a successful transition to kindergarten.

APLLE will also collaborate with the Chicago Center for Early Education (operated under the auspices of UIC's Center for Literacy), a comprehensive resource center that provides access to early childhood materials, PD resources, training facilities, and a teacher/parent work area with bookbinding machines, laminators, and alphabet/number presses. To familiarize coaches, teachers, parents, and principals with this valuable resource, PD and parent meetings scheduled at the beginning of the project will be conducted at this center.

Criterion 2: Quality of Project Personnel

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions be based on individual merit and be free from discrimination in all its forms. This nondiscrimination policy applies to admissions, employment, access to and participation in the University programs and activities. The Archdiocese of Chicago Office of Catholic Schools also has nondiscrimination policies that guide hiring practices and equitable access to programs.

Table 6: Summary of Qualifications of Project Personnel

Factor 1: Qualifications of Project Directors		
William H. Teale	Director	30 FTE
Dr. Teale is an accomplished educator and researcher with over 30 years experience in early literacy development. He has authored numerous research publications on early language and literacy, was editor of the professional journal <i>Language Arts</i> , has served in early childhood		

leadership roles (e.g., chair, IRA Early Literacy Committee; Early Childhood columnist for *Reading Today*), and has had extensive involvement with early childhood PD (e.g., U.S. Dept. of Education ERF conference, PD programs for pre-K/K teachers in CPS). Teale has served as PI on large research and program implementation projects from NSF, the USDOE, and Spencer Foundation. From 2002 to 2004, he was Chief Reading Advisor to Chicago Public Schools, a district with Reading First and Early Reading First programs. His extensive experience and success implementing large-scale programs and leading complex project teams comprised of classroom teachers, curriculum coordinators, university faculty, and evaluators reflects his ability to build cohesive collaborations that implement high quality programs for children and schools. He leads the development team and is key to designing and conducting project PD.

Jeffri Brookfield

Co-Director

.50 FTE

As Research and Program Development Specialist at the UIC Center for Literacy, Dr. Brookfield has over 25 years experience in the field of early childhood with an emphasis on young children with, or at risk for, delayed development. She has developed training for federally funded early childhood model demonstration programs and conducted statewide and multi-state evaluations of federally funded programs. Brookfield will draw upon her extensive experience working directly with young children, their families, and teachers to design and conduct professional development, including regular on-site visits to monitor training and support the appropriate use of data to guide instruction.

Maureen Meehan

Co-Director

.25 FTE

Director of Community Literacy Programs at the UIC Center for Literacy, Dr. Meehan has 30 years experience working with comprehensive early literacy and family literacy programs. She has developed 4 family literacy centers that support Chicago Head Start programs and designed an innovative program that has 300+ teen literacy coaches each year working under preschool teachers' supervision to expand early literacy activities in Head Start programs. She also developed the Chicago Center for Early Education, a comprehensive resource for Chicago parents and professionals interested in early childhood education, which served over 8,000 patrons last year. Meehan's experience building partnerships with preschools to expand early literacy activities and engage parents is the basis for her *APLLE* work. She will develop PD for improving classroom environments, expanding SBRR strategies, and increasing family involvement, including family involvement with *OWL* and other *APLLE* project components.

Factor 2: Qualifications of Key Project Personnel: Implementation Team

TBH

Early Literacy Coaches (4)

4.00 FTE

Must have demonstrated competency in SBRR early literacy practices, master's degree in early childhood or closely related field, and more than two years experience providing high quality literacy learning experiences/environments for young children. Type 04 (Early Childhood) certification and training/coaching experience preferred. At least two of the coaches must be bilingual/biliterate in Spanish/English and have prior experience supporting children acquiring English. The coach will provide extensive, sustained, full time support and follow-up directly linked to the practices that are part of the *APLLE* model.

TBH

Instructional Support Teachers

1.50 FTE

Master's level teachers with: early childhood training/experience in adapted instruction or

related services; strong background in early language and literacy; demonstrated competency in SBRR early literacy practices; and experience administering, scoring, and interpreting assessments. Ability to speak and write Spanish desired.

Factor 3: Qualifications of Consultants/Subcontractors

Judy Schickedanz

Consultant

Dr. Schickedanz, Professor of Education in the Dept. of Literacy, Language, Counseling and Development at Boston University, was a member of the Teaching Strand Committee for NAEYC's recent accreditation standards revision and currently serves on the IRA Early Literacy Commission. She has been a literacy consultant to several ERF projects where she conducts teacher seminars, models classroom teaching strategies, and advises on evaluation plans. As the senior author (with David Dickinson) of the *OWL* curriculum, Schickedanz will conduct professional development and provide ongoing consultation to assure rigorous implementation of the curriculum across all *APLLE* classrooms.

Lizanne DeStefano

Project Evaluator

Professor of Educational Psychology, Assoc. Dean for Research & Administration, Fox Family Professor of Education, and Director of the Bureau of Educational Research at the University of Illinois at Urbana-Champaign, Dr. DeStefano will lead the evaluation team. Her experience includes the evaluation and sustainability of innovative programs, multi-site initiatives, and programs serving special populations such as students with disabilities, English Language Learners or those at risk for academic failure. She has conducted many large-scale evaluations of programs serving children and youth, including evaluations of the implementation of IDEA, Illinois Learning Standards and early literacy professional development initiatives such as the Reading Excellence Act in Illinois and the Illinois Reading First Evaluation, as well as the *Charting a Course to Literacy* Early Reading First project.

Curriculum vitae for Teale, Meehan, Brookfield, Schickedanz, and DeStefano detailing their experience most relevant to ERF are appended. Also, it is important to note that in prior federally-funded projects, *APPLE* directors Teale, Brookfield, and Meehan have demonstrated their efficiency as a leadership team possessing unique but also complementary strengths that have enabled efficient and effective implementation of early childhood initiatives.

Criterion 3: Adequacy of Resources

Factor 1: Demonstrated Commitment of Each Partner

The appended Collaborative Partnership Agreement documents the commitments of personnel at each of the participating schools and the UIC Center for Literacy. This agreement,

signed by key personnel from all agencies, specifies the responsibilities that each will assume to assure the success of *APLLE*. Further support is documented in the letter provided by the Early Childhood Program Director of the Archdiocese of Chicago Office of Catholic Schools.

Factor 2: Reasonable Costs in Relation to Significance of Project

The project will serve 450 children in seven classrooms, and assess a similar number in comparison classrooms over the three years of the project. Products from this three-year project will include extensive professional development materials, teaching protocols for Tier 2 & 3 activities that target early literacy skills, schedules and classroom organization descriptions that maximize children's time in productive engagement, strategies for embedding instruction in routines that in many early childhood classrooms waste children's time, and supervision and coaching strategies that will increase the likelihood that effective practices will maintain after the project has ended. All of these products will be available for use with other Archdiocese of Chicago preschool classrooms as well as with the larger early childhood community. Salaries of all personnel are significantly lower than for comparable positions within the Chicago Public Schools, and substantial University resources are available to the project, including access to professional literature, electronic databases, computing and networking expertise, and the considerable expertise of individuals within the UIC Center for Literacy and the College of Education. Budget detail is provided in the appendices.

Criterion 4: Quality of Management Plan

Factor 1: Adequacy of Management Plan

The following table highlights major tasks for the first year, and identifies implementation timelines and individual responsibilities.

Goals—Benchmarks—Criteria--Tasks	Initiate (Mo/Yr)	Complete (Mo/Yr)	Staff Responsible
Goal 1: Children participating in APLE classrooms will acquire the oral language, thinking, and early literacy skills associated with reading success at school-age.			
<i>Benchmark 1.1: Management, coaching, assessment, & program evaluation teams established, administrative & organizational procedures delineated, and start-up activities completed.</i>			
1.1.1 All key staff recruited, hired; account established; award conditions responded to.	09/08	10/08/	PIs
1.1.2 Schedules established for regular management team, APLE staff, coaching team, and assessment team meetings; monthly meetings with the project evaluation team.	09/08	09/08	PIs
1.1.3 Orders placed for curriculum kits, equipment, and assessment materials.	10/08	10/08	PI: MM
1.1.4 Initial meetings with the Archdiocese and center-based personnel conducted; schedule for initial PD and site-based training activities established.	09/08	10/08	PIs
1.1.5 Any final adjustments to coaching model; train coaches; implement data collection.	09/08	12/08	PIs
1.1.6 Monitor coaching logs, supervise & provide on-going feedback to coaches.	11/08	biweekly	PIs: JB & WT
<i>Benchmark 1.2: Conduct child assessments per schedule (Sept., Jan., June) and provide results to classroom teachers for instructional decision-making within 2 weeks. 100%</i>			
1.2.1 Conduct training on child & classroom assessment instruments & procedures for graduate assistants & part-time assessors to established criterion levels.	10/08 Y1	10/08 Y1	PIs: JB, WT
1.2.2 Conduct initial assessments with children in participating & comparison classrooms, prepare classroom and individual reports. Also for mid-year & year-end.	08/09-10	09/09-10	
	11/08 Y1	12/08 Y1	GAs
	09/09-10	10/09-10	
<i>Benchmark 1.3 All children will demonstrate significant increases in language and early literacy skills related to successful reading skills at school-age.</i>			
1.3.1 Coaches assist teachers in grouping children for Small Group instruction based on assessment scores and observation of child skills in the classroom, and with planning appropriate instructional emphasis for groups within the daily lesson plan.	02/08	06/08	PI: JB
1.3.2 Reconfigure small group membership based on monthly progress-monitoring results	03/08	06/08	PI: JB
1.3.3 Identify children whose performance in Tier 2 instruction indicates need for additional instructional support (Tier 3). Train Instructional Support Teachers, and implement instruction.	03/08	06/08	PI: JB
1.3.4 Plan, implement, evaluate Read Alongs & Read Alouds workshop with families	10/08	11/08	PI: MM
1.3.5 Plan, implement, evaluate Language Learning workshop with families	01/09	02/09	PI: MM
1.3.6 Plan, implement, evaluate Everyday 'Reading & Writing' workshop with families	02/09	03/09	PI: MM

1.3.7	Plan, implement, evaluate 'Word Wizard' workshop with families	03/09	04/09	PI: MM
1.3.8	Plan, implement, evaluate The Big K: Get R.E.A.D.Y. workshop with families	04/09	06/09	PI: MM
1.3.9	Plan, implement, evaluate workshops for families during the 2 nd and 3 rd project year	09/09	06/11	PI: MM
Goal 2: Classrooms will provide children with cognitive learning opportunities in language and print environment of the highest quality.				
<i>Benchmark 2.1 All classrooms will be assessed to identify strengths and needs related to the physical environment's capacity to support children's language, literacy, and background knowledge.</i>				
2.1.1	Conduct ELLCO & other teacher/classroom measures (see Eval. Plan); have results for use in classroom environment & PD planning within 1 week of administration.	10/08 Y1 09/09-10	11/08 Y1 09/09-10	Grads
2.1.2	Conduct classroom inventories to identify initial material needs (e.g. books, listening sets & equipment, puzzles) and place orders.	10/08 Y1 09/09-10	11/08 Y1 09/09-10	Coaches
<i>Benchmark 2.2 Teachers will demonstrate their increased knowledge of the impact of environmental characteristics on children's development as evidenced by changes in ELLCO and classroom observation scores.</i>				
2.2.1	Develop & implement training related to characteristics, features & practices of high quality, literacy-rich, classroom environments.	10/08 Y1 09/09-10	11/08 Y1 09/09-10	PIs: WT, MM
2.2.2	Develop action plans with personnel in each classroom for rearranging, augmenting & transforming classroom literacy environments.	10/08 Y1 09/09-10	11/08 Y1 09/09-10	PIs: WT, MM
2.2.3	Assist in the implementation of teacher/classroom action plans and reassess classroom environments.	11/08 Y1 10/09-10	12/08 Y1 10/09-10	PIs: WT, MM
Goal 3: Classroom teachers and assistants will increase their knowledge, skills, and the implementation of scientifically based reading research strategies.				
<i>Benchmark 3.1 Teachers will implement all components of a comprehensive curriculum (OWL)</i>				
3.1.1	Conduct 3-day training on implementation of the OWL curriculum	11/08	11/08	Consultant
3.1.2	Teachers implement Story Time, and Songs, Word Play, & Letters components	11/08	12/08	Teachers
3.1.3	Teachers receive coaching and demonstrate competency with the strategies incorporated in Story Time and S, WP&L.	12/08	03/09	Coaches
3.1.4	Teachers sequentially implement remaining OWL curriculum components	01/09	06/09	Ts, Coaches
3.1.5	Teachers receive coaching and demonstrate competency with the strategies incorporated into the remaining OWL components	01/09	06/09	Coaches
<i>Benchmark 3.2 Teachers will attend professional development (PD), and demonstrate increased knowledge and competency about specific SBRR instructional strategies and activities in the classroom.</i>				
3.2.1	Teachers attend PD, and develop implementation plans with coaches related to scientifically based oral language & vocabulary development strategies.	01/09	06/09	PI: JB

3.2.2	Teachers coached to implement language/vocabulary strategies to criterion	01/09	06/09	Coaches
3.2.3	Teachers attend PD, and develop implementation plans with coaches related to scientifically based strategies for teaching phonological awareness.	01/09	06/09	Coaches
3.2.4	Teachers coached to implement phonological awareness strategies to criterion	01/09	06/09	Coaches
3.2.5	Teachers attend PD, and develop implementation plans with coaches related to scientifically based strategies to teach letter knowledge.	01/09	06/09	PI: WT, JB
3.2.6	Teachers coached to implement letter knowledge strategies to criterion	01/09	06/09	Coaches
3.2.7	Teachers attend PD, and develop implementation plans with coaches related to scientifically based strategies for teaching print & word awareness.	01/09	06/09	PI: WT, JB
3.2.8	Teachers coached to implement print & word awareness strategies to criterion	01/09	06/09	Coaches
3.2.9	Provide for review, and advanced professional development on OWL components and SBRR strategies as indicated based on external evaluation data, classroom observation, and weekly coaching and collaborative planning logs.	08/09	06/11	PIs
3.2.10	Continue on-site coaching collaborative planning, constructive feedback, and implementation monitoring.	08/09	06/11	Coaches
<i>Benchmark 3.3 Teachers will demonstrate competency at conducting child assessments, using assessment data to make instructional decisions, and differentiating instruction for children within Small Groups (Tier 2)</i>				
3.3.1	Conduct training for classroom staff on the PPVT-IV and the PALS-4	08/09	10/09	Grads
3.3.2	Observe & provide constructive feedback related to the administration and interpretation of these measures	08/09	10/09	Coaches, JB
3.3.3	Conduct professional development to classroom staff on the administration & interpretation of Get IT, Got It, Go	10/09	11/09	Grads
3.3.4	Observe & provide feedback related to the administration and interpretation of this progress-monitoring measures.	10/09	11/09	Coaches
3.3.5	Work collaboratively with classroom staff to make decisions about grouping children for Small Group instruction (increasing responsibility for classroom staff to do this independently).	11/09	06/11	Coaches, JB, Instruc. Supp. Teachers
3.3.6	Work collaboratively with classroom staff to develop detailed plans, on a weekly basis, for each Small Group activity (increasing responsibility for classroom staff to do this independently).	11/09	06/11	Coaches, JB, Instruc. Supp. Teachers
3.3.7	Teachers & teaching assistants implement Small Group instruction using each of the strategies for differentiating instruction appropriately and at criterion levels.	08/10	06/11	Teachers, Assistants

Factor 2: Adequacy of Procedures for Ensuring Feedback and Continuous Improvement

Using the tasks, timelines, and performance indicators delineated above, *APLLE* project staff will participate in bi-weekly meetings for the purpose of reviewing progress, on-going measurement, and performance data. Overall project management and monitoring will use a basic Objectives-Resources-Time-Activities data based model. This model assumes that monitoring and decision-making require data regarding expenditures of time and resources supporting activities directly related to project objectives. It is supported by Management Information System (MIS) procedures, which include staff/effort reporting. Reallocation of resources and staff will be made as necessary to accomplish project objectives.

Factor 3: Adequate Time Commitments for PI and Key Project Personnel

Table 8 specifies the number of hours per week *APLLE* personnel will devote to various categories of project activities.

Table 8. Hours Per Week Time Commitments of *APLLE* Personnel

Name/Role/FTE	Teale, PI .30	Brookfield Co-PI .50	Meehan Co-PI .25	TBH (4) Coaches 4.00	TBH Tutors 1.50	TBH GAs 2.00	Consults Proj. Eval ELL
Train staff/Coord.	4	3	2				
Develop Materials & Plan Strategies	4	3	3			20	
On-site Coaching	2	2		128			
PD	5	5	5	20	5	20	2
Tutor (Tier 3)		4			7		
Child Assessment		2		12	5	30	
Program Eval.	1	1				10	10
Total M Hrs/week	16	20	10	160	60	80	12

Criterion 5: Quality of Project Evaluation

Throughout the project *APLLE* will employ an external evaluation team headed by Lizanne DeStefano (University of Illinois at Urbana/Champaign, see appended c.v.) to conduct a

comprehensive, multi-method, utilization-oriented evaluation. This team has extensive experience with both Reading First and Early Reading First project evaluation (DeStefano & Hammer, 2005; DeStefano, et al., 2007). The evaluation will be longitudinal in nature to capture changes over time and across settings and is designed to serve both formative and summative purposes. Formatively, the evaluation will routinely monitor progress toward specific student achievement and professional development objectives, assess the quality of program implementation, and gauge project impacts. Summatively, the evaluation will use a quasi-experimental pre-test, post-test non-equivalent comparison group design to document the impact of the project on teaching, learning, and family involvement in terms of: a) changes in teacher, coach, and administrator knowledge of early SBRR and instruction; b) changes in teacher, coach, and administrator early language and literacy practices, including instructional activities based in SBRR, *OWL* curriculum implementation, classroom materials and organization, use of time, and assessment; c) changes in patterns of student performance, particularly in letter knowledge, letter sounds and blending letter sounds, phonological awareness, oral language (vocabulary and oral comprehension), and print knowledge; d) the relative effectiveness of *APLLE* tiered instruction in increasing student performance; e) the extent to which participation in ERF is associated with successful transition to kindergarten; and f) changes in family literacy practices.

Evaluation Methods. In order to assess impact, seven early childhood classrooms in Archdiocese of Chicago Schools not participating in ERF, with comparable student/teacher demographics, will be recruited to serve as a non-equivalent comparison group. Comparison classrooms will follow the same assessment schedule as *APLLE* classrooms (see Table 4). Students in comparison classrooms will also be assessed during their kindergarten and grade 1 years using DIBELS assessments and teacher reports. In return for participation, comparison classrooms will

receive the aforementioned assessment training, assistance in assessing their students from evaluation staff, and summary reports of assessment and follow up results. To evaluate the relative effectiveness of *APLLE* tiered instruction, children from the comparison group will be selected and matched, based on age, assessment scores, and SES, to children in participating classrooms who received Tier 2 and/or Tier 3 instruction.

Instrumentation Description and Administration Schedule. In addition to the use of the screening, progress monitoring, child outcome and classroom environment assessments employed by the ERF project (see previous *Assessment* section), the evaluation will use independent measures of ERF teacher/coach/administrator knowledge and practice, kindergarten teacher perceptions of the success of transition to kindergarten, differences in kindergarten reading performance of ERF and non-ERF students. This process is summarized in Table 9:

Table 9: Evaluation Instruments Description and Administration Schedule

<i>Pre-K Classroom Literacy Instruction Observation (CLIO)</i>	
Full-day classroom observation. Administered: Sept & May, <i>APLLE</i> & comparison classrooms	Interrater reliability = .89-.96
49 items that assess teacher's use of specific instructional strategies in: a) letter knowledge, b) print awareness, c) PA, d) letter-sound associations, e) vocabulary, f) listening comprehension, and g) environment & motivation	
<i>Teacher Survey of Student Skill & Extent of Instructional Emphases</i>	
Teacher Self-Questionnaire. Administered: Sept & May, <i>APLLE</i> & comparison classrooms	Cronbach's alpha = .73- .97
38 items that teachers score on two scales: 1) extent to which category of instruction is emphasized in the classroom, and 2) extent to which students have mastered skills in the category. Categories of instruction: a) letter knowledge, b) print awareness, c) PA, d) letter-sound associations, e) listening comprehension, and f) motivation.	
<i>ERF Opinion Questionnaire</i>	
Teacher & Teaching Assistant self survey. Administered: Sept & May, <i>APLLE</i> classrooms	Cronbach's alpha = .82
Questionnaire that asks for a rating on a 5-point Likert scale of the extent to which 35 different instructional strategies/learning activities are thought to be important to children's progress.	
<i>Implementation Fidelity of OWL Components</i>	
Full day classroom observation. Administered: Sept & May, <i>APLLE</i> classrooms	Interrater reliability = .83

Measures the degree to which 2-4 fidelity indicators are present for each of the following <i>OWL</i> Components: a) Early Morning Centers, b) Morning Meeting, c) Centers Time, d) Story Time, e) SWP&L, f) LFOAI/LTAI, g) Small Groups.	
<i>Teacher Portfolios</i>	
Teacher assembled. Collected: Jan & May from each <i>APLLE</i> classroom	Interrater reliability = .75
Include lesson plans, student work, and teacher reflections on lesson impact covering the areas: a) Vocabulary, b) Letter Knowledge, c) Print Awareness, d) PA, e) Letter-Sound Associations, and f) Listening Comprehension.	
<i>Fidelity of Tier 3 & 3 Strategy Implementation</i>	
Collected through direct observation in classrooms on a bi-weekly basis.	To be developed
<i>Dynamic Indicators of Basic Early Literacy Skills – K (DIBELS-K)</i>	
Administered: Sept, to Kindergarten children following matriculation from both <i>APLLE</i> and comparison classrooms.	Cronbach's alpha = .88(LNF) Cronbach's alpha = .72 (ISF)
Individual one-minute samples of Letter Naming Fluency & Initial Sound Fluency.	
<i>PALS-PreK, PPVT-IV, & ELLCO: Administration schedules & descriptions are provided in the Assessment section of this proposal (see pp. 20-24).</i>	

The evaluation team will meet with the *APLLE* management team on a monthly basis to report data collected so that project staff can use the information on an on-going basis to guide program development and improvement. In addition, the evaluation team will administer a questionnaire at the close of each group professional development activity that has participants rate the materials, content, format, and value of the professional development session; asks open-ended questions about how the training met needs or could be improved; and solicits suggestions about further training needs. Information from the questionnaires will be aggregated and provided to *APLLE* staff within 48 hours of the training so that it may be used in planning the subsequent PD.

Ending Note

In striving to describe the processes, content, and structures built into *APLLE* to help children develop strong early literacy skills, a key characteristic of what we envision may not have come through strongly enough: we strive to build classrooms in which language, reading, and writing are so interesting, engaging, and compelling that on many days children will go home remembering the literacy activities as the “funnest” part of the school day.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 4321-Mandatory_AppCDemographics2008ERF.pdf

Attachment 2:

Title: Pages: Uploaded File: 2585-onr_rate_agreement.pdf

Attachment 3:

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Attachment 4:

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Attachment 5:

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Attachment 6:

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Attachment 7:

Title: Pages: Uploaded File: 8495-Table_of_Contents.pdf

Appendix C

Identifying and Descriptive Information for the Five Centers Participating in Achieving Preschool Language & Literacy Excellence (APLLE)

Name of School	Our Lady of Tepeyac	St. Agnes of Bohemia	St. Angela	St. Ann Catholic School	St. Gall
Address	2235 S. Albany Chicago, IL 60625	2643 S. Central Park Chicago, IL 60623	1332 N. Massasoit Chicago, IL 60651	2211 W. 18 th Place Chicago, IL 60608	5515 S. Sawyer Chicago, IL 60629
Neighborhood	South Lawndale	South Lawndale	Austin	Lower West Side	Gage Park
Number of preschool classrooms	1	2	2	1	1
Number of children	24	40	44	20	22
Percent free or reduced-price meals	87.5%	82.5%	88.6%	85%	86.4%
Percent by ethnicity					
White	0	0	0	0	5%
African Amer.	3.5%	5%	100%	0	14%
Hispanic	96.5%	95%	0	95%	82%
Other	0	0	0	5%	0
Diagnosed Special Needs	7 - Lang delay 22 - ELL	16 - ELL 7 -- Lang/cognitive delay	5 - Language delay 3 - Devel. delay	19 - ELL	3 - Language delay 3 - ELL 1 - Behavior disorder
Percent 3 year-olds	46%	45%	41%	35%	45%
Attendance times					
Hrs/day	6.5	6.5	7	7	6.75
Days/week	5	5	5	5	5
Months/year	10	10	9	9.5	9
Primary Funding	Archdiocese & Big Shoulders Fund*	Archdiocese & Big Shoulders Fund	Archdiocese & Big Shoulders Fund	Archdiocese & Big Shoulders Fund	Archdiocese & Big Shoulders Fund
Instructional Program	Creative Curriculum	Creative Curriculum	Creative Curriculum	Creative Curriculum	Creative Curriculum
Teachers	1 - BA	2 - BA	2 - 1 MA & 1 BA	1 - MA	1 - MA
Assistants	1 - HS	2 - 1 BA & 1 AA	2 - HS	1 - HS	1 - HS

* The Big Shoulders Fund is a Catholic charity that pays tuition costs for disadvantaged children.
ELL = English Language Learners



DEPARTMENT OF THE NAVY
 OFFICE OF NAVAL RESEARCH
 875 NORTH RANDOLPH STREET
 SUITE 1425
 ARLINGTON, VA 22203-1995

IN REPLY REFER TO:

Agreement Date: May 30, 2007

NEGOTIATION AGREEMENT

Institution: **THE UNIVERSITY OF ILLINOIS AT CHICAGO**
809 SOUTH MARSHFIELD AVENUE, ROOM 608
CHICAGO, ILLINOIS 60612-7206

The Facilities & Administrative (F&A) Rates contained herein are for use on grants, contracts and/or other agreements issued or awarded to The University of Illinois at Chicago by all Federal Agencies of the United States of America, in accordance with the provisions and cost principles mandated by 2 CFR 220 (formerly OMB Circular A-21). These rates shall be used for forward pricing and billing purposes at The University of Illinois at Chicago for the period(s) indicated under Section I below. This rate agreement supersedes all previous rate agreements for Fiscal Year 2007.

SECTION I: RATES - TYPE: PREDETERMINED (PRED)

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rates</u>		<u>Base</u>	<u>Applicable Function</u>
			<u>On-Campus</u>	<u>Off-Campus</u>		
PRED	7/1/06	6/30/07	40.20%	26.00%	(a)	Instruction
PRED	7/1/07	6/30/10	40.40%	26.00%	(a)	Instruction
PRED	7/1/06	6/30/07	55.00%	26.00%	(a)	Organized Research
PRED	7/1/07	6/30/10	57.00%	26.00%	(a)	Organized Research
PRED	7/1/06	6/30/07	36.70%	26.00%	(a)	Other Sponsored Activities
PRED	7/1/07	6/30/10	37.10%	26.00%	(a)	Other Sponsored Activities

DISTRIBUTION BASE

(a) Modified Total Direct Costs consisting of salaries and wages, fringe benefits, materials and supplies, services, travel, and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Equipment (defined as having a useful life of over one year, and an acquisition cost of \$5,000 or more per unit), capital expenditures, charges for patient care and tuition remission, rental costs, scholarships and fellowships, as well as the portion of each subgrant and subcontract in excess of \$25,000 shall be excluded from modified total direct costs.

SECTION II - GENERAL

A. **LIMITATIONS:** Use of the rates set forth under Section I is subject to any statutory or administrative limitations and is applicable to a given grant or contract only to the extent that funds are available and consistent with any and all limitations of cost clauses or provisions, if any, contained therein. Acceptance of the rates agreed to herein is predicated upon all of the following conditions: (1) that no costs other than those incurred by the grantee/contractor were included in this indirect cost pool as finally accepted and that such costs are legal obligations of the grantee/contractor and allowable under governing cost principles, (2) that the same costs that have been treated as indirect costs are not claimed as direct costs, (3) that similar types of costs have been accorded consistent accounting treatment, and (4) that the information provided by the grantee/contractor which was used as a basis for acceptance of the rates agreed to herein, and expressly relied upon by the Government in negotiating and accepting the said rates is not subsequently found to be materially incomplete or inaccurate.

B. **ACCOUNTING CHANGES:** The rates contained in Section I of this agreement are based on the accounting system in effect at the time the agreement was negotiated. Changes to the method(s) of accounting for costs which affect the amount of reimbursement resulting from the use of these rates require the written approval of the authorized representative of the cognizant negotiation agency for the Government prior to implementation of any such changes. 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 such approval may result in subsequent cost disallowances.

C. **PREDETERMINED RATES:** This type of rate is considered final, and not subject to adjustment in accordance with the provisions of 2 CFR 220 and the Federal Acquisition regulation, subject to the limitations contained in Part A of this Section.

D. **DFARS WAIVER:** Signature of this agreement by the authorized representative of the University of Illinois at Chicago and the Government acknowledges and affirms the University's request to waive the prohibition contained in DFARS 231.303(1) and the Government's exercise of its discretion contained in DFARS 231.303(2) to waive the prohibition in DFARS 231.303(1). The waiver request by the University of Illinois at Chicago is made to simplify the University's overall management of DOD cost reimbursements under DOD contracts.

E. **APPLICATION OF RATES:**

1. Application of the appropriate On-Campus or Off-Campus indirect rate(s) is to be determined at the beginning of each sponsored agreement and is to be equitably adjusted if the circumstances which determined the application change materially during the period of performance.


2. The On-Campus rate is to be assessed except when a portion of the sponsored agreement is performed at an off-campus site. The criteria for utilization of the off-campus rate consists of

all of the following: (a) performance at the off-campus site must be on a continuous basis; intermittent performance is not sufficient; (b) the University personnel working or engaged on the project must be physically located at an off-campus site; and (c) the off-campus performance must be of sufficient duration; normally a full semester, summer term or the period of performance of the sponsored agreement. The off-campus rate will be used for the off-campus portion of the work on a sponsored agreement.

3. Off-campus costs may include costs incurred at the off-campus site for salaries, related benefits, supplies, utility costs, rent, local travel and other similar costs, which are treated as direct. Travel to and from an off-campus site is considered an off-campus cost.

F. **USE BY OTHER FEDERAL AGENCIES:** The rates set forth in Section I were negotiated in accordance with and under the authority set forth in 2 CFR 220. Accordingly, such rates shall be applied to the extent provided in such regulations to grants and contracts to which 2 CFR 220 applies, subject to any limitations in part A of this section. Copies of this document may be provided by either party to other federal agencies which have or intend to issue or award sponsored agreements using these rates or to otherwise provide such agencies with documentary notice of this agreement and its terms and conditions.

FOR THE UNIVERSITY:


Walter K. Knorr
Comptroller & Authorized Representative of the
Board of Trustees of the University of Illinois

5/31/07
Date

FOR THE GOVERNMENT:


Linda B. Shipp
Contracting Officer

6-1-07
Date

For information concerning this agreement contact:

Linda B. Shipp, shippi@onr.navy.mil, (703) 696-8559, FAX (703) 696-2870
Office of Naval Research, Indirect Cost Branch (BD0242, Rm 368)
875 N. Randolph St., Arlington, VA 22203

***Achieving Preschool Language and Literacy Excellence Early Reading First Project
Collaborative Participation Agreement***

In partnership, the Archdiocese of Chicago Preschool Programs and the University of Illinois at Chicago Center for Literacy submit this Early Reading First proposal. Together we are committed to enhancing the current high-quality early childhood programs in Archdiocese preschools by fully integrating age-appropriate early literacy activities grounded in current scientifically based reading research to develop children's language, cognitive, and early literacy skills as much as possible in order to ensure school readiness and future success. By implementing *Achieving Preschool Language and Literacy Excellence*, we will transform the preschool programs in five of our schools into centers of excellence where highly trained teachers and instructional aides provide explicit instruction based upon relevant and reliable assessment data in order to develop children's oral language, phonological awareness, print awareness, and letter knowledge so that they will experience a successful transition to kindergarten. This work will take place within print-rich classrooms that have on-going support from *Achieving Preschool Language and Literacy Excellence* coaches.

As principals, we fully support this proposal and commit to the following: 1) release time for teachers and instructional staff to attend professional development as outlined in the proposal and the scheduling of appropriate substitute staff to maintain the quality of classroom instruction when staff is in training; 2) access to school test data and cooperation with collection of new data as required; 3) participation in the principal/administrator professional development to ensure full integration of the Early Reading First initiative into the preschool program.

As teachers, we fully support this proposal and commit to the following: 1) full participation in professional development as outlined in the proposal; 2) implementation of the *Opening the World to Literacy* curriculum, 3) selection and use of varied literacy materials to

further develop print- and literacy-rich classroom environments; 3) collaboration and consultation with literacy coaches working with us in our classrooms to provide on-going professional development and support; and 4) ongoing use of data to plan instruction to meet the learning needs of individual children.

The UIC Center for Literacy will provide administrative coordination to promote high quality consistent implementation across all five sites, including 1) design and scheduling of professional development programs based on scientifically based reading research for teachers, instructional staff, principals, and literacy coaches; 2) on-going support and coordination of literacy coaches; 3) design and coordination of formative evaluation processes to assure continuous student improvement; and 4) fiscal management.

UNIVERSITY OF ILLINOIS
AT CHICAGO

Center for Literacy (MC 147)
College of Education
1040 West Harrison Street
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William Teale, Ed.D.
Professor



Jeffri Brookfield, Ed.D.
Research & Program Development



Maureen Meehan, Ph.D.
Director for Community Literacy

ST. GALL SCHOOL
5515 South Sawyer Avenue
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Martha Mullins, Teacher



Marilyn Baran, Principal



Patricia Diaz, Teacher Assistant



St. Ann Catholic School 2211 W 18th Place, Chicago, IL 60608

(b)(6)

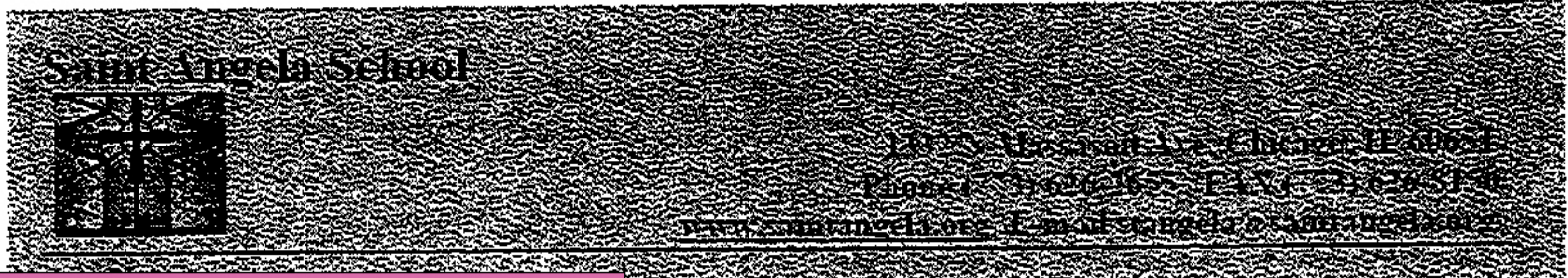
Linda Schaffer, Teacher

(b)(6)

Benny Morton, Principal

(b)(6)

Erin Rosillo, Teacher Assistant



(b)(6)

Yaquana Gant, Teacher

(b)(6)

Maxine Alexander, Teacher Assistant

(b)(6)

Christine Watson, Teacher

(b)(6)

Erica Shelton, Teacher Assistant

(b)(6)

Sr. Mary Finnegan, Principal



Our Lady of Tepeyac Grade School

(b)(6)

Juventena Puenta, Teacher

Marylou Young
Marylou Young, Principal

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Martha Garcia, Teacher Assistant

*Saint Agnes School
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Aiming for Christian Excellence

(b)(6)

Yolanda Salizar, Teacher

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Joan  Vaisman, Teacher Assistant

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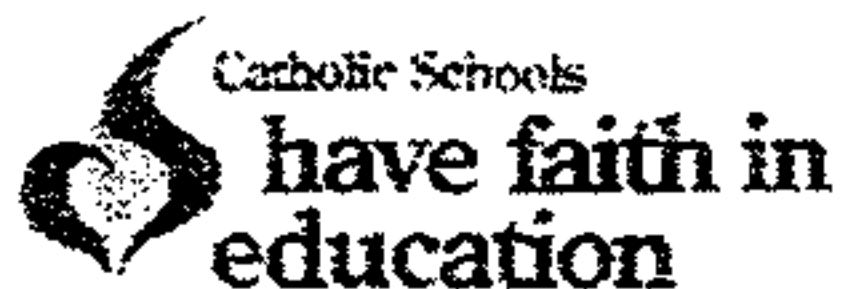
Kristy Rudnicki, Teacher

(b)(6)

Elvira Rubalcava, Teacher Assistant

(b)(6)

Matthew Banach, Principal



OFFICE OF CATHOLIC SCHOOLS

ARCHDIOCESE OF CHICAGO

May 30, 2008

Dr. William H. Teale, Dr. Jeffri Brookfield, and Dr. Maureen Meehan
Center for Literacy
University of Illinois at Chicago
1040 West Harrison Street (MC 147)
Chicago, IL 60607

Dear Drs. Teale, Brookfield & Meehan:

I am writing on behalf of the Archdiocese of Chicago, Office of Catholic Schools to indicate our enthusiasm for collaborating with the Center for Literacy at the University of Illinois at Chicago on the *Achieving Preschool Language and Literacy Excellence* Early Reading First project. As Early Childhood Program Director, I am eager for our teachers, teaching assistants, and principals to participate in the process of creating excellent centers of preschool literacy. The vast majority of children we serve come from low-income homes and fit the profile of children regarded as at considerable risk for achievement in reading and language and therefore stand to benefit enormously from the practices that stem directly from scientifically based reading research. We are especially excited about the thought that has gone into supporting children who are English language learners.

The *Achieving Preschool Language and Literacy Excellence* program fits well with the early literacy and family-focused directions of early childhood education in the Archdiocese schools. We see the approach taken in the project as an opportunity to strengthen the early literacy knowledge and skills of our preschoolers and subsequently to enhance our K-grade 3 program as well. The materials, professional development, coaching, and assessment processes all fit well with our needs and philosophy, and should significantly enhance our existing program.

The Office of Catholic Schools will cooperate in the professional development and evaluation efforts that are part of *Achieving Preschool Language and Literacy Excellence*. I understand the level of commitment that is required throughout this three-year project, and we are eager to participate in this exciting initiative.

Yours sincerely,

Julie K. Ramski, M.Ed.
Early Childhood Program Director
Office of Catholic Schools

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English Language Acquisition Plan

Approximately one third of the children who will participate in *Achieving Preschool Language & Literacy Excellence (APLLE)* speak Spanish as their first language (L1) and are currently acquiring English as their second language (L2). The Archdiocese of Chicago uses, across all of their preschool programs, an English immersion approach to language acquisition, with support provided by having at least one adult in each classroom who is bilingual. *APLLE* will provide significant additional resources and support for preschool English Language Learners (ELL).

Approach to Language Development. Language learning is a robust process, and nearly all children, across all cultures and most environmental situations, acquire language in the course of their everyday environments. Young children learn language by hearing language spoken, and the more language a child is exposed to, the more language a child uses (Hart & Risley, 1995; 1999). Young children are especially attentive to spoken language that is directed toward them and that is related to objects, people, and events that are highly interesting to them. Children communicate when they have compelling reasons, and they increasingly rely on language to communicate those messages as it becomes more expedient and effective to use language to get across their messages (Shonkoff & Phillips, 2000). Further, although large individual differences in language abilities exist, at nearly every age level, general patterns or stages of language development are quite consistent (Bornstein, Hahn & Hayes, 2004; Tabors, 2008). Our approach to language develop is rooted in the following assumptions: (a) language is learned by hearing and using language; (b) the focus of language learning is on meaning and function rather than on form; (c) activities that respond to the needs, desires, and interests of the child provide compelling situations/reasons for language use, (d) children develop language by

participating in functional communicative activities; and (e) language use is reinforced when children can impact the environment (e.g., stop an activity the child dislikes; acquire materials the child needs; initiate or respond to bids for social interaction) through the use of language.

We intend to teach children language within typical preschool classroom routines, activities and settings, emphasizing intriguing and varied content, and environments that are language-rich and responsive to children's interests and communicative initiations. Although our options are limited by the Archdiocese's commitment to an English immersion approach, we will incorporate a number of strategies designed to provide support to families who very much want their children to become fluent in both languages. These strategies, recommended by Espinosa (2008) include: (a) demonstrating respect and value for the child's native language and culture in the classroom; (b) encouraging families to converse with and read to their children in their home language during family gatherings and situations where that language is predominant; (c) providing language and literacy learning suggestions and activities for families to use at home in both English and Spanish formats; and (d) building classroom instruction in English on the language foundation children bring with them from their home environments.

Instructional Strategies That Support Language Learning. Many of the instructional strategies with demonstrated effectiveness for young English language learners are similar to strategies that research has shown to be effective for use with very young children who are learning a first language (Genesee, et al., 2006; Goldenberg, 2006; Tabors, 2008). These strategies include: (a) slowing the rate of speech that the child hears, and using shorter utterances, (b) pairing gestures with speech, (c) providing the child with words in the new language that describe what the child is doing, or that accomplish the function the child is trying to accomplish, (d) being responsive to the child's attempts in any language (the purpose of language, after all, is to

communicate), (e) pairing language with pictures, objects, actions, and so forth, that aid in conveying meaning, and (f) providing translation in the child's first language.

As children begin to develop competence in English, a number of additional instructional strategies become appropriate for use in classrooms that provide strong support for language development (Wilcox et al., 2000). *APLLE* teachers and assistants will, for example, be taught how to (a) create environmental problems for children to solve (e.g., "What are we going to do since we can't paint without brushes?"); (b) ask questions that require description of past or future events; (c) wait for children to request turns, materials, and activities; and (d) participate in and encourage imaginative play. Teachers and assistants will learn to increase their responsiveness to children's language initiations by more frequently (a) interacting with the child at his/her eye level; (b) following the child's interest and focus of attention in order to engage in conversations; (c) repeating a child's statements using longer, more complete sentences; and (d) responding verbally to children who want to show or tell something. Finally, teachers will be taught to enhance and instigate language development by (a) providing definitions or examples when using new words the child may not have encountered before, (b) using new vocabulary multiple times after it has been introduced, throughout the day, and (c) demonstrating new concepts with appropriate actions or props and verbal description. These strategies will be employed especially during the instruction that takes place in centers and small group activities and also during lunch, snack time, transitions and morning arrival and afternoon departure when it is possible to engage with one or a small number of children in order to maximize children's language experiences.

Facilitating the Transition to English with Environmental Supports. A number of supports will be used in conjunction with the activities and content central to the *OWL* curriculum to facilitate children's acquisition of English. Classroom literacy environment

features such as the functional labels and words provided to help children navigate the classroom and sign-in sheets will appear in both Spanish and English. There is already at least one bilingual teacher in each classroom, but we will determine if more language support is necessary and employ additional personnel as needed. Teachers will participate in group professional development sessions focused on how to embed English transition supports into specific *OWL* activities. For example, in the vocabulary work that takes place as part of Story Time, recommendations for using cognate Spanish words for facilitating understanding of the curriculum target words in each book will be supplied; and strategies for providing visual supports shown to be effective in supporting story comprehension and vocabulary learning (Paciga, Hoffman & Teale, 2008) will be modeled by presented and practiced by teachers and teacher assistants. Strategies like these will become part of teachers' specific goals that serve as the focus of on-site coaching during the weeks until the next group PD (see Professional Development section of Program Narrative, p. 17).

Intensive Professional Development for *APLLE* Staff and Classroom Personnel. Our plan begins with developing in our staff and school personnel deep knowledge of research-based principles and practices for teaching preschool Spanish-speaking children in an English immersion environment. We intend to start in the Fall of Year 1 by identifying and bringing in nationally recognized experts such as Dr. Linda Espinosa or Dr. Vera Gutierrez-Ciellen who specialize in assessment/instruction of ELL students to provide a cumulative series of PD sessions on supporting English proficiency and also work with our coaches on providing appropriate classroom support. Many of the strategies with evidence of effectiveness are relatively easy to learn to use but may be difficult for teachers use with sufficient frequency for them to be effective. Employing these strategies requires teachers to change behaviors that have

become habitual. To increase the frequency of using these strategies in the classroom, we will routinely collect frequency count data and provide these data to the classroom staff to assist them in monitoring their own use implementation of these strategies.

Timeline and benchmarks. We intend to gather assessment data with the *Preschool Language Scale-4* (Spanish and English) and *PPVT-IV/TVIP* as early as possible in Year 1 and have teachers fully implementing support strategies by January of Y1. Ongoing assessment of children's progress and appropriate differentiation of instruction will continue throughout the year, and additional strategies will be introduced and implemented in conjunction with PD. Schedules for assessment procedures (p. 21), for making instructional decisions (p. 24), and methods of differentiating instruction based on the skills, competencies, and characteristics of individual children (pp. 10-12) are more fully described in the proposal narrative.

CURRICULUM VITAE

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Education

Ed.D. University of Virginia, 1977, Reading Education/English Education

Other Appointments

2002-2004 Chief Reading Advisor, Chicago Public Schools
2003-2005 Chief Research Advisor, In2Books, Washington, DC
1995-2002 Co-Director, UIC Reading Clinic, University of Illinois at Chicago

Honors and Awards—Selected

Reading Hall of Fame, International Reading Association, 2003

Summary of Experience Most Relevant to ERF:

- Accomplished educator and researcher with extensive experience in early literacy development, working directly with young children and preschool/primary grade teachers
- Author of numerous research publications on early language and literacy development
- Editor of refereed professional journals, *Language Arts* and *Illinois Reading Council Journal*
- Various leadership roles in early childhood education
 - Chair, International Reading Association Early Literacy Committee
 - Member, American Library Association Caldecott Committee
 - Early Childhood columnist for *Reading Today*
- Extensive involvement with professional development for early childhood teachers
 - Professional development programs for pre-K and K teachers in Chicago Public Schools
 - Presenter at Early Reading First New Grantees Meeting
 - Faculty member for HeadsUp! Reading
 - Courses at the University of Illinois at Chicago for Chicago Early Childhood Coaches

Sponsored Research and Program Development Projects—Selected

Spencer Foundation. Teale, W. H. *Evaluating the Literacy Teaching and Learning Effects of the Use of Innovative Handheld Technologies in First Grade Chicago Public Schools Classrooms.*

United States Department of Education. Teale, W. H., Meehan, M., & Brookfield, J. *Charting a Course to Literacy: Early Reading First in Chicago Charter Schools.*

National Science Foundation Interagency Education Research Initiative. Labbo, L.D., Kinzer, C., Leu, D., & Teale, W.H. *Best Practices—Teacher Preparation—Technology: Connection that Enhance Children's Literacy and Reading Achievement.*

Chicago Community Trust. Ransome, S., Raphael, T., Goldman, S., & Teale, W. H. *Partnership READ: Partnership for Reading Essentials and Assessment Development.*

Metropolitan Life Foundation. Martinez, M.G., & Teale, W.H. *Project Elite: A Literature Program for At-Risk Hispanic Children in the Elementary School.*

Texas Education Agency. Borman, C., Diem, R.A., & Teale, W.H. *Center for Educational Development and Excellence/Centro Educacional para el Desarrollo y Ecelencia*.
The Spencer Foundation. Sulzby, E. & Teale, W.H. *Young Children's Storybook Reading: Longitudinal Study of Parent-Child Interaction and Children's Independent Functioning*.

Publications

Books

Teale, W. H., & Sulzby, E. (Eds.). (1986). *Emergent literacy: Writing and reading*. Norwood, NJ: Ablex Publishing Corporation.

Book Chapters (Selected)

- Teale, W. H., Yokota, J., & Martinez, M. G. (2008). The book matters: Evaluating and selecting what to read aloud to young children. In A. DeBruin-Parecki (Ed.), *Effective early literacy practice: Here's how, here's why* (pp. 101-121). Baltimore, MD: Paul Brookes.
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- Yokota, J., & Teale, W. H. (2005). Bringing the best of characters into the classroom: Primary grades. In N. Roser, M. Martinez, J. Yokota, & S. O'Neal (Eds.), *What a character! Character study as a guide to literary meaning making in grades K-8* (pp. 154-167). Newark, DE: International Reading Association.
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- Teale, W.H., (1984). Reading to young children: Its significance in the process of literacy development. In H. Goelman, A. Oberg & F. Smith (Eds.), *Awakening to literacy* (pp.110-121). Exeter, NH: Heinemann Educational Books.

Refereed Journal Articles (Selected)

- Teale, W. H., Paciga, K. A., & Hoffman, J. L. (2007). Beginning reading instruction in urban schools: The curriculum gap insures a continuing achievement gap. *The Reading Teacher*, 61, 344-348.
- Teale, W. H., Zolt, N., Yokota, J., Glasswell, K., & Gambrell, L. (2007). Getting children In2Books: Engagement in authentic reading, writing, and thinking. *Phi Delta Kappan*, 88, 498-502.
- Teale, W. H., & Gambrell, L. B. (2007). Raising urban students' literacy achievement by engaging in authentic, challenging work. *The Reading Teacher*, 60, 728-739.
- Schrader, P. G., Leu, D. J., Kinzer, C. K., Ataya, R., Teale, W. H., Labbo, L. D., & Cammack, D. (2003). Using Internet delivered video cases to support pre-service teachers' understanding of effective early literacy instruction: An exploratory study. *Instructional Science*, 31, 317-340.
- Owens, R.F., Hester, J.L., & Teale, W.H., (2002). Where do you want to go today?: Inquiry-based learning and technology integration. *The Reading Teacher*, 55, 616-625.
- Teale, W. H., Leu, D. J., Jr., Labbo, L. D., & Kinzer, C. (2002). The CTELL project: New ways technology can help educate tomorrow's teachers of reading. *The Reading Teacher*, 55, 654-659.
- Teale, W.H., (1995). Young children and reading: Trends across the 20th century. *Journal of Education*, 177, 95-125.
- Martinez, M.G., & Teale, W.H., (1993). Teacher storybook reading style: A comparison of six teachers. *Research in the Teaching of English*, 27,175-199.
- Teale, W.H. (1998). Developmentally appropriate assessment of reading and writing in the early childhood classroom. *The Elementary School Journal*, 89, 173-183.

Media Productions

- Teale, W. H. (Producer). (2002). Web-based video cases: Dr. Frost's first/second grade. http://ctell1.uconn.edu/CTELL_case8.html; (2001). Ms. McCollum's first grade. http://ctell1.uconn.edu/CTELL_case7.html. Case Technologies for Early Literacy Learning.
- Boardman, A. (Producer), & Teale, W.H. (Content Consultant and Host). (1993). *Parents, kids & books: The joys of reading together* [Film]. Dallas, TX: KERA Channel 13.

Advisory Boards

- Children's Literacy Initiative Advisory Board, Chicago, IL/Philadelphia, PA, 2008-2009
- United States Department of Education Early Reading First Technical Working Group, Washington, DC, 2008
- National Association of Educational Progress Expert Panel: Reading, 2007
- American Institutes for Research, Independent Panel, Washington, DC, 2004
- National Head Start Association *Heads Up! Reading* Program, Washington, DC, 1999-2002
- Heinz Endowment Early Childhood Initiative, 1999
- Head Start Technical Advisory Panel/Family Child Care Homes, Washington, DC, 1993-1996
- National Academy of Science Board on Children and Families Review Group, Irvine, CA, 1993

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EDUCATION

- 1986-1990 Doctor of Education, Department of Special Education, University of Kentucky, Lexington, KY.
 Areas of Emphasis: Early Childhood Special Education; Research and Development, Educational Policy Studies and Program Evaluation.
- 1977-1978 Master of Arts, Special Education (learning disabilities), University of St. Thomas, St. Paul, MN.
- 1967-1971 Bachelor of Arts, Elementary Education and Special Education (emotional and behavioral disabilities), Michigan State University, East Lansing, MI.

EMPLOYMENT

- 2008-- Research & Program Development Specialist. Center for Literacy, UIC
- 2001- 2008 Associate Director for Research and Training. Child and Family Development Center, University of Illinois at Chicago.
- 1997-2001 Director. Family, Infant, and Preschool Program at Western Carolina Center, Morganton, NC.
- 1990-1997 Research Scientist. Child and Family Studies Program, Allegheny-Singer Research Institute, Pittsburgh, PA. Assistant Professor of Psychiatry (Psychology), Medical College of Pennsylvania and Hahnemann University.
- 1984-1990 Principal Investigator and Project Director. Interdisciplinary Human Development Institute, University Affiliated Program, University of Kentucky.
- 1979-1984 Assistant Research Professor. Teaching Research Division, Oregon State System of Higher Education, Monmouth, OR.
- 1977-1979 Director/Coordinator. Handicapped Children's Early Education Program (HCEEP) model demonstration project, St. Paul Public Schools, St. Paul, MN.
- 1975-1977 Coordinator/Teacher. Independent School District #199, Inver Grove Hts, MN.
- 1971-1975 Teacher. Benton Harbor Area Schools, Benton Harbor, MI. Self-contained classroom for students with behavior disorders.

EDITORIAL BOARD/PEER REVIEWER

- 2002-present *Journal of Early Intervention*, editorial board.
- 2003-present Council for Exceptional Children, early childhood session proposals.
 Division for Early Childhood, CEC, intervention strand session proposals
- Other review panels:
- U. S. Department of Education, Office of Special Education and Rehabilitation Services. Competition 84.086R, Severe Disabilities.
- U. S. Department of Education, Office of Special Education Programs, Early Education Program for Children with Disabilities, model demonstration projects.
- Topics in Early Childhood Special Education*
Exceptional Children
Paul H. Brookes Publishing Co., Baltimore, MD.

SELECTED FUNDED PROPOSALS

- Teale, W., Brookfield, J. & Meehan, M. *Charting a Course to Literacy: Early Reading First in Chicago Charter Schools*. U. S. Department of Education.
- Brookfield, J. *Increasing the Use of Family-Centered Practices in Early Intervention Through Participatory Program Evaluation, Training, and Technical Assistance*. Office of Special Education
- Brookfield, J. *Procedural Streamlining for North Carolina's Infant-Toddler Program*. North Carolina Department of Health and Human Services, Division of Early Intervention and Education. Raleigh, NC.
- Dunst, C.J. & Brookfield, J. *Pennsylvania Studies: Funding Streams and Patterns of Service Delivery in Part C Early Intervention Programs, and Enrollment Patterns and Child Find Activities in Part C Early Intervention Programs*. Office of Mental Retardation, Pennsylvania Department of Welfare.
- Brookfield, J. & Dunst, C.J. *Differential Characteristics and Effects of Family-Oriented Approaches to Early Intervention*. Special Studies Program, Office of Special Education Programs, U.S. Department of Education.
- Brookfield, J. *Statewide Monitoring and Evaluation of Early Intervention Services*, Pennsylvania Department of Public Welfare.
- Brookfield, J. & Dunst, C.J. *Funding Options for Early Intervention in Pennsylvania*, Pennsylvania Departments of Education and Public Welfare.
- Brookfield-Norman, J. *Individualized Family Service Planning: Inservice Training for Multidisciplinary Teams*. Handicapped Children's Early Education Programs, (HCEEP), Office of Special Education Programs, U.S. Department of Education.
- Brookfield-Norman, J. *Family Centered Intervention Services for Handicapped and Medically Fragile Infants*, Handicapped Children's Early Education Program (HCEEP), Office of Special Education Programs, U.S. Department of Education.
- Brookfield-Norman, J. *Early Childhood State Planning Project (implementation phase)*, Handicapped Children's Early Education Program (HCEEP), Office of Special Education Programs, U.S. Department of Education.
- Brookfield-Norman, J. *Early Childhood State Planning Project (planning phase)*, Handicapped Children's Early Education Program (HCEEP), Office of Special Education Programs, U.S. Department of Education.

SELECTED PUBLICATIONS

- Dunst, C.J., Hamby, D.W., & Brookfield, J. (2007). Modeling the effects of early childhood intervention variables on parent and family well-being. *Journal of Applied Quantitative Methods* 2(3), 268-288.
- Brookfield, J. (2003). *Family-centered analysis of 34 CFR Part 303: Federal regulations for the early intervention program for infants and toddlers with disabilities*. Chicago, IL: Child and Family Development Center, University of Illinois at Chicago.
- Brookfield, J. (2002). *Family survey of early intervention practices: Family-centered practices scale*. Child and Family Development Center, University of Illinois at Chicago, Chicago, IL.
- Dunst, C. J. & Brookfield, J. (1998). *Family-centered early intervention and child, parent and family benefits*. Final report for the Differential Characteristics and Effects of Family-

- Oriented Approaches to Early Intervention Project. Family, Infant and Preschool Program, Western Carolina Center, Morganton, NC.
- Brookfield, J. (1995). *Evaluation and monitoring of early intervention programs and services: General description and guidelines*. Pennsylvania Department of Public Welfare, Office of Mental Retardation.
- Brookfield, J. & Campbell, P. (1995). *Self-Assessment of family-centered practices*. Pennsylvania Department of Public Welfare, Office of Mental Retardation.
- Brookfield, J. & Dunst, C.J. (1994). *Patterns and costs of early intervention services in Pennsylvania: Methods and outcomes of the funding options study*. Final report to the Pennsylvania Departments of Education and Public Welfare.
- Wolery, M., Venn, M.L., Holcombe, A., Brookfield, J., Martin, C.G., Huffman, K., Schroeder, C. & Fleming, L.A. (1994). Employment of related service personnel in preschool programs: A survey of general early educators. *Exceptional Children*, 61, 25-39.
- Wolery, M., Huffman, K., Holcombe, A., Martin, C.G., Brookfield, J., Schroeder, C. & Venn, M.L. (1994). Preschool mainstreaming: Perceptions of barriers and benefits by faculty in general early childhood education. *Teacher Education and Special Education*, 17, 1-9.
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- Wolery, M., Schroeder, C., Martin, C.G., Venn, M.L., Holcombe, A., Brookfield, J., Huffman, K. & Fleming, L.A. (1994). Classroom activities and areas: Regularity of use and Perceptions of adaptability by general early educators. *Early Education and Development*, 5(3), 181-194.
- Dunst, C.J., Trivette, C.M., Boyd, K. & Brookfield, J. (1994). Help-giving practices and the self-efficacy appraisals of parents. In C.J. Dunst, C.M. Trivette & A.G. Deal (Eds.), *Supporting and Strengthening Families: Vol. I, Methods, Strategies and Practices*. Cambridge, MA: Brookline.
- Wolery, M., Venn, M.L., Schroeder, C., Holcombe, A., Huffman, K., Martin, C.G., Brookfield, J. & Fleming, L.A. (1994). A survey of the extent to which speech-language pathologists are employed in preschool programs. *Language, Speech, and Hearing Services in the Schools*, 25, 2-8.
- Wolery, M., Brookfield, J., Huffman, L., Schroeder, C., Martin, C.G., Venn, M.L. & Holcombe-Ligon, A. (1993). Preparation in preschool mainstreaming as reported by general early education faculty. *Journal of Early Intervention*, 17, 298-308.
- Wolery, M., Holcombe, A., Brookfield, J., Huffman, K., Schroeder, C., Martin, C.G., Venn, M.L., Werts, M.G. & Fleming, L.A. (1993). The extent and nature of preschool mainstreaming: A survey of general early educators. *Journal of Special Education*, 27(2), 222-234.
- Brookfield, J. (1992) Review of: Widerstrom, A. H., Mowder, B. A., & Sandall, S. R. (1991). *At risk and handicapped newborns and infants: Development, assessment, and intervention*. Englewood Cliffs, NJ: Prentice Hall. *Topics in Early Childhood Intervention*, 12(2), 268-270.
- Wolery, M., & Brookfield-Norman, J. (1988). Pre-Academic Instruction for Handicapped Preschool Children. In S. L. Odom & M. B. Karnes (Eds.), *Early Intervention for Infants and Children with Handicaps: An Empirical Base*. Baltimore: Paul Brookes.

Maureen Meehan
University of Illinois at Chicago

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EDUCATION

Ph.D. University of Illinois at Chicago: Education, Reading, Writing & Literacy	2000
M.A. Northeastern Illinois University: Special Education	1976
B.A. Northern Illinois University: Social Science	1971

PROFESSIONAL EXPERIENCE

Director, Community Literacy Programs, University of Illinois at Chicago	2007-present
Associate Director, Center for Literacy, University of Illinois at Chicago,	2001-2007
Consulting Faculty Sponsor, Interdisciplinary Primary Health Care Research (UIC College of Nursing)	1999-present
Assistant Director, Center for Literacy, University of Illinois at Chicago	1994-2001
Research Assistant, Center for Literacy, University of Illinois at Chicago	1992-1994
Director of Literacy, Dundalk Community College, Baltimore, Maryland	1990-1991
Instructor, Dundalk Community College, Baltimore, Maryland	1986-1990
Instructor, Howard Community College, Columbia, Maryland	1985-1990
Instructor, Department of Adult and Continuing Education, Baltimore County Public Schools, Towson, Maryland	1985 – 1986
Instructor, College of Lake County, Grayslake, Illinois	1979 – 1984

Other Appointments

Early Childhood Development and Health Services Advisory Committee	1997-present
Adult Literacy Standards Committee, Illinois State Board of Education	1997-1998
Board of Directors, Literacy Volunteers of America, IL	1999-2001
National Assessment of Adult Literacy Standard Setting Committee, National Academy of Science	2004-2005

Honors and Awards

Bilingual Education Fellow, U.S. Department of Education	1993-1996
University of Illinois at Chicago Award of Merit	2004

Experience Most Relevant to ERF

Over 30 years experience working with literacy programs, including early literacy and family literacy support to Chicago Head Start programs since 1996 through four Family Start Learning Centers in Chicago. Collaboration with Mayor Daley's KidStart program to implement an innovative program that recruits and trains 300+ teen literacy coaches each year (Chicago high school students) to work under preschool teachers' supervision to expand early literacy activities in Head Start programs across the city. Developed and administers the Chicago Center for Early

Education, a comprehensive resource for all Chicago parents and professionals interested in early childhood education, which served over 8,000 patrons last year.

GRANTS & CONTRACTS

- Teale, W. & Meehan, M. Hug a Book Evaluation Project. Hug a Book.
- Teale, W., Raphael, T., & Meehan, M. Evaluating the Teaching & Learning Effects of the Use of Handheld Technologies in First Grade Chicago Public School Classrooms. Spencer Foundation.
- Meehan, M. Family Start Learning Center, Chicago Center for Early Education, Project SOAR, Dads Reading Daily, Summer Nutrition Program. City of Chicago. \$3,070,417
- Teale, W., Brookfield, J. & Meehan, M. *Charting a Course to Literacy: Early Reading First in Chicago Charter Schools*. U. S. Department of Education.
- Meehan, M. Project MORE: Making Opportunities for Reading Enhancement, State of Illinois, Department of Human Services. \$244,232
- Meehan, M. Family Start Learning Center, Chicago Center for Early Education, Project SOAR, Dads Reading Daily Initiative. City of Chicago. \$2,791,326
- Meehan, M. Project MORE: Making Opportunities for Reading Enhancement, State of Illinois, Department of Human Services. \$237,888
- Meehan, M. Family Start Learning Center, Chicago Center for Early Education, Project SOAR, Dads Reading Daily Initiative. City of Chicago. \$2,791,326
- Meehan, M. Project MORE: Making Opportunities for Reading Enhancement, State of Illinois, Department of Human Services. \$264,845.
- Meehan, M. Project MORE: Making Opportunities for Reading Enhancement, State of Illinois, Department of Human Services. \$295,589.
- Meehan, M. Family Start Learning Center, Chicago Center for Early Education, & Head Start Early Literacy & Youth Initiative, City of Chicago. \$2,791,326
- Meehan, M. Chicago Reading Framework Project, Chicago Board of Education. \$200,000.
- Meehan, M. Reading First & Chicago Reading Framework Professional Development Program, Chicago Board of Education. \$58,500.
- Meehan, M. Resource Outreach to Family Child Care Homes, Gustafson Family Charitable Foundation. \$21,168.
- Meehan, M. Project MORE: Making Opportunities for Reading Enhancement (AmeriCorps), State of Illinois, Department of Human Services. \$192,000.
- Meehan, M. Family Start Learning Center, Chicago Center for Early Education, & Head Start Early Literacy & Youth Initiative, City of Chicago. \$2,234,547
- Teale, W., & Meehan, M. Illinois Consortium for Achieving Reading Excellence (ICARE), Illinois State Board of Education. \$50,000.
- Shanahan, T. & Meehan, M. Family Start Learning Center, Chicago Center for Early Education, & Head Start Early Literacy & Youth Initiative, City of Chicago. \$2,234,548.
- Teale, W., & Meehan, M. Illinois Consortium for Achieving Reading Excellence (ICARE), Western Illinois University. \$125,000.
- Meehan, M. Chicago Reading Framework Professional Development, Chicago Board of Education. \$439,800.
- Shanahan, T., Teale, W., Hynd, C., & Meehan, M. Professional Development in Reading Excellence Schools: Illinois Consortium for Achieving Reading Excellence, Illinois State Board of Education. \$121,500.

- Teale, W., Shanahan, T., & Meehan, M. Illinois Consortium for Achieving Reading Excellence (ICARE), Western Illinois University. \$148,500.
- Meehan, M. Chicago Reading Framework at Corkery School, Chicago Board of Education. \$30,000.
- Meehan, M. Chicago Reading Framework at Jenner Academy, Chicago Board of Education. \$22,409.
- Shanahan, T. & Meehan, M. Family Start Learning Center, Chicago Center for Early Education, & Head Start Early Literacy & Youth Initiative, City of Chicago. \$2,618,313.
- Meehan, M. Resource Outreach to Family Child Care Homes, Chicago Community Trust. \$14,992.
- Shanahan, T., Teale, W., & Meehan, M. Evaluation and Analysis of an Innovative Framework for School Reading, National Science Foundation. \$100,000.
- Shanahan, T. & Meehan, M. Family Start Learning Center & Chicago Center for Early Education, City of Chicago. \$651,000.
- Shanahan, T. & Meehan, M. Family Start Learning Center, City of Chicago. \$433,282.
- Shanahan, T. & Meehan, M. Family Start Learning Center, City of Chicago. \$357,000.
- Shanahan, T. & Meehan, M. Probation Schools Partnership, Chicago Board of Education, \$166,000.
- Shanahan, T. & Meehan, M. Partnership with Joseph Jungman School, Chicago Board of Education. \$20,000.
- Meehan, M. & Shanahan, T. Family Start Learning Center, City of Chicago, \$268,921.
- Meehan, M. Review of Chicago Department of Human Services Family Literacy Initiatives, City of Chicago. \$5,000.
- Shanahan, T. & Meehan, M. Hug A Book Evaluation, Hug A Book Inc. \$5,000.
- Shanahan, T., McElmurry, B., & Meehan, M. Health Literacy in the Inner City, Fry Foundation. \$35,000.
- Shanahan, T., Meehan, M., & Mogge, S. Professionalization of Adult Literacy, National Center for Adult Literacy. \$5,000.
- Shanahan, T., McElmurry, B., Meehan, M. Literacy for Health, National Institute for Literacy. \$119,000.

PUBLICATIONS

- McElmurry, B.J., Meehan, M., & Buseh, A.G. (1999). Literacy for health in the inner city. In B.J. McElmurry, C. Tyska, & R.S. Parker (Eds.), *Primary health care in urban communities* (pp127-140). Sandbury, MS: Jones and Bartlett.
- Rodriguez-Brown, F., Meehan, M. (1998). Family literacy and adult education: Project FLAME. In M.C. Smith, (Ed.). *Literacy for the twenty-first century: Research, policy, practices, and the National Adult Literacy Survey*. Westport, CN: Praeger.
- Schmidt, S. (Hayes, B., Meehan, M., & Olsen, S: Reviewers) (1995). *Interpreting literature and the arts*. Cincinnati: OH: Southwestern.
- Shanahan, T., Meehan, M., & Mogge, S. (1994). *The professionalization of the teacher in adult literacy education*. Philadelphia, PA: National Center on Adult Literacy.

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1. Academic Degrees

University of Illinois, Urbana	Ph.D.	Early Childhood Education	1973
University of Illinois, Urbana	M.S.	Child Development	1969
University of Illinois, Urbana	B.S.	Secondary Education	1967

2. Academic Positions

University of Illinois-Urbana-Champaign College of Human Ecology, Child Development	Instructor	1969-70
University of Illinois-Urbana-Champaign (College of Education)	Instructor	1971-73
University of New Hampshire (College Human Development)	Assistant Professor	1973-75
Boston University School of Education	Assistant Professor	1975-79
	Associate Professor	1979-92
	Professor	1992-present

3. Administrative Positions

Faculty Advisor/Site Manager Campus Supervisor for the BU Jumpstart Effort
Fall 2007-present Director, ECE Lab, Boston University, SED
1983-2001 Coordinator, Early Childhood Education Program
1978-1997 Director, Boston University Pre-elementary Reading
1976-1980 Improvement Project, U.S. Office of Education

4. Publications (selected)

Books

Schickedanz, J.A. (2008). *Increasing the power of instruction: Integration of language, literacy, and math across the preschool day*. Washington, DC: The National Association for the Education of Young Children.

Schickedanz, J. A., & Casbergue, R. (2004). *Writing in preschool: Learning to orchestrate meaning and marks*. Newark, DE: International Reading Association.

Strickland, D., & Schickedanz, J. (2004). *Learning about print in preschool: Working with letters, words, and beginning links with phoneme awareness*. Newark, DE: International Reading Association.

Schickedanz, J.A., Schickedanz, D. I., Forsyth, P.D., & Forsyth, G. A. (2001). *Understanding children and adolescents: 4th Edition*. Boston: Allyn & Bacon.

Schickedanz, J.A. (1999). *Much more than the ABCs: The early stages of reading and writing*. Washington, D.C.: National Association for the Education of Young Children.

Schickedanz, J.A., Pergantis, M.L., Kanosky, J., Blaney, A., & Ottinger, J. (1997). *Curriculum in early childhood: A resource guide for preschool and kindergarten teachers*. Boston: Allyn & Bacon.

Schickedanz, J.A. (1990). *Adam's writing revolutions: A case study of one child's writing development from birth through grade one*. Portsmouth, N.H.: Heinemann Educational Books.

Book Chapters

Paratore, J., Cassano, C., & Schickedanz, J.D. (in preparation). Early Literacy. In D. Pearson et al. (Eds.), *Handbook of reading research*, Volume 4. New York: Lawrence Erlbaum.

Schickedanz, J. A. (2008). Increasing children's learning by getting to the bottom of their confusion. In L. Justice & C. Vukelich (Eds.), *Creating preschool centers of excellence in language and literacy* (pp. 182-197). New York: Guilford.

Morrow, L.M., & Schickedanz, J.A. (2005). Dramatic play and literacy in preschool: We need to learn more. In D.K. Dickinson & S.B. Neuman (Eds.), *Handbook of early literacy research*. New York: Guilford.

Schickedanz, J.A. (2003). Engaging preschoolers in code learning: Some thoughts about preschool teachers' concerns. In D.M. Barone & L.M. Morrow (Eds.), *Literacy and the young child: Research-based practices in early literacy* (pp. 121-139). New York: Guilford.

Schickedanz, J.A. (2000). Emergent writing: A discussion of the sources of our knowledge. In R. Indrisano & James Squire (Eds.), *Perspectives on writing: Research, theory, and practice*. Newark, DE: IRA.

Schickedanz, J.A. (1999). What is developmentally appropriate practice in early literacy? Considering the question with the case of teaching preschoolers about the alphabet. In S. Neuman & Kathy Roskos (Eds.), *Children achieving: Instructional practices in early literacy* (pp. 20-37). Newark, DE: IRA.

Schickedanz, J.A. (1989). The place of skills in an experience-based early childhood program. In D. Strickland & L. Morrow (Eds.), *Yearbook in early education: Early childhood programs in language and literacy* (Vol. 4., pp. 141-155). New York: Teachers College Press.

Journal Articles

McGee, L. M., & Schickedanz, J.A. (2007). Repeated interactive read alouds in preschool and kindergarten. *The Reading Teacher*, 60 (8), 742-751.

Lee, Y.J, Lee, J., & Schickedanz, J.A. (2006). A comparative study on the structure development and cohesive devices of personal and fictional narratives between Korean and American Children. *The Journal of the Korean Open Association for Early Childhood Education*, 11, 361-389.

Strickland, D., Morrow, L.M., Neuman, S.B., Roskos, K., Schickedanz, J., & Vukelich, C. (2004). The role of literacy in early childhood education. (A framework and suggested guidelines for prekindergarten content standards.) *The Reading Teacher*, 58 (1), 86-100.

Schickedanz, J. A. (1995). Family socialization and academic achievement. *J. of Education*, 177 17-38.

Schickedanz, J.A. (1994). Early childhood education and school reform: A consideration of some philosophical barriers. *Journal of Education*, 176 (1), 29-48.

Schickedanz, J.A., Chay, S., Gopin, P., Sheng, L.L., Song, S.M., & Wild, N. (1990). Preschoolers and academics: Some thoughts. *Young Children*, 46 (1), 4-13.

Schickedanz, J.A. (1984). "Mom, what does U-F-F spell?" *Language Arts*, 61 (1), 7-17.

Klein, A., & Schickedanz, J.A. (1980). Preschoolers write messages and receive their favorite books. *Language Arts*, 57 (7), 742-749.

Curricula, Manuals, Guides

Schickedanz, J.A., in collaboration with the Ohio Department of Education, Office of Early Learning and School Readiness (2005). *A way of knowing: A teacher's guide to classroom-based assessment of young children*. Columbus, OH: Ohio Department of Education.

Schickedanz, J., Dickinson, D.K., in collaboration with Charlotte-Mecklenburg, N.C. Schools (2004). *OWL (Opening the World of Learning): A comprehensive early literacy program*. New York: Pearson Early Learning.

5. Funded Projects (Grants)

Co-PI (with James Flood). Pre-elementary Reading Improvement Project, U.S. Office of Education, Right-To-Read Program. 1976-1980

Co-PI on NSF Grant: Neurophysiological, Computational, and Educational Studies of Sequence Learning and Cognitive Planning. With Stephen Grossberg (PI, BU), Howard Eichenbaum (Co-PI, BU), Earl Miller (Co-PI, MIT), and Elizabeth Spelke (Co-PI, MIT). Grant Award for 1997-2000.

6. Invited Lectures and Panels, and Media and Conference Presentations (selected)

Jumpstart, Northeast Region, Site Managers' Meeting. "Language and Literacy Foundations for the Preschool Years." Boston, MA, January 8th, 2008.

Annual Meeting of the International Reading Association, Co-sponsored session for the National Association for the Education of Young Children. "Supporting preschoolers' story comprehension: Goals and strategies. Toronto, May 16, 2007.

New Mexico PreK Institute II. Keynote 1: "Identifying sources of children's confusions in story reading context; Text, teacher talk, illustrations, and limited background knowledge and reasoning." Keynote 2: "Strategies for developing print awareness and alphabetic skills in the preschool." December 5, 2006. Albuquerque, NM.

Head Start's Eighth National Conference. "The importance of rigorous professional development and on-going support: The Springfield, MA Early Reading First Project." Paper presented with Susan Catron, Louisa Anastasopoulos, & Nancy Clark Chiarelli. June 25, 2006. Washington, DC.

Annual Meeting of the International Reading Association. Poster presentation: "A comparative study of the structure and development of personal and fictional narrative in Korean and American young children." Lee, Y. Lee, J., Schickedanz, J. A., & Han, M. May 2, 2006.. Chicago, IL.

Annual Meeting of the International Reading Association. "Characteristics of two styles of teacher talk in a content-based teaching context: Quizzing versus explaining." Paper presented in a conference session (with Dorothy Strickland). May 1, 2006. Chicago, IL.

7. Service to the Public and the Profession (selected)

Co-Editor, *J. of the Pacific Early Childhood Education Research Association*. July, 2006-present.

Teaching Standards Committee. National Association for the Education of Young Children, Accreditation Revision Commission. 2003-2004.

Commission on Reading First/Early Literacy. International Reading Association. July 14, 2002 - 2006.

Lizanne DeStefano, Ph.D.

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Educational Background

1982 - 1986 University of Pittsburgh - Ph.D.
Educational Psychology/School Psychology.
1981 - 1982 University of Pittsburgh -
Supervisor's Certificate in Special Education.
1978 - 1979 University of Pittsburgh - M.Ed.
Special Education.
1974 - 1978 University of Pittsburgh - B.S.
Physiological Psychology/Statistics.

Professional Experience

June 2007-present University of Illinois at Urbana-Champaign—College of Education—
Executive Associate Dean for Research & Administration
Summer 2006 University of Illinois at Urbana-Champaign—College of Education—
Interim Dean of the College
Summer 2006 University of Illinois at Urbana-Champaign—Department of Educational
Psychology—Acting Chair
2000-present University of Illinois at Urbana-Champaign, Department of Educational
Psychology—Professor
1998 – 2000 University of Illinois at Urbana-Champaign, Department of Educational
Psychology—Department Chair
1995 - present University of Illinois at Urbana-Champaign, Bureau of Educational
Research—Director and Associate Dean for Research
1994 - 1999 University of Illinois at Urbana-Champaign, Department of Educational
Psychology - Queries Division—Associate Professor
Associate Chairperson from 1994 to 1995
1989 - 1994 University of Illinois at Urbana-Champaign, Department of Educational
Psychology - Queries Division—Assistant Professor
1987 - 1989 University of Illinois at Urbana-Champaign—Visiting Assistant Professor
in Educational Psychology
1984 - 1985 Yale University, Department of Psychology and Institute for Social and
Policy Studies—Research Associate. Supervisor: Edmund W. Gordon
1983 - 1984 Yale University, Department of Psychology—Bush Center on Child
Development and Social Policy Fellow. Supervisor: Edward Zigler.

Current Grant Awards

- 2005-2009 National Science Foundation—Advancing the State of the Art in Evaluation: Field testing and Disseminating an Educative, Values Engaged Framework for STEM Education Programs - \$800,000 (Co-PI with Jennifer Greene)
- 2005-2009 US Department of Education—Evaluation of the National Collaborative Center on Standards and Assessment Development - \$292,251.
- 2005-2008 Illinois State Board of Education—Evaluation of the Implementation of Illinois Learning Standards - \$780,000.
- 2006-2007 McDougal Family Foundation— External Evaluation of the Transitional Adolescent Literacy Project -\$24,182
- 2004-2009 Harry S. Truman College—Evaluation of the TBLC Program at Truman College - \$60,000.
- 2003-2008 National Science Foundation—Co-PI and Evaluator for Nano-CEMMS Center - \$7,500,000 (PI: Placid Ferrera).
- 2002-2008 Illinois State Board of Education—Evaluation of the Reading First Initiative in Illinois - \$1,033,019.
- 2002-2008 Chicago Community Trust— Proposal for a Research and Evaluation Study of the Advanced Reading Development Demonstration Project - \$900,000.

Selected Publications

- Shriner, J., & DeStefano, L. (2007). Assessment accommodation considerations for middle school students with disabilities. *Large scale assessment accommodations: What Works?* Princeton, NJ: ETS.
- Greene, J., DeStefano, L., Burgon, H. & Hall, J. (2006). An Educative, Values-Engaged Approach to Evaluating STEM Educational Programs. *New Directions for Evaluation*, 109, 53-72.
- Turan, Y., Ostrosky, M., Halle, J., & DeStefano, L. (2004). Acceptability of language intervention – A comparison of preschool and elementary teachers’ responses. *Journal of Early Intervention*. 25(3), 221-233.
- Shriner, J., & DeStefano, L. (2003). Participation and accommodation in state assessment: The role of Individualized Education Programs. *Exceptional Children*, 69(2), 147-161.
- Ryan, K. E., & DeStefano, L. (2001). Dialogue as a democratizing evaluation method. *Evaluation*, 7(2), 195-210.
- Ryan, K., & DeStefano, L. (2000). Disentangling dialogue: Issues from practice. In G. T. Henry & J. C. Greene (Series Eds.) & K. Ryan & L. DeStefano (Vol. Eds.), *New directions for evaluation: Vol. 85. Evaluation as a democratic process: Promoting inclusion, dialogue and deliberation* (pp. 63-76). San Francisco: Jossey Bass.
- DeStefano, L. (2000). Dilemmas in evaluation practice: When standards fall short. In S. McGinty, (Ed.), *Doing research in educational settings: The politics and machinations from the field*. New York: Peter Lang.

Selected Awards

- College of Education Distinguished Service Award, 2003
- Stafford Faculty Fellow, University of Vermont Institute on Leadership, Disability, and Students Placed at Risk, 2003
- College Distinguished Senior Scholar, 2002
- University Scholar, 1995-1996
- College Scholar, 1994-1995
- Outstanding Presenter Award, American Educational Research Association, Division H, 1994
- Committee on Institutional Cooperation, Academic Leadership Program, Fellow, 1993-1994

***Achieving Preschool Language & Literacy Education:
Early Reading First in the Archdiocese of Chicago Catholic Schools***

Forms

1. Application for Federal Assistance (SF 424)
2. Standard Budget Sheet (ED524)
3. Department of Education Supplemental Information for SF 424
4. ED GEPA 427

Attachment: GEPA Statement

5. Department of Education Budget Information for Non-Construction Programs (ED 524)
6. Assurances – Non-Construction Programs
7. Certification Regarding Lobbying
8. Disclosure of Lobbying Activities
9. Survey on Ensuring Equal Opportunity for Applicants

Narratives

1. Abstract.....*Abstract Page 1*
2. Project Narrative*Narrative Page 1-35*
3. Budget Narrative.....*Budget Narrative Page 1-5*
4. Attachments
 - Descriptive Information on Participating Schools.....*1Page*
 - Signed Collaborative Partnership Agreement.....*Page 1-5*
 - Curriculum Vitae.....*Page 1-15*
 - Teale
 - Brookfield
 - Meehan
 - Schickedanz
 - De Stefano
 - English Language Acquisition Plan.....*Page 1-5*
 - University of Illinois at Chicago Approved Indirect Cost Rate Agreement.....*3 Pages*
 - References.....*Page 1-5*

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **9970-Mandatory_Budget_Justif2.pdf**

PERSONNEL: Dr. William Teale, Project Director and PI, will commit 30% time during the academic year and 100% for one summer month Year 1 and two summer months Year 2. As Project Director/PI, Teale will lead the implementation team; design the professional development plan in consultation with external consultants; conduct ongoing PD throughout the year with Literacy Coaches and Tier 3 Tutors; and monitor the formative evaluation process to assure progress toward achieving stated goals. Dr. Jeffri Brookfield and Dr. Maureen Meehan (Co-Directors/PIs) are key members of the implementation and professional development teams with substantive content expertise. Brookfield (50%) will develop and conduct PD for coaches, tutors, and assessors; monitor program implementation through frequent classroom visits and consultations for all children whose progress falls 1 SD or more below the mean on any measure; monitor the assessment program to assure proper administration of assessments and prepare teachers to make instructional decisions and modifications based on child assessment data; and supervise the Tier 3 Tutors to assure appropriate, individualized intervention and to monitor child progress. Meehan (25%) will provide ongoing PD for coaches with a focus on improving classroom environments, expanding SBRR strategies, and increasing parental involvement. She will design and conduct the family literacy workshops and develop the weekly take-home family activity calendars with parent-child activities that support the *OWL* curriculum themes each week as well as the *Families Learning Together* summer packet with activities to sustain children's learning over the summer. In past federally-funded projects, Teale, Brookfield, and Meehan have demonstrated their efficiency as a leadership team and the unique but also complementary contributions each provides to assure successful implementation of an early childhood literacy initiative.

APLLE Project Staff: Literacy Coaches will be early childhood professionals with deep knowledge of SBRR early literacy practices. They will provide intensive, sustained professional development conducted in the ongoing context of classrooms and contribute to the development and facilitation of monthly group PD. Three coaches will mentor two classroom instructional teams each; the fourth coach will mentor one classroom instructional team, coordinate monthly PD, and support the other coaches and instructional teams as needed to address specific implementation challenges or unique child needs, including those of English Language Learners. Qualifications include a Master's degree with three years teaching experience, Type 04 (Early Childhood) certification, and training/coaching experience preferred, and at least two coaches with fluency in oral and written Spanish. Annual \$54,000 salary is less than comparable positions in Chicago Public Schools yet is reasonable to assure qualified candidates. **Graduate Assistants**, advanced level Master or Doctoral students, will lead the assessment teams comprised of part-time **Assessors**, analyze data, and prepare assessment reports to provide ongoing feedback to teachers and mentor coaches to guide instructional decisions; they will also assist with formative program evaluation under the direction of the evaluation team. **Instructional Support Teachers**, experienced early childhood literacy professionals, will tutor children receiving tier 3 instruction necessary to assure the development of language and literacy skills. **Tier 3 Consultant (Hsieh)** has conducted research on professional development to enable practitioners to use evidence-based practice for improving educational outcomes with a focus on general education teachers' perceptions of inclusion. She has developed a framework for preparing early childhood teachers to use literacy teaching skills to promote young children's emergent literacy. Hsieh will adapt this framework to develop the Tier 3 tutoring model and develop *OWL* supplemental materials to support Tier 3 instructional lessons. **Administrative**

Assistant will assist with personnel matters and process material and supply orders per university guidelines, including monthly account reviews and maintenance of appropriate documentation. She will also assist with preparation of PD materials and translate parent information to Spanish as needed. Note: All salaries in Years 2-3 will include a 3% increase.

Teacher/Assistant Stipends are included on the personnel line as directed in the RFP.

Personnel	Rôle			Year 1	Year 2	Year 3
Teale	Project Director/PI	Acad Yr	30%	34,801	35,845	36,920
		Summer	100%	12,889	26,552	27,348
Brookfield	Co-Director/PI	Annual	50%	43,827	45,142	46,496
Meehan	Co-Director/PI	Annual	25%	27,804	28,638	29,497
Hsieh	Tier 3 Consultant	Summer	100%	13,733	14,145	14,570
TBD	Coaches (4 @ \$54,000 base)	Annual	100%	216,000	222,480	229,154
TBD	Grad Assistants	Annual	50%	77,328	79,648	82,037
TBD	Tier 3 Tutors (3 @ \$50,000 base)	Annual	50%	75,000	77,250	79,568
TBD	Assessors (3 Acad Hrly @ \$20/hr) Fall 6wks; Winter 6 wks; Spring 6wks	18 weeks	Hrly	43,200	44,496	45,831
Vazquez	Admin Assistant	Annual	35%	14,706	15,147	15,602
Teachers	Classroom Teachers' Stipends @ 2,500 each	Annual	100%	17,500	17,500	17,500
Tchr Assts	Teacher Assistants' Stipends @ 1,500 each	Annual	100%	14,000	14,000	14,000

FRINGE BENEFITS: Calculated at UIC approved rates as follows: Staff in Years 1-3 at 33.6%; 36.1%; 37.34%. Graduate Assistants in Years 1-3 at 2.36%; 2.38%; 2.41%. Benefits include FICA, worker's compensation, sick/vacation leave, retirement (SURS), health/dental insurance as required by employee classification. \$163,764, \$185,896, \$198,007 in Years 1-3 respectively.

TRAVEL: Local travel by *APLLE* staff to schools and instructional team travel to monthly PD calculated at \$0.485/mile for \$7,578/year. Travel for 3 *APLLE* staff to annual ERF meeting and to an annual professional conference @ \$1,500 per person per trip. Total \$9,000 per year.

EQUIPMENT: The following includes non-consumables costing more than \$500 per UIC policy. Classroom computers (4 @ \$600 each) are needed to enable all seven classrooms to have two functioning computers each (14 total) plus \$1,200 budgeted in Years 2-3 for replacements. Remaining equipment expenses are in Year 1 only: Project Computers (2 @ \$3,000) and Printer @ \$1,500 shared by Graduate Assistants, Tutors, and Assessors for data management. Laptop Computers (4 @ \$2,000) for coaches who travel daily to schools; LCD Projector (\$2,500) to facilitate monthly PD and for coach presentations at schools as needed; Video cameras (4 @ \$600) to prepare teacher feedback tapes and share information across schools at PD.

SUPPLIES: The table below describes consumable supplies.

	Year 1	Year 2	Year 3
General Office Supplies	3,000	3,000	3,000
OWL Curriculum Supplements @ \$2,000 per class	14,000	14,000	14,000
Monthly PD working lunches @ \$300 each	3,600	3,600	3,600
Assessment Supplies: Consumable record forms for PPVT, TVIP, Preschool Language Scale (English & Spanish), PALS, ELLCO, 2 nd DIBELS, and Get It, Got It, Go for APLLE and control schools	6,141	6,141	6,141

CONTRACTUAL: OWL Professional Development by Schickedanz (OWL co-author) for two days for Literacy Coaches and four days for teachers in Yr 1; one day for coaches and one day for teachers in Yrs 2 & 3 @ \$2,000/day plus travel costs for a total of \$14,000, \$4,900, \$4,900. Early Literacy Consultants (TBD) to enhance two monthly PD trainings. Two consult days @ \$1,000 each plus travel for \$2,700 in Yrs 2-3. ELL Consultants (TBD) to assist APLLE staff and classroom teachers/assistants to assure effective implementation of the program with all ELL children. Five consult days in Yr 1 @ \$2,000 each plus travel for \$11,600; Three consult days in Yrs 2-3 @ \$2,000 plus travel for \$7,400 each year. School Substitutes so teachers and teacher assistants can attend monthly full-day PD. Calculated at \$125 per teacher and \$75 per assistant for 14 teachers and 14 assistants for \$14,000 per year. External Evaluation @ \$65,000 per year

to facilitate monthly formative evaluation meetings; prepare and review data reports; and submit annual evaluation report.

OTHER: The table below identifies non-consumables costing less than \$500 per UIC policy.

	Year 1	Year 2	Year 3
Professional Resources to develop a lending library for teachers/assistants based upon individual development plans.	1,900	1,900	1,900
Software: Office 2007/8, Acrobat, SPSS for project computers and coach laptops purchased at UIC higher ed discount rates	1,500	500	500
Assessment Instruments: PPVT-IV; TVIP; Preschool Language Scale (English & Spanish); PALS Teacher Kits; PALS online scoring; Get It, Got It, Go; ELLCO PreK; DIBELS Software Training.	10,184	2,750	2,750
OWL Curriculum Kits, Supplemental Books, & Teachers' Manuals (8)	13,650		
Quality Children's Books for 7 classrooms	14,000	7,000	7,000
Quality Children's Books to build home libraries: 4 per child per year	9,000	9,000	9,000
Classroom non-consumables as needed: shelves, puzzles, blocks, etc.	21,000		
Children's software for 14 classroom computers	1,400	700	700
Digital Cameras & Tripods: 1 per school for curricular projects	1050		
Children's Digital Cameras: 1 per class for curricular projects	525		
Bookbinders: 3 shared across schools to create/bind children's books	900		
Laminating Machines: 1 per class to protect/display children's work	2,000		
Computer upgrades		1,000	1,000
Graduate Student Tuition Remission @ 42%	32,478	33,452	34,456
Mail Service, Copy Costs, Telecom	2,700	2,200	2,200
Indirect Costs @ federally approved 26% Calculated on Direct Costs – Equipment – Grad Tuition Remission – External Evaluation. ICR Cost Base for Year 1 is \$917,280; Year 2 is \$903,694, Year 3 is \$933,485.	238,493	234,960	242,706