

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

**EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080083
Grants.gov Tracking#: GRANT00473698**

Closing Date: JUN 10, 2008

Table of Contents

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e6
3. SF 424B - Assurances Non-Construction Programs	e8
4. Disclosure of Lobbying Activities	e10
5. 427 GEPA	e12
Attachment - 1	e14
6. ED 80-0013 Certification	e15
7. Dept of Education Supplemental Information for SF-424	e16
Attachment - 1	e17

Narratives

1. Project Narrative - (Abstract Narrative...)	e22
Attachment - 1	e23
2. Project Narrative - (Project Narrative...)	e24
Attachment - 1	e25
3. Project Narrative - (Other Narrative...)	e62
Attachment - 1	e63
4. Budget Narrative - (Budget Narrative...)	e105
Attachment - 1	e106

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 06/10/2008	4. Applicant Identifier: 08-333Moyle
--	--

5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
--	---

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

*** a. Legal Name:** Marquette University

* b. Employer/Taxpayer Identification Number (EIN/TIN): 390806251	* c. Organizational DUNS: 046929621
---	---

d. Address:

* Street1: P.O. Box 1881
Street2: _____
* City: Milwaukee
County: Milwaukee
* State: WI: Wisconsin
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 53201-1881

e. Organizational Unit:

Department Name: Speech Pathology & Audiology	Division Name: Health Sciences
---	--

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

Prefix: Dr.	* First Name: Maura
Middle Name: _____	
* Last Name: Moyle	
Suffix: Ph.D	

Title: Assistant Professor

Organizational Affiliation:
Marquette University

* Telephone Number: 414-288-1408	Fax Number: 414-288-3980
---	---------------------------------

*** Email:** maura.moyle@marquette.edu

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

Milwaukee, WI

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

Wisconsin Reading Acquisition Program

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="4,040,858.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,040,858.00"/>

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

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

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

- Yes
- No

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Marquette University

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

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	\$ 318,874	\$ 327,740	\$ 336,872	\$ 0	\$ 0	\$ 983,486
2. Fringe Benefits	\$ 56,868	\$ 58,573	\$ 60,327	\$ 0	\$ 0	\$ 175,768
3. Travel	\$ 9,000	\$ 9,000	\$ 9,000	\$ 0	\$ 0	\$ 27,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 13,690	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 23,690
6. Contractual	\$ 764,674	\$ 621,648	\$ 631,512	\$ 0	\$ 0	\$ 2,017,834
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 54,172	\$ 51,688	\$ 53,805	\$ 0	\$ 0	\$ 159,665
9. Total Direct Costs (lines 1-8)	\$ 1,217,278	\$ 1,073,649	\$ 1,096,516	\$ 0	\$ 0	\$ 3,387,443
10. Indirect Costs*	\$ 226,421	\$ 210,830	\$ 216,164	\$ 0	\$ 0	\$ 653,415
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,443,699	\$ 1,284,479	\$ 1,312,680	\$ 0	\$ 0	\$ 4,040,858

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): US Department of Health and Human Services

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Marquette University

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00473698

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 Erik Thelen	* TITLE Executive Director
* APPLICANT ORGANIZATION Marquette University	* DATE SUBMITTED 06-10-2008

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: Marquette University</p> <p>* Address: P.O. Box 1881 Milwaukee WI: Wisconsin 53201-1881</p> <p>Congressional District, if known: WI-004</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Early Reading First</p> <p>CFDA Number, if applicable: 84.359</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: N/A</p> <p>N/A</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>N/A</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Erik Thelen</p> <p>* Name: Dr. Erik A. Thelen PhD Title: Executive Director</p>

	Telephone No.: 414-288-7200 Date: 06-10-2008
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

1908-ERF_Marquette_GEPA_statement.pdf

Mime Type

application/pdf

General Education Provisions Act (GEPA)

Marquette University and Day Care Services for Children, Inc. are committed to Affirmative Action and Equal Employment opportunity. Gender, race, national origin, color, disability and age will not negatively influence participation in this project. In fact, we anticipate that approximately 90% of the children will be from minority racial and/or cultural backgrounds, 40% will be English language learners and 9.6% will have special needs. Of the fifteen project personnel (8 of 15) and fifteen classroom teachers (13 of 15), twenty-one (70%) face barriers highlighted in GEPA. Finally, due to recruitment through the Bilingual English-Spanish (BIES) certificate program, approximately one-half of the graduate assistants and clinicians involved in the project will be bilingual in English and Spanish, with some anticipated to be minority students. We plan to continue to recruit additional talented personnel, both male and female, from diverse backgrounds that represent the demographics of the children and families who participate in the project.

Technological innovations have made learning more inclusive and this project will ensure that all participating students and educational personnel will be able to access and participate in project activities. For example, adaptive aids will be used, as necessary, to make reasonable accommodations for participants. All of the project activities will occur in accessible sites.

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
Marquette University
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Dr. * First Name: Erik Middle Name: A. * Last Name: Thelen Suffix: Ph.D * Title: Executive Director
* SIGNATURE: Erik Thelen * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Dr.

Maura

Moyle

*** Address:**

P.O. Box 1881

Milwaukee
County

Milwaukee

WI: Wisconsin

53201-1881

USA: UNITED STATES

*** Phone Number:**

414-288-1408

Fax Number:

414-288-3980

Email:

maura.moyle@marquette.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: FWA00005844

Please attach an explanation Narrative:

FileName

MimeType

4736-ERF_Marquette_Human_Subjects_Narrative_full_application0608.pdf

Tracking Number: GRANT00473698

B. Nonexempt Research Narrative.

(1) Human Subjects Involvement and Characteristics:

The directors of WRAP will obtain approval and comply with all requirements for human subject protection established by the Institutional Review Board (IRB) at the Office of Research Compliance at Marquette University in Milwaukee, Wisconsin.

Each year of the project, participants' active involvement in the project will include regular attendance at their Head Start classrooms and participation in curriculum-based assessment (i.e., Creative Curriculum®) and standardized assessments of language and literacy (i.e., Peabody Picture Vocabulary Test-4, Expressive Vocabulary Test-2, Phonological Awareness Literacy Screening, Idea Oral Language Proficiency Test, Receptive One-Word Picture Vocabulary Test-Spanish Bilingual Edition, Expressive One-Word Picture Vocabulary Test-Spanish Bilingual Edition) which will be administered at children's Head Start sites at the beginning and end of the program.

Eligible participants will include children between the ages of 3 and 5 who are eligible to attend the preschool program at Day Care Services for Children (DCSC) in Milwaukee, Wisconsin. Based on current enrollment data, anticipated participants will include approximately 300 preschool children from 15 classrooms. Approximately 50% of children will be African American, 40% Hispanic/Latino, and 30% English Language Learners. Potentially vulnerable populations such as medically fragile, physically or cognitively disabled children will not be specifically targeted as participants.

(2) Sources of Materials:

The materials will be obtained specifically for research and instructional assessment. Research materials obtained from human subjects will include written data obtained via parent questionnaires, direct assessment of the instruction/curriculum (i.e., the Early Language & Literacy Classroom Observation), assessment of students (i.e., Creative Curriculum®), Phonological Awareness Literacy Screening, Peabody Picture Vocabulary Test-4, Expressive Vocabulary Test-2, Idea Oral Language Proficiency Test, Receptive One-Word Picture Vocabulary Test-Spanish Bilingual Edition, Expressive One-Word Picture Vocabulary Test-Spanish Bilingual Edition), and video taping of teachers and students during classroom activities.

(3) Recruitment and Informed Consent:

Participants will be recruited from Day Care Services for Children (DCSC) Head Start program. Children of both genders and of different racial and ethnic backgrounds will have an equal opportunity to participate in the project. The Program Directors and site managers of DCSC will contact the parents/legal guardians of potential participants in person when they register their children for the DCSC Head Start program. Parents/guardians will return the parent consent forms and parent questionnaires to the DCSC director or site managers, who will then return them to the WRAP Project Directors.

Consent will be obtained via a written parent/guardian consent form. The consent form will comply with all human subject protections required by the Office of Research Compliance at Marquette University. The consent form will describe the project purpose, procedures, duration, risks, benefits, confidentiality, compensation, costs to participate, action taken in the case of illness or injury, the voluntary nature of participation, contact information for the Project

Directors and the Director of the Office of Research Compliance at Marquette University, and procedures for withdrawal of consent. This consent form will be provided in English and Spanish. If the parent/legal guardian speaks a language other than English or Spanish or does not read, an interpreter designated by DCSC will review the parent/guardian consent form and assure that all the parent/guardian's questions are answered and that they fully understand the material before signing the consent form.

(4) Potential Risks:

Participation in the WRAP program will involve instructional and assessment procedures similar to what children typically experience in the public educational setting. The risks of participation in WRAP are minimal and no greater than those presented by regular educational programming in Head Start. Behavioral data (i.e., language and literacy behaviors) will be collected through noninvasive techniques (e.g., standardized language and literacy assessments, audio/videotapes of classroom instruction and activities). It is possible that a child may become bored or restless during classroom or assessment activities. In this case the child will be given the option of switching activities or taking a break until ready to continue.

Videotaping will be used to monitor fidelity, to assess the effectiveness of and participants' responsiveness to instruction, to provide training material for teachers, and for project accountability. Video files will be labeled by participant number rather than by name and will be kept in a locked file cabinet in the Project Director's research laboratory at Marquette University. Files will be accessible only to approved investigators who have completed the required human subjects training module designed by the National Institutes of Health.

(5) Protection Against Risk:

All consent forms, parent and teacher questionnaires, and observation and assessment data will be kept in a locked file cabinet in the project director's secured research laboratory at Marquette University. All audio and video files, test forms, and questionnaires will be identified by a number rather than the participant's name to protect confidentiality. Upon return of parent questionnaires to the Project Director, identifying information will be removed and replaced with a number. A separate master list of names, contact information, and number codes will be kept in a locked cabinet in the Project Director's laboratory at Marquette University. Only IRB-approved project personnel will have access to these materials. After data analysis, the master list will be destroyed. Digital files of research data will be stored on computer.

There is no physical risk associated with this study. In case of emergency, DCSC Head Start procedures will be followed. No treatment will be provided for research-related injury and no payment can be provided in the event of a medical problem. This does not waive participants' legal rights nor release any claim they might have based on negligence.

(6) Importance of the Knowledge to be Gained:

Participants will receive instruction in high-quality classrooms implementing evidence-based instruction targeting language and early literacy skills that are important for academic achievement. Children will also receive in-depth evaluations of their language and early reading skills at the beginning and end of the study. Children's language and early reading skills will likely benefit as a result of participating in this project.

Anticipated societal benefits include the potential to help educators make early reading programs more effective for their children and children across the state. The outcomes of this

project will have valuable implications for effective early language and literacy instruction for children from diverse cultural and linguistic backgrounds including English language learners. Information obtained from this project may also facilitate early identification of children at particular risk for literacy difficulties and enhance educator's preventative efforts.

(7) Collaborating Site(s):

Marquette University will be partnering with Day Care Services for Children (DCSC) in Milwaukee, Wisconsin for this project. Participants will be recruited from DCSC sites (i.e., Baird, Parklawn I, Virginia, Boys and Girls Club). The program director and site managers will be involved in participant recruitment. The program director, site managers, and classroom teachers from DCSC will work with the Project Directors at Marquette University to complete this project.

Project Narrative

Abstract Narrative

Attachment 1:

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PROJECT ABSTRACT

The Wisconsin Reading Acquisition Program (WRAP) is a collaboration between Marquette University and Day Care Services for Children, Inc., Milwaukee, Wisconsin. The project will serve 300 at-risk, low-income children from diverse cultural and linguistic backgrounds (50% African American, 40% Hispanic/Latino, 40% English language learners, 10% special needs) who will enter the Milwaukee Public School District (MPS), the local LEA.

The goals of WRAP are to improve children's oral language, phonological awareness, written language awareness, alphabet knowledge, development of background knowledge, verbal reasoning abilities, analytical thinking, and English language skills. Fifteen classrooms will implement *Opening the World of Learning* (OWL), a scientifically based language- and literacy-based preschool curriculum, in conjunction with the *Creative Curriculum*[®]. Children will be screened using the PPVT-4 and PALS Pre-K. On-going assessments (IGDIs and curriculum-based checklists) will be used to inform instruction. In addition, English language learners will be assessed using the Pre-IPT, ROWPVT: SBE, and various WIDA measures. Classrooms will be assessed using the ELLCO. A tiered approach will be implemented for children identified as needing more intensive, individualized instruction. In addition, WRAP includes a detailed plan for facilitating English language acquisition in children who are English Language Learners.

WRAP will provide intensive, on-going professional development, including regular mentoring by Literacy Coaches and Content Specialists, and annual teacher institutes featuring nationally-recognized experts on early literacy. Family Support workers will implement programs and strategies to increase family involvement in their children's reading readiness. In addition, project staff will work closely with MPS to oversee children's transition to kindergarten. The comprehensive evaluation plan includes regular Advisory Board meetings (including parents and members of the community), annual evaluations from an external evaluator, and the collection of follow-up data after children have entered kindergarten.

Project Narrative

Project Narrative

Attachment 1:

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Marquette University (WRAP)

Full Application
Early Reading First
Submitted June 10, 2008

**WISCONSIN READING ACQUISITION PROGRAM
(WRAP)**

Submitted by:

Marquette University
Day Care Services for Children, Inc.

TABLE OF CONTENTS

1. Project Design.....1

Criterion 1, Factor 1 – Reflection of Up-to-date Knowledge..... 2

Criterion 1, Factor 2 – An Exceptional Approach 3

Purpose 1 –Integration of Excellent Literacy Instruction with Existing Program.... 3

Purpose 2 – Scientifically Based Language and Literacy Activities5

Purpose 3 – Language- and Literacy-Rich Learning Environments10

Purpose 4 – Professional Development Program11

Purpose 5 – Description of Assessment Measures14

Criterion 1, Factor 3 – Coordination with Other Efforts and Resources.....16

2. Project Personnel17

Criterion 2, Factor 1 - Qualifications of Principal Investigators18

Criterion 2, Factor 2 - Qualifications of Other Key Personnel.....19

Criterion 2, Factor 3 – Qualifications of Contracted Personnel.....23

3. Adequacy of Resources.....24

Criterion 3, Factor 1 – Partner Commitment.....24

Criterion 3, Factor 2 – Reasonableness of Costs25

4. Management Plan.....26

Criterion 4, Factor 1 – Management Plan26

Criterion 4, Factor 2 – Procedures for Continuous Improvement27

Criterion 4, Factor 3 – Appropriateness of Time Commitments27

5. Project Evaluation

Criterion 5, Factor 1 - Appropriateness of Evaluation Methods.....28

Criterion 5, Factor 2 – Appropriateness of Performance Measures.....29

WISCONSIN READING ACQUISITION PROGRAM (WRAP)

1. PROJECT DESIGN

The Wisconsin Reading Acquisition Program (WRAP) is a collaboration between Day Care Services for Children, Inc. (DCSC), located within the Milwaukee Public School District (MPS), and faculty from Marquette University (MU). The two organizations have been working together for the past three years and are at the perfect juncture to truly make a demonstrable impact on the early literacy, language and cognitive skills of young children.

DCSC was founded in 1968 and was one of the first agencies in the nation to implement a Head Start program. DCSC serves a large population of children from families below the poverty line (90%), minority students (90%), English language learners (40%), and children with special needs (9.6%.)

Established in 1881 in the heart of Milwaukee, MU has been widely recognized for its academic excellence and commitment to community service. It is home to Marquette's Reading Acquisition Programs, the Bilingual English-Spanish (BIES) certificate in speech-language pathology, and the Hartman Literacy and Learning Center.

The need for this partnership, which will use research-based instructional methods and activities to enhance a solid program, is more crucial now than ever before. According to a recent report by the U.S. Department of Education, the average reading ability for fourth- and eighth-grade African American students in Wisconsin is the worst in the nation (National Center for Education Statistics, 2007). In addition, 70% of English language learners fall below the basic reading proficiency level by fourth grade. Coordination with MPS will be a key point of this project, as 99% of children enrolled in DCSC preschool programs enter MPS at kindergarten. To prevent future MPS students from following the aforementioned trends, an effective, scientifically-based early literacy program will be implemented through this grant.

Overview of Project. The WRAP project is focused on ten goals: (1) to increase the percentage of children who acquire the language, literacy, and cognitive skills that will prevent later reading difficulties and promote their ability to succeed academically; (2) to increase the number of

DCSC staff who receive high-quality, ongoing professional development related to early language literacy and cognitive development; (3) to increase the number of classrooms providing scientifically-based, evidence-based instruction; (4) to increase the provision of differentiated instruction that accommodates children's individual learning needs; (5) to increase the effective use of screening and monitoring assessments to individualize and improve instruction; (6) to increase the English language skills of children who are English Language Learners; (7) to increase the intensity of services provided to children; (8) to increase family involvement in children's language and literacy development; (9) to ensure that all children and their families experience successful transitions to kindergarten; and (10) and to realize successful management and execution of the project as planned to achieve project goals.

Criterion 1, Factor 1 – Reflection of Up-to-date Knowledge

A consensus among researchers in the area of literacy acquisition is that prevention of early reading difficulties during the preschool years is more effective than remediation of reading failure during the school-age years (e.g., Craig, Conner, & Washington, 2003; Justice, Chow, Capelli, Flanigan, & Colton, 2003). Given that many at-risk children demonstrate reading delays upon entering kindergarten, efforts to prevent reading failure for this group must begin in preschool, if not earlier (Washington, 2001).

The challenge for preschool programs is to develop the early literacy skills in children that will facilitate reading acquisition (Justice, Invernizzi, & Meier, 2002; NRP, 2000). Numerous prediction studies have found that early literacy skills such as phonological awareness, print awareness, alphabet knowledge, oral language expression and comprehension have been linked to later achievements in reading and writing (e.g., Snow, Burns & Griffin, 1998; Storch & Whitehurst, 2002). Children from low income families, such as all of the students served by DCSC, are less likely to come from home environments that foster language development (e.g., Hart & Risley, 1995) and literacy acquisition (Adams, 1990; Sharif, Reiber, & Ozuah, 2002). Fortunately, the provision of high-quality preschool instruction can significantly increase children's early literacy skills (Foorman & Torgesen, 2001; Gillon, 2002).

Based on the research, we have determined that a scientifically-based curriculum focusing on early literacy and language development will be the most effective and beneficial intervention approach for our children entering the MPS district.

Criterion 1, Factor 2 - An Exceptional Approach

WRAP is designed to transform DCSC's existing preschool program into an early childhood center of excellence based on the five Early Reading First purposes.

Purpose 1- Integration of Excellent Literacy Instruction with Existing Programs

WRAP will support and improve the preschool programs at DCSC, which has 15 full-day preschool classrooms spread across four sites and 300 enrolled preschool children (see Criterion 1, Factor 2 and Appendix 1). DCSC's enrollment percentages of minority and low-income children significantly exceed state and national averages. While minorities comprise only 20.5% of the state and 42% of the nation's elementary enrollment, DCSC serves 90% minority children. Specifically, 50% are African American, and 40% are Hispanic/Latino. Of these, 40% are English language learners, compared to 2.9% statewide and 11% nationally. Similarly, 90% of DCSC's students live in poverty, compared to 11% statewide and 39% nationally.

Currently, 100% of children attend full-day programs (6.5+ hours/day; see Appendix 1). In addition, 70% of children attend summer programming. DCSC is working toward increasing the percentage of children who attend year-round, full-day programming to 90% by fall 2009 (Invitational Priority #1). This will be accomplished through parent education on the importance of increased instruction and providing families with incentives (gift cards) for their child's regular summer attendance.

Currently, nearly ten percent (9.6%) of DCSC's children currently receive special services for speech and language impairment, emotional disturbance, cognitive delay, and pervasive developmental disorder. The WRAP Project Director, Co-Director and Project Coordinator have previously assessed many DCSC children who display special needs but were not yet identified. It is expected that as a result of professional development for the teachers and

additional classroom-based, more children with special needs will be recognized earlier, resulting in a higher percentage of children being identified and receiving appropriate services.

In December of 2007, DCSC was assessed by the Social Development Commission which plans, coordinates, and implements human service programs (including Head Start) for low-income individuals and families in Milwaukee County. DCSC passed the assessment, receiving positive reviews. They also underwent a Federal Review for Head Start, which they passed with no incidents of program non-compliance in the global program quality.

The instructional staff consists of 15 teachers (2 - master's degree, 2 - bachelor's degree, 2 - associate's degree, 9 - credits toward associate's degree) and 15 teacher assistants (high-school diploma or GED). All non-baccalaureate staff have a Child Development Associate (CDA) certification. Teachers at DCSC are actively involved in professional development and continuing education, currently earning an average of 22 CEUs per year each. The staff turnover rate in 2006-2007 was low (2%). The rate of daily attendance for children enrolled at DCSC in 2006-2007 was 85%. Children's progress was evaluated by their classroom teachers using *The Creative Curriculum® Developmental Continuum*. Of the 238 children included in the assessment, 82% were ages 3 to 4 and 18% were ages 4 to 5 years. In all developmental domains assessed (Social-Emotional, Physical, Cognitive, and Language), children made substantial progress from the fall 2006 to the spring 2007 assessments.

Currently, all DCSC classrooms implement the *Creative Curriculum®*, a broad-based early childhood curriculum that addresses domains such as language, social, emotional, and physical development. DCSC teachers report that they would benefit from a curriculum that provides a more specific scope and sequence for language and literacy development, and increased teacher support in terms of instructional methods and materials. The PDs observed that few of the classrooms provided a systematic, intensive, evidence-based approach to language and literacy instruction. To address these needs, all classrooms will adopt *Opening the World of Learning (OWL)*, a preschool curriculum that focuses on oral language, cognition and early reading skills (see Criterion 1, Factor 1, Purpose 2). Also, OWL includes strategies and

modifications specifically for English language learners (ELLs; Invitational Priority #2) and children with special needs. Therefore, each classroom will benefit from a curriculum that specifically targets language and literacy (i.e., OWL) and a broad-based early childhood curriculum that addresses additional developmental domains (e.g., *Creative Curriculum*[®]).

In sum, DCSC has the potential to provide preschool programs of educational excellence with the type of support and guidance that WRAP, the proposed ERF project, can provide.

Purpose 2 – Scientifically Based Language and Literacy Activities

Improving Reading Readiness: A primary goal of WRAP is to ensure children's academic success and readiness for reading in kindergarten by facilitating their acquisition of essential early literacy skills according to the research literature, including: 1) Oral Language Comprehension and Expression; 2) Phonological Awareness; 3) Print Awareness; 4) Alphabet Knowledge; and 5) Cognitive Skills (Snow, Burns & Griffin, 1998).

Program Scope and Sequence. A key component of our Early Reading First project will be implementation of *Opening the World of Learning* (OWL), a research-based curriculum proven to increase early literacy skills for preschool children. Studies have shown that children whose classrooms implemented the OWL curriculum exhibited statistically significant gains in print, letter, early writing, and phonological awareness skills (Edmonds & Algozzine, 2008; Yazejian, 2007). These classrooms included ELLs and children with disabilities. The instructional principles of OWL align with scientifically-based research on early language and literacy development. The curriculum systematically builds early reading skills identified as being of critical importance: oral language development, print awareness, phonological awareness, and letter knowledge (Schickedanz, Dickinson, & Charlotte-Mecklenburg Schools, 2005). For example, in the area of phonological awareness, children progress from developmentally earlier skills, such as syllable segmentation, to later developing skills, such as phonemic blending. In addition, OWL includes methods that controlled studies have proven to be effective in facilitating preschoolers' literacy and language acquisition, including interactive

book reading, teacher-directed phonological awareness activities, and literacy-enriched play (Justice & Pullen, 2003.)

The theory and instructional principles of WRAP's chosen curriculum model are based on an accumulation of studies that meet scientific research criteria. OWL prioritizes language and literacy, using an integrated framework that incorporates teacher-led and child-initiated activities. Children learn to identify letters, numbers, and shapes and begin to understand how to use these symbols when writing, reading, counting, and measuring. The curriculum is organized around six thematic units that reflect real-world experiences common to preschoolers: Family, Friends, Wind and Water, The World of Color, Shadows and Reflections, and Things that Grow.

Teacher Support. The WRAP directors have observed that preschool teachers at DCSC often have inadequate support, materials, and background knowledge to plan effective lessons and activities for promoting language and literacy development. To address these needs, three full-time Literacy Coaches will be employed to mentor teachers and monitor their planning and implementation of the curriculum on a daily basis. Under the guidance of the Literacy Coaches, teachers will maximize their knowledge and utilization of the tools provided by OWL to enhance children's language and literacy skills (see Criterion 1, Factor 2, Purpose 4 – Professional Development). These tools include teacher guides for each thematic unit that provide detailed daily lesson plans and skills-based activity plans and explanations, specific adaptations for ELLs and other children with special needs, extension activities to promote generalization, and guided conversation topics to promote language and content knowledge. In addition, each classroom will be equipped with children's books and other instructional materials. In addition to the Literacy Coaches, a bilingual teacher, teacher assistant, or educational aide will be present in each room that has ELLs so that these children have every opportunity to acquire the targeted skills and concepts. Educational Aides will assist teachers in the classroom and in preparing materials. In sum, the curriculum provides substantial support and materials to fulfill many of the identified needs of DCSC teachers and children.

Whole-Group, Small-Group, and Independent Practice. WRAP's chosen curricula balance explicit, teacher-led instruction with child-initiated naturalistic opportunities for learning. For example, children will engage in literacy activities at a center of their choice each morning. Teachers will interact with children individually and in small groups to enrich their language and literacy skills during these activities. Next, children will gather for circle time during which the teacher will engage children in interactive storybook reading, facilitate discussion to expand background knowledge, and teach concepts and vocabulary related to the thematic unit. Children will learn phonological awareness through songs, rhymes, and poetry. Outdoor play will follow. After lunch, children break into small groups and rotate through learning centers. Later, children gather together again for a whole-group time, during which teachers build children's background knowledge through nonfiction books and discussions. At the end of the day, children again engage in independent activities designed to promote various developmental skills, such as fine motor skills, numeracy, and social-emotional development.

Content to Improve Oral Language and Background Knowledge. The six OWL units (see Program Scope and Sequence) include a variety of activities that are designed to increase children's language development, familiarity with literature genres, and background knowledge. The themes promote social, mathematical, scientific, and artistic knowledge. The content of the 48 fiction and non-fiction children's books facilitate children's development of a wide variety of knowledge areas. In addition, the instructional methods are designed to encourage oral language development, particularly for ELLs.

Amount of Time. Torgesen (2004) outlines the need for increased intensity of instruction for at risk children in order to prevent later reading difficulties. Increased intensity can be achieved through increasing overall instructional time and/or providing small-group and individual instruction. In response to Invitational Priority #1, the curriculum will provide over two hours of formal instructional time each day within whole-group and small-group activities. An extra two hours of informal instruction (e.g., during transitions, snacks, indoor and outdoor play) targeting language, literacy, and cognitive skills will also be provided. Children who are

identified as needing increased instruction will receive 60-90 minutes of additional targeted instruction weekly (see Tiered Instruction).

Tiered Instruction. Although providing excellent, scientifically based language and literacy programming is a significant step toward preventing reading difficulties, research shows that approximately 20% of children will still require more explicit, individualized instruction to become competent readers (Ehren, 2008). In addition, epidemiological research has shown that 7% of kindergartners have specific language impairment (Tomblin, Records, Buckwalter, Zhang, Smith, and O'Brien, 1997). Children with a history of language impairment are six times more likely to exhibit reading disabilities in fourth grade compared to their typically developing peers (Catts, Fey, Tomblin, and Zhang, 2002). To address the needs of individual children and prevent future reading disabilities, WRAP will incorporate a tiered approach for the provision of differentiated instruction. This approach is based on research and recommendations related to Response to Intervention (RTI; Mellard & Johnson, 2008) and includes three tiers of instruction. Tier 1 is the provision of excellent, scientifically-based general instruction. Children who do not make expected progress in Tier 1 will be identified through on-going monitoring and placed in Tier 2, which will include more explicit, targeted instruction in small groups for 60 minutes per week. Children in Tier 2 who do not progress as expected will be placed in Tier 3, which will include an additional 90 minutes weekly of one-on-one intervention with specific, individualized goals. The Tiered Instruction Specialist (TIS), Special Needs/Behavioral Specialist (SBS), Speech-Language Pathologist (SLP) and other Content Specialists (CSs) will work with classroom teachers in the on-going monitoring and development of individual goals for children in Tiers 2 and 3. Small-group and individual instruction will be provided by the TIS, SBS, SLP, and Educational Aides (EAs) in year 1, with teachers assuming increasingly more responsibility over years 2 and 3. Children who continue to show difficulty after participating in Tier 3 will be referred to MPS for a special education evaluation. MPS special educators provide additional direct services to eligible children.

Family Support. The language and literacy that children are exposed to in their homes greatly influences their development in these areas (Hart & Risley, 1995). In addition, parent training that addresses home literacy practices can have a positive impact on children's literacy and language skills (Huebner, 2006; Moore, Pérez-Méndez, & Boerger, 2006). As a result, it is imperative that on-going, evidence-based strategies for increasing family involvement are implemented.

WRAP will use a multifaceted approach for facilitating family involvement. First, each child's family, teacher, and designated Family Support staff member will collaborate to develop an individualized Family Development Plan (FDP). The FDP will be created in the fall of each year and will include: (1) goals for the child's development (with a focus on language and literacy) based on caregiver and teacher input; (2) the family's role in achieving the child's goals (e.g., reading 15 minutes per day at home); and (3) goals for increasing the family's connection with DCSC (e.g., the caregiver will volunteer one hour per week in the child's classroom; the parents will attend a minimum of three family events during the school year). Caregivers will meet with teachers four times per year (twice at school, twice at home) to discuss progress and revise goals as needed. FDPs will cater to each family's values, needs, and culture. Families will be given incentives (e.g., gift cards) for meeting goals.

WRAP will host monthly parent events throughout the year, in both English and Spanish. These events will include both a social component (e.g., parents can connect with each other while sharing a meal) and an educational component (e.g., parents will receive guidance on how to work with their children to increase literacy at home). Families will receive incentives for attending, such as children's books or tickets to a local cultural event (e.g., Milwaukee Public Museum, Milwaukee Children's Theater). These events will be held in the evenings and/or on weekends to accommodate schedules. WRAP funding will provide childcare for parent events. Currently, DCSC estimates that 20% of families attend at least one parent event per year. The goals of WRAP are to increase this to 50% of families by year 3. The Family Support Manager will monitor progress toward these goals and suggest modifications in the strategies as needed.

Each DCSC site will have a Family Resource Center (FCR) equipped with a lending library of children's literature, resources for parents (e.g., books, brochures), training videotapes (e.g., dialogic book reading, phonological awareness), supplies for parents and children to make home literacy materials together, and other relevant materials. In addition, information related to adult education (e.g., obtaining a GED) will be provided. Literacy Services of Wisconsin, Inc., which provides tutoring for adults, will serve as a resource for the adult education component. The FCRs will be open in the evenings and staffed by DCSC personnel or Educational Aides.

To facilitate generalization of the classroom content to the home, children will be given six books per year (in English and/or Spanish). These books will be the same as those used in OWL (to the extent that Spanish translations are available) or relate to the current theme. OWL also provides parent letters describing the current theme and ideas for home activities (in English and Spanish). All classroom-home communication will be interpreted/translated into Spanish as needed. Also, a lending library will be created for each classroom equipped with books of various genres related to the current classroom theme.

Purpose 3 –Language- and Literacy-Rich Learning Environments

WRAP will enrich the preschool classrooms at DCSC so that each one is an environment that promotes language, literacy, and cognitive development. The Literacy Coaches and Content Specialists will work with teachers and teacher assistants in evaluating their classrooms (using *ELLCO*), with the intention of ensuring that every classroom is print- and language-rich. For example, each classroom will have a Library area stocked with books of various genres (e.g., storybooks, expository texts) that relate to the current theme, reflect cultural diversity and include individuals with disabilities. Research emphasizes that classroom libraries should be large, warm and inviting, and sufficiently varied to meet the needs of the curriculum (Pressley, Allington, Wharton-McDonald, Block & Morrow, 2001; Roskos & Neuman, 2003). Each classroom will contain developmentally appropriate books that cover a variety of subjects and genres and are easily accessible. Currently, some of the teachers at DCSC collaborate with librarians at the Milwaukee Public Library (MPL) who demonstrate storybook reading, and share

books, materials and information related to literacy development. WRAP will ensure that all teachers collaborate with MPL to benefit from the services they provide. Children will learn book conventions (e.g., title, author, how to turn pages) and appreciation (e.g., how to care for books). Children will have the opportunity to listen to books on tape at the classroom listening center or use educational software at one of the classroom computers. Project funds will be used to ensure that each classroom has a technology center with two computers that contain a variety of high-quality education software that supports children's language and literacy development. Children can practice writing at the designated writing center with a wide variety of writing utensils, paper and supporting materials (e.g., alphabet stencils).

Each classroom will contain interest areas (e.g., Dramatic Play) that will be infused with literacy and print. In addition, children's experiences with literacy will be strategically enhanced throughout the day. For example, it will be necessary for children to attend to print to complete various tasks, such as sit on the floor mat labeled with their names, and return objects to their labeled locations. Attendance charts, calendars, job charts, menus, and the daily schedule will be posted in the room and discussed on a daily basis. Through naturalistic, functional and meaningful activities that are supported by a literacy-rich environment, children will increase their language, literacy, and critical thinking skills. WRAP will further enhance children's exposure to language and print by supporting home literacy (see *Criterion 1, Factor 2, Purpose 2 – Family Support*).

Purpose 4 – Professional Development Program

According to experts in early education, ongoing professional development for early childhood teachers is key to improving preschool children's educational experience and learning (Martinez-Beck & Zaslow 2006). As a result, intensive, on-going professional development is a critical component of this project. Through our experiences implementing the Reading Acquisition Program – Teacher Training Project, we are aware of the need for continuing education for preschool teachers in effective teaching methods. Research indicates training for early childhood staff is most effective when it includes ongoing observation and individual

feedback (Hadden & Pianta, 2006). Research also indicates that effective training programs can increase teachers' use of language stimulation techniques (Weitzman, Girolametto, & Greenberg, 2006), teaching of phonological awareness skills (Culatta & Hall, 2006) and effective dialogic book reading (Girolametto, Weitzman, Lefebvre, & Greenberg, 2007), which in turn, positively affects children's development of language and literacy skills.

The components of WRAP's ongoing, intensive professional development include *Project Orientation* (Year 1), *Project Re-Orientation* (Years 2 & 3), annual *WRAP Teacher Institutes*, monthly *Content Area Meetings*, twice monthly *Coaching Meetings* for classroom teachers; and the development/annual review of an individual *Plan for Excellence in Teaching (PET)* for each teacher. As part of their PET, teachers will include college coursework for advancing their education, with the goal of all teachers holding at least baccalaureate degrees by 2013. Currently, teachers and teacher assistants at DCSC who earn grades of B or higher are eligible for 80% tuition reimbursement for college coursework through T.E.A.C.H. Early Childhood[®] Wisconsin scholarships, and DCSC reimburses the remaining 20%. To encourage staff to take advantage of this reimbursement, a plan of college coursework will be included in their PETs, and they will receive increased yearly raises for meeting their goals. In addition, each year the four teachers who are most successful in meeting their professional development goals will be provided funding to attend a national conference on early childhood (e.g., NAEYC). Teachers will be paid overtime for Friday evening/Saturday trainings, and substitutes will be provided for other meetings that occur during the week. Staff hired after Year 1 will be given an abbreviated version of the *Project Orientation* training and additional support from the Literacy Coaches and Content Specialists as needed. (see Table 1 for further description of WRAP's professional development program).

Literacy Coaches will attend trainings with the teachers. They will also meet with the Content Specialists monthly to gain additional information, share and reflect upon their experiences, and express any concerns. The Content Specialists will observe coaching sessions on a regular basis (twice/month Year 1, once/month Year 2) to monitor quality of the coaching.

The professional development program of WRAP is designed to systematically increase teachers' knowledge and skills in language and literacy development. Year 1 (116 hours) will focus on learning the curriculum and evidence-based instructional methods, such as shared storybook reading, and oral language facilitation techniques. Years 2 and 3 (96 hours/year) will expand on this content, add new content, and focus on engaging teachers more closely in administration and interpretation of assessments, and provision of small-group and individualized intervention. Laura Justice, Ph.D., Julie Washington, Ph.D., and Barbara Ehren, Ph.D., national experts on literacy in at-risk children, have already agreed to present at the annual WRAP Teacher Institutes. Participants will receive Continuing Education Units for attendance at the monthly Content Meetings and the WRAP Annual Teacher Institutes.

Table 1. Components of the WRAP Professional Educational Development Program

Training/Topics	Description	Hours /Dates	Target Audience	Trainer(s)
<i>Project Orientation</i> (Fall, Year 1): three consecutive monthly Friday evening/Saturday workshops.				
<ul style="list-style-type: none"> • Emergent Literacy • Oral Language • Scientifically-Based Reading Instruction • Classroom Environment 	Focus on the curriculum, evidence-based instructional methods, and using on-going assessment to inform instruction (Tier 1 emphasized).	30 hours/ Oct. – Dec. 2008	Teachers, Teacher Assistants, Site Managers, Literacy Coaches	Ellen Edmonds, OWL Trainer; Content Specialists
<i>Project Re-Oriented</i> (Fall, Years 2 & 3): one Friday evening/Saturday workshop				
<ul style="list-style-type: none"> • Curriculum Review • Test Admin. & Interpretation • Individualizing Intervention 	Focus on administration and interpretation of screening assessments, and provision of small-group and individualized intervention (Tiers 2 and 3 emphasized).	10 hours/ August 2009, 2010	Teachers, Teacher Assistants, Site Managers, Literacy Coaches	Content Specialists
<i>Ongoing Training:</i> Years 1, 2, 3				
WRAP Teacher Institutes	Presentations will include: Evidence-Based Practice in Early Literacy; Culturally Sensitive Intervention; RTI	10 hours/ Annually	Teachers, Teacher Assistants, Site Managers, Literacy Coaches	External Experts
Content Area	Discussion of content	2 hours/	Teachers and	Content

Meetings	related to language and literacy (e.g., phonological awareness, second language acquisition)	month	Assistants, Site Managers, Literacy Coaches,	Specialists
Coaching Meetings	Individualized, classroom-focused mentoring	2 hours/ 2x per month	Teachers, Teacher Assistants	Literacy Coaches
Plan for Excellence in Teaching (PET)	Individualized professional development plan.	4 hours/year	Teachers, Teacher Assistants	Content Specialists
College Coursework	Coursework in early childhood education	TBD	Teachers, Teacher Assistants	TBD
National Conference	NAEYC Annual Conference & Expo	TBD-yearly	4 Teachers	External Experts

Purpose 5 – Description of Assessment Measures

Screening instruments for language and literacy:

Children's language and literacy skills will be assessed within the first 45 days of school so that teachers can adjust the curriculum according to their needs and identify those who need additional instruction (Tiers 2 and 3). These screening assessments will include the PPVT-4, Get It, Got It, Go (IGDIs) and the PALS Pre-K. English language learners whose first language is Spanish will also be given the *IDEA Oral Language Proficiency Test (Pre-IPT)*, and the ROWPVT: SBE. A Spanish version of PALS Pre-K (adapted by the Co-PD) will also be administered. These assessments will be repeated at the end of the year to measure progress. Children will also be screened with the DIAL-R, a comprehensive developmental screener, available in both English and Spanish. Together these assessments measure the critical aspects of emergent literacy: alphabet knowledge, phonological awareness, print awareness, early writing, oral language, and cognition. See Table 2 for reliability and validity information. The SLP and Educational Assistants will assist the teachers in administering the assessments in Year 1. Teachers will be fully trained and able to assume full responsibility for assessment by the end of Year 3. Classroom environments will be screened using the ELLCO.

Table 2. Language and Literacy Screening Assessments.

Assessment	Skill(s) Measured	Evidence of Validity and Reliability
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Peabody Picture Vocabulary Test-4th Edition (PPVT-4; Dunn & Dunn, 2007)	Receptive vocabulary	Split-half reliability = .94, test-retest reliability = .93. Concurrent validity (with the EVT-2) = .82. Evidence for construct and content validity is provided.
IGDIs (Get It, Got It, Go) (McConnell et al., 2002)	emergent literacy: word naming, beginning sounds, rhyme	Reliability: test-retest: word naming .44-.79; alliteration .62-.88; rhyme .83-.89. Criterion validity: word naming .63-.79; alliteration .34-.79, rhyme .54-.64.
Phonological Awareness Literacy Screening Pre-K (PALS Pre-K; Invernizzi, Sullivan, Meier, & Swank, 2004)	Preschoolers' developing knowledge of important literacy fundamentals	Inter-rater reliability = .99. Guttman split-half reliability ranged from .71-.94. Evidence for content, construct, criterion-related, and predictive validity is provided.
DLAL-3 (Mardell-Czerdnowski & Goldberg, 1998)	motor, concepts, language, self-help, social	.87 internal consistency; .84-.88 test-retest reliability. Evidence for content and concurrent validity provided.
IDEA Oral Language Proficiency Test (Pre-IPT English; Ballard & Tighe, 2004)	English proficiency in oral language, reading and writing.	Split-half reliability = .82. Test-retest reliability = .92.
Receptive One-Word Picture Vocabulary Test: Spanish-Bilingual Edition (ROWPVT: SBE; Brownell, 2001)	Receptive vocabulary of individuals who are bilingual in Spanish and English	Coefficient alpha = .95. Test-retest reliability = .92. Concurrent validity with the SAT-9 = .38. Item bias analyses were conducted and culturally inappropriate items were eliminated during test development.
Early Language & Literacy Classroom Observation (ELLCO; Smith & Dickinson)	Classroom support of language and literacy development	<i>Literacy Environment Checklist</i> : Inter-rater reliability = .88. Cronbach's alpha = .84. <i>Classroom Observation</i> : Inter-rater reliability = .90. Cronbach's alpha = .83. Concurrent validity (with the <i>Classroom Profile</i>) = .44. <i>Literacy Activities Checklist</i> : Inter-rater reliability = .81. Cronbach's alpha = .66.

Progress monitoring instruments for language and literacy:

A key component in selecting our core literacy curriculum was its assessment component. The OWL program is aligned with its OWL Rubrics, Work Sampling System, and Progress Monitoring Records which teachers will use to observe children, document their progress, and adjust instruction as necessary. Specifically, the Language and Literacy Rubrics provide an in-depth look at children's progress in all of the key areas of language and literacy development. Observation is ongoing and results are analyzed every three weeks. The Progress

Monitoring Record, used six times per year, is designed to provide unit-specific feedback in order to guide teachers' instruction. Teachers use the Work Sampling System three times per year to observe students during their regular classroom activities and monitor their progress.

In addition, ongoing monitoring will be accomplished using *Get It, Got It, Go* (IGDIs), administered five times/year. Children in Tiers 2 and 3 will be monitored weekly according to their individualized goals. Teachers will be assessed three times per year using the ANCIRI and curriculum fidelity checklists. Classrooms will be monitored three times per year using the ELLCO. See Table 3 for additional information.

Table 3. Progress Monitoring Assessments.

Assessment	Implementation	Skill(s) Measured	Evidence of Validity and Reliability
<i>OWL: Work Sampling System</i>	three times/year	listening, speaking, reading, writing	to be established
<i>OWL: Progress Monitoring Record</i>	six times/year	skills taught in each unit	to be established
<i>OWL Rubrics</i>	every 3 weeks	language and literacy development	to be established
<i>IGDIs</i>	five times/year	See Table 2	See Table 2
<i>Adult-Child Interactive Reading Inventory (ANCIRI)</i>	annual - pre, mid, post	shared reading - teacher support for literacy development	Reliability: 80-.82 for adult behaviors. Construct validity: theory-based studies
<i>Curriculum Fidelity Checklists (OWL, Creative Curriculum)</i>	monthly	monitoring teachers' use of curriculum	to be established; review by external evaluator
<i>ELLCO</i>	annual - pre, mid, post	See Table 2	See Table 2

Criterion 1, Factor 3 – Coordination with Other Efforts and Resources

DCSC is located within the Milwaukee Public School District (MPS), the local LEA. The language and literacy skills targeted by OWL are aligned with MPS' K4 Learning Targets for *Reading and English Language Arts*. MPS' Learning Targets are district-wide goals for student learning and achievement that are based on Wisconsin state standards (http://www2.milwaukee.k12.wi.us/supt/Learning_Targets.html). For example, by the end of K4 in the area of *Reading* children will "Hear and say sounds, begin to identify capital and small

letters and recognize that combinations of letters represent words” (i.e., phonological awareness, alphabet knowledge, print awareness). In the area of *English Language Arts* children will, for example, “Express ideas using pictures, scribble writing, pretend and real letters” (i.e., early writing), and “Develop new vocabulary using standard American English” (i.e., oral language development). In terms of assessment, the *Get It, Got It, Go* (IGDIs) was chosen because it is compatible with the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) assessment, which is used in MPS’s Reading First Schools. The WRAP directors will work with MPS’ Division of Research and Assessment and MPS’ Early Childhood and Reading First programs to share assessment data and obtain feedback on children who participated in WRAP. In addition, MPS’ early childhood teachers will be invited to attend our annual WRAP Teacher Institutes.

DCSC proactively prepares children for the transition to MPS’ kindergarten classrooms to ensure their success. For example, the Family Support Manager will organize two transition events for families. One event will involve inviting a representative from MPS to one of the parent event nights to speak on transitioning children to kindergarten. Second, each family will be given the opportunity to visit the MPS kindergarten class that their child is planning to attend. Thirdly, teachers will create a portfolio for each child that includes assessment results, reader-friendly interpretations of the results, examples of the child’s work, and an individualized profile of the child’s language and literacy skills. These portfolios will be given to parents and their children’s teachers. Permission will also be obtained from parents to share critical information about children’s skills to their prospective kindergarten teachers.

2. PROJECT PERSONNEL

Key personnel for WRAP have been carefully selected based on their qualifications, areas of expertise, positive experiences collaborating on past projects, and favorable recommendations from the Executive Director and Educational Administrator of DCSC. Together, these personnel form a talented and culturally diverse group of professionals. Nine of the fifteen (60%) named project personnel are from minority backgrounds (i.e., African American, Latino, and East Asian). In addition, 87% of DCSC classroom teachers are from

minority backgrounds. We will recruit the remaining key personnel following Marquette University's equitable employment practices and Affirmative Action, Equal Opportunity Plan through professional contacts, local organizations, and newspapers with diverse readership.

Criterion 2, Factor 1 - Qualifications of Principal Investigators/Key Personnel

Project Director - Dr. Maura Jones Moyle (résumé attached) will serve as Project Director (PD). Dr. Moyle is an Assistant Professor at Marquette University specializing in child language, literacy, and providing services to children from culturally and linguistically diverse backgrounds. She co-directed the Reading Acquisition Program, an intensive early literacy program for at risk, African American preschoolers, in partnership with DCSC. Currently, she is the director of the Reading Acquisition Program-Teacher Training Project (RAP-TTP) and co-director of the Reading Acquisition Program for Spanish Speakers (RASPA). Her research focuses on evaluating the best methods for promoting language and literacy acquisition in low-income, African American children, language and literacy assessment, and best methods for professional development of preschool teachers. She has been the PI and Co-PI on numerous grants and has demonstrated the ability to manage large projects, collaborate with partnering agencies, work with Head Start staff, and supervise employees. Her work has been disseminated through publications in academic journals and presentations at national conferences. In her role as PD for the WRAP Project, Dr. Moyle will, with her Co-D, be responsible for project management, analyzing assessment data, and ensuring achievement of project goals and scheduled benchmarks (see Table 5 for additional duties). She will also serve as a Content Specialist (emphasis - Professional Development) and on the Implementation Committee. She will spend a minimum of 37.5% of her time to the project, as noted in the budget. Dr. Moyle will provide the leadership and support to transform DCSC into an Early Reading First center of excellence.

Co-Director - Dr. Brenda Gorman (résumé attached) will serve as Co-Director (Co-D). Dr. Gorman is an Assistant Professor at Marquette University. She has conducted research, published, and presented on topics related to language and literacy development in children,

bilingualism, authentic assessment practices, and evidence-based language and literacy intervention. She is currently the director of RASPA and co-director of RAP-TTP. Prior to her appointment at Marquette, she provided direct services and parent training as a bilingual (Spanish-English) speech-language pathologist with diverse caseloads for early intervention agencies, Head Start centers, and public school districts. She co-developed and implemented a Transdisciplinary Play-Based Intervention curriculum for the bilingual Preschool Program for Children with Disabilities in Texas. She also co-founded and directed a successful company in Texas that provides direct speech-language services, parent training, and professional development courses for educators working with diverse children. Dr. Gorman was responsible for all aspects of launching and managing this company, including development and implementation of the strategic business plan, fiscal management, employee recruitment and supervision, marketing, website development, and community relations.

As Co-D, Dr. Gorman will have joint responsibility with Dr. Moyle for project management, analyzing assessment data, and ensuring achievement of project goals and scheduled benchmarks. She will also serve as a Content Specialist (emphasis - ELL Instruction and family training) and on the Implementation Committee. She will have primary responsibility for overseeing the English Language Acquisition plan (Invitational Priority #2; see Table 5 for additional duties). She will dedicate a minimum of 43.75% of her time to the project.

Criterion 2, Factor 2 - Qualifications of Other Project Personnel

Project Coordinator - Ms. S. Sue Berman, M.A. (résumé attached). Ms. Berman is a certified speech-language pathologist and Clinical Instructor at Marquette University, where her duties have included clinical supervision, teaching, clinical program development, and co-directorship of Marquette's RAP and RASPA program. Ms. Berman has over 30 years experience serving children with special needs in clinical and public school settings. She specializes in early childhood development, speech and language impairment in preschoolers, and Down syndrome. She has provided in-service training to Head Start teachers and speech-language pathologists on treatment models that incorporate emergent literacy instruction into intervention for preschoolers

with special needs. In 2002 she was Wisconsin's State Awardee for Outstanding Clinical Achievement in Human Communication Sciences and Disorders. She served as the Vice President of Education for the Wisconsin Speech, Language and Audiology Association, where she set and managed the budget for the annual convention.

As Project Coordinator, Ms. Berman will provide personnel training and supervision and assist with monitoring instructional fidelity. She will oversee and provide support to the Literacy Coaches, the Speech-Language Pathologist, and Educational Aides, monitor ongoing assessment, and supervise data collection. She will provide education technology training and consultation and serve as a community liaison. Ms. Berman will also work with the Family Support staff to set up and maintain the Family Resource Center and to plan parent training workshops and home literacy activities. She will also serve as a Content Specialist (emphasis - Assessment and Monitoring), organize and serve on the Implementation and Advisory Committee meetings, and organize the annual WRAP Teacher Institutes (see Table 5 for additional duties).

Executive Director - Michael Poma, and **Educational Administrator** - Isabel Coriano (résumé attached), of DCSC. They will work to increase the intensity of summer instruction and serve on the WRAP Implementation Committee. They will manage the sub-contract to DCSC and provide annual accounting to the WRAP Project Director. Ms. Coriano, M.A. has 27 years of teaching experience in MPS. She worked as an Even Start-Coordinator of its Family Resource Center and a Parent Involvement Specialist. She currently teaches courses in the Early Childhood Department of Milwaukee Area Technical College (MATC), where she started a specialized Associate Degree track for bilingual teachers. She will also serve as a Content Specialist (emphasis - Curriculum and Transitioning).

Tiered Instruction Specialist - Johanna Keifert, M.A., has a Masters degree in Elementary Education with a specialization in Curriculum and Instruction. She has National Board Certification in Literacy and the Language Arts for Early Childhood through Middle School, a master elementary teaching certificate and master early childhood teaching certificate with significant expertise in working with children with special needs, authentic assessment of

literacy, and managing tutoring programs. She will supervise teachers working with children in Tiers 2 and 3, and provide direct tiered instruction services. She will also serve as a Content Specialist (emphasis – Individualized Instruction) and Data-tracking System Manager (see below).

Data-tracking System Manager - Ms. Keifert has developed a data tracking system to monitor student progress and identify children with additional needs. She will continue to utilize, maintain, and expand this tracking system throughout the project period.

Content Specialists - (Dr. Moyle-Professional Development; Dr. Gorman-ELL Instruction and Family Training; Ms. Berman-Assessment and Monitoring; Ms. Coriano-Curriculum and Transitioning; and Ms. Johanna Keifert-Tiered Instruction). The role of the Content Specialists is to provide professional development in these specialty areas. They will also provide ongoing training of teachers and Literacy Coaches (LCs) in the OWL and Creative Curricula, monitor fidelity of Tier 1, 2, and 3 instruction, monitor progress data, and use data to modify and continually improve classroom instruction.

Special Needs/Behavioral Specialist - Ann Farah, M.S Exceptional Education. Ms. Farah has extensive experience developing childcare programs for children with special needs in Milwaukee County. She also has experience coordinating services to families of children with special needs and providing professional development to childcare providers. In addition, she has provided direct services to children with special needs to improve reading, math, social, and behavioral skills. Ms. Farah will provide teachers, LCs, the SLP and EAs support and strategies for children with special needs and/or behavioral issues. She will assist teachers and the SLP in developing individualized instruction plans and serve children in Tiers 2 and 3. She also has experience with website development, and will serve as **ERF Project Webmaster** for the WRAP website, which will be housed on the DCSC server.

Certified bilingual Speech/Language Pathologist (SLP) - TBN. This position will be hired to conduct assessments, monitor collection of progress data, assist teachers and the SNBS in developing individualized plans of instruction, and serving children in Tiers 2 and 3. She will

also assist the Family Support team in planning family workshops, provide parent training, refer children who require additional special services to Milwaukee Public Schools (MPS), provide ELL support to teachers, and supervise EAs.

Literacy Coaches – Ambreen Suleman, M.S., Ann Oberdorf, B.S.E., and DeAngela Harris (CDA). Dr. Moyle and the directors of DCSC identified these as three talented teachers to fulfill the LC role. They will model effective teaching and classroom management strategies, provide content coaching, assist teachers in enriching classroom environments, support and monitor implementation of evidence-based instruction, provide regular feedback about teachers' practices and how they support student progress, and assist the Family Support team with hosting the parent language and literacy workshops.

Early Childhood Director (ECD) - Kim McGuire, MOML (Masters in Organizational Management and Leadership), B.S., Human Services. Ms. McGuire has extensive experience in providing professional development, data collection and analysis, and program planning. She will dedicate a portion of her time at DCSC to train teachers and Literacy Coaches (LCs) in the Creative Curriculum early childhood program. She will also monitor implementation of the curriculum in culturally relevant ways.

Transition Coordinator - Ann Marie Wooden. Ms. Wooden participates on the Kindergarten Transition Team at DCSC, meeting monthly with the MPS Transitional Coordinator and Special Needs groups to facilitate cohesion and continuity of services. She also organizes children's yearly fieldtrips to kindergarten classrooms at MPS.

Family Support Manager (FSM) - Janice Robinson, B.S., and **Family Support Staff** - Leatha King, CDA, Associates Degree-ECE and Lissette Cartagena (CDA). This team will maximize family involvement by hosting monthly parent workshops and encouraging parents' weekly access to the language and literacy materials for home use in available in the Family Resource Centers weekly. They will also link families to community services.

Educational Aides – These will include university students, trained by the PC, CSs, and the SLP in the use of teaching and language facilitation strategies. They will be conduct assessments and assist with providing Tier 2 and 3 instruction.

Please see the budget narrative for additional DCSC personnel.

Criterion 2, Factor 3 - Qualifications of Contracted Personnel

External Evaluator – Dr. Mary McLean (résumé and letter of commitment attached) is a Professor in the Department of Exceptional Education and Kellner Endowed Professor of Early Childhood Education in the School of Education at the University of Wisconsin-Milwaukee. She is currently the Director of the Early Childhood Research Center at UWM. She is Past-President of the International Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC). Dr. McLean is co-author of two books on the DEC Recommended Practices (Sandall, McLean & Smith, 2000; Sandall, Hemmeter, Smith & McLean, 2005) and two books on assessment of young children with special needs (McLean, Baily & Wolery, 1996; McLean, Wolery & Bailey, 2004). Since 1997, Dr. McLean has worked with the California Department of Education, Special Education Division, on the development of an outcomes measurement system for preschoolers with disabilities. She has served as the Local Evaluation Partner for the Milwaukee Educare Center, part of the Educare Network Implementation Study funded by the Buffett Early Childhood Fund. She served as Evaluator for the Wisconsin Department of Public Instruction General Supervision and Enhancement Grant funded by the U.S. Department of Education Office of Special Education Programs.

As External Evaluator, Dr. McLean's role will involve a yearly spring visit to conduct a quantitative and qualitative external review of the project. For the quantitative review, she will evaluate the quality of project assessments, procedures, current results, and accomplishment of the project goals. The qualitative review will be based on classroom visits and interviews with key personnel, teachers, and families involved in the project. She will write a yearly report and present her findings and recommendations to the WRAP Implementation Committee.

Expert Consultants – Dr. Laura Justice (Ohio State University) and Dr. Julie Washington (University of Wisconsin-Madison) have agreed to serve in this capacity. They will also be hired to provide professional development training during the annual WRAP Teacher Institute. They were selected for their nationally recognized expertise in emergent literacy and evidence-based instruction and experience managing federally-funded early literacy grants. Dr. Barbara Ehren (University of Central Florida), an expert on Response to Intervention, will also present at a WRAP Teacher Institute. Ellen Edmonds (OWL trainer, Pearson Education), and local literacy experts Dr. Kathleen Clark (Marquette University) and Ms. Casey O’Keefe (Cardinal Stritch University) will also provide professional development.

Video Journalist – Mr. Jason Ruck. For purposes of training and accountability, Mr. Ruck will create a documentary about the process of transforming DCSC into an ERF center of excellence.

3. ADEQUACY OF RESOURCES

Criterion 3, Factor 1 - Partner Commitment

The WRAP PD, Co-D and PC have had a three-year partnership with Day Care Services for Children. We have carefully considered the commitment and capability of DCSC directors and staff to embrace and execute the project as planned to transform their Head Start program into a center of excellence. They are eager to expand our efforts through full collaboration on this ERF project (see Letters of Commitment, Staff Commitment). The Executive Director, Educational Administrator, Early Childhood Director, and Transition Coordinator of DCSC participated in project planning to the maximum extent possible. DCSC has the facilities and administrative capacity to manage its subcontract and participate successfully in this project.

The goals of this project are aligned with the mission of Marquette University, a nonprofit Jesuit institution committed to promoting active participation in the struggle for a more just society. The University will allow the PD to devote 37.5% of her time to the project, and the Co-D 43.75% time (both with flexibility to dedicate additional time as needed up to 75%), and will allow the Project Coordinator to dedicate 100% of her time to the project. The University

will provide office space, laboratory space, and twelve graduate assistantships (four each year) to support the project (see Letter of Commitment).

Ann Terrel, the director of Reading First and Early Childhood Education for the Milwaukee Public School District (MPS) has indicated a willingness to collaborate to facilitate successful kindergarten transition of children from DCSC to MPS and to share Kindergarten assessment data for project evaluation. The Family Support Manager of DCSC has monthly transition meetings with personnel from MPS and coordinates children's visits to MPS kindergarten classrooms before they exit DCSC. We will provide children's data to MPS in their preferred format to facilitate cohesion and continuity of services. MPS has a data tracking system for children enrolled in Early Reading First and Reading First classrooms which will help us investigate long-term outcomes.

Criterion 3, Factor 2 - Reasonableness of Costs

Results and Benefits

As a result of this project, we expect that DCSC Head Start will become a center of excellence that will help 300 children each year from minority and low-income backgrounds acquire the readiness to become successful readers. The budget has been carefully planned to fund the project components adequately while serving a maximum number of children at a reasonable cost. The scientifically-based curricula and instruction, differentiated instruction, intensive professional development, and enhanced family involvement are designed to help reduce the traditional performance gap of at-risk children and their peers, for a cost of \$4,457 per child each year. Staff and parents bring the total number of individuals served to approximately 695 people each year, for a cost of \$1,924 per person each year. DCSC has a high teacher retention rate, so we project an even higher number of children who benefit long-term.

When planning the budget, care was taken to ensure the cost-effectiveness of this project. Marquette University will contribute to the cost-effectiveness in many ways. The PD, Co-D, and Project Coordinator have offices that are fully equipped with 12 computers, email and Internet access, four printers, phones, and use of the department fax machine and copier/scanner.

Marquette faculty can reserve conference spaces (up to 10,000 sq. feet) that are equipped with furniture and state-of-the-art audiovisual equipment (e.g., laptops, projectors, screens, television monitors, microphones) at no cost. The University will provide twelve graduate assistants and an additional twenty-four graduate clinicians who will conduct testing and help provide tiered instruction. University students will also assist in classrooms through participation in Service Learning placements in their Education, Speech-Language Pathology, and Psychology courses.

Significance of Improvements

We expect that by the end of this project, we will have transformed fifteen classrooms into centers of excellence that will prepare the children at DCSC, including children from all cultural and linguistic backgrounds, to enter kindergarten on more equal footing with their peers. WRAP will support and serve all children enrolled in the preschool program at DCSC. Ninety percent (90%) of the children at DCSC fall within poverty income levels, and the remaining 10% qualify as low-income. Without high-quality scientifically-based early intervention, these children are at increased risks of entering kindergarten behind their peers and experiencing persistent academic struggle, and for many, inability to escape the cycle of poverty. The implementation of scientifically-based instruction that will help reduce the achievement gap is not likely to occur without the large-scale effort and investment possible through an ERF project. DCSC, was selected based on our observations of their potential to become a center of excellence which will serve as model of success for preschool centers throughout Wisconsin.

Increases in Student Achievement

The goals of the WRAP are designed to close the achievement gaps that traditionally exist between low-income children and their more economically advantaged peers. An important component of our plan to help students successfully transition to kindergarten and beyond is the increasing amount of differentiated instruction that children receive. Implementing intensive reading instruction will ensure that children develop the foundational language, cognitive, and early reading skills necessary to support their successful transition. Through acquisition of these skills, we expect the achievement gap in early elementary school will be greatly reduced.

4. MANAGEMENT PLAN

Criterion 4, Factor 1 - Management Plan

The WRAP strategic management plan is outlined in Table 5 which presents the ten project goals, anticipated outcomes, benchmarks, timeline, objective indicators, and persons responsible. This plan will be used to plan activities and demonstrate measureable progress toward and achievement of benchmarks. Information obtained from the objective indicators will be used to measure progress and make continuous improvements (Criterion 4, Factor 2). These indicators will also be used for project evaluation as described in Section 5.

Criterion 4, Factor 2 - Procedures for Continuous Improvement

Built into the strategic management plan are several mechanisms to ensure feedback and continuous improvement in the project execution. Two committees will be formed to support project management, coordination, provision of feedback, and identification of necessary adjustments. The **Implementation Committee** will consist of the PD, Co-D, PC, Educational Administrator, Early Childhood Director, Content Specialists, Family Support Manager, Tiered Instruction Specialist, Special Needs/Behavioral Specialist, Speech-Language Pathologist, and the Literacy Coaches who will serve as liaison for teachers. This committee will meet monthly to discuss the management plan, review instruction fidelity and screening and monitoring data, evaluate progress toward project goals, identify needed adjustments, and coordinate those adjustments to ensure continued project improvement. The **Advisory Committee** will consist of parent site representatives from each center, Site Managers, and community partners who support language and literacy development. They will meet yearly to review assessment data, share feedback with the External Evaluator, and make suggestions for additional improvements.

Criterion 4, Factor 3 - Appropriateness of Time Commitments

The time commitment of the project personnel is outlined in Table 4. The PDs will dedicate a substantial amount of time above their committed time to fulfill their responsibilities, and the Project Coordinator will be hired full-time. This amount of time will significantly enhance their ability to oversee all aspects of the project and facilitate coordination and smooth

execution of the project. Their direct involvement in the classroom will facilitate communication and cohesion between the personnel and project elements. The Content Specialists' time commitment allows for a generous support to classroom-based team members. The Family Support Manager and Staff time approximates a full-time position, providing sufficient time and attention to enhancing family involvement and training. Each full-time Literacy Coach will work in five classrooms with 10 teachers and assistants. The Speech-Language Pathologist will work full-time to ensure completion of assessment, ongoing progress monitoring and effective, individualized instruction to children with special needs. The Educational Aides will have sufficient time to assist with assessment and with serving the estimated 60 children who will participate in Tiers 2 and 3 (38 hours/wk).

Table 4: Time Commitments

Name	Position	Total Average Hrs./Week
Moyle	Principal Investigator	10
	Content Specialist (Prof. Development)	5
Gorman	Co-Principal Investigator	11.5
	Content Specialist (ELL/Family)	6
Berman	Project Coordinator	25
	Content Specialist (Assess. & Monitoring)	15
Poma	Executive Director	4
Coriano	Educational Administrator	4
	Content Specialist (Curriculum)	12
Keifert	Tiered Instruction Specialist	20
	Content Specialist (Tiered Inst.)	15
	Data-tracking System Manager	5
Farah	Special Needs/Behavioral Specialist	10
	Tiers 2 and 3 Instructor	20
	ERF Project Webmaster	10
TBH	Speech-Language Pathologist	30
	Tiers 2 and 3 Instructor	10
McGuire	Early Childhood Director	8 (Yr 1), 4 (Yrs 2-3)
Wooden	Transition Coordinator	As needed
Robinson, King, Cartagena	Family Support Manager & Staff	36
Harris, Oberdorf, Suleman	Literacy Coaches	120
TBN	Educational Aides	140

5. PROJECT EVALUATION

Criterion 5, Factor 1 - Appropriateness of Evaluation Methods

Frequent and ongoing evaluation is a critical component of the WRAP program. The five major points of annual project evaluation include 1) the cost per participating child that achieves significant gains in oral language skills, 2) the percentage of children who achieve significant gains in oral language, 3) the percentage of children who demonstrate age-appropriate oral language skills, 4) the gains in reading readiness as measured by upper case letter knowledge, 5) percentage of children receiving high quality, scientifically-based instruction in literacy-rich classrooms from effective teachers. These goals are all linked to the WRAP project goals.

As can be seen in the Strategic Management Plan (Table 5), a variety of formative and summative assessments will be used and analyzed to evaluate achievement of each goal, to shape project development, and guide adjustments to continually improve the program. Please see Table 2 for specific formal measures and their reliability and validity data. The selected progress monitoring tools are linked to outcome instruments through their strong focus on children's language and literacy skills (see Table 3). Screening and progress monitoring of children's performance data will be analyzed by the Implementation Committee monthly to plan adjustments to classroom instruction and professional development offerings. The PDs will analyze outcome data and the subgroup data of children in Tiers 2 and 3 at the beginning and end of each year of the project. They will prepare an annual report including a summary of assessment results and analysis of progress toward each of the ten project goals. The Implementation Committee will review these results and develop an action plan to promptly address areas of need.

Criterion 5, Factor 2 - Appropriateness of Performance Measures

A variety of performance measures will be used to determine achievement of project goals and objectives. Formal evaluations will be conducted in accordance with the Government Performance and Results Act (GPRA). The complete list of formal assessments that will be administered, their purpose, and their reliability and validity data is shown in Table 2. The

primary tools administered at the beginning and end of each school year to evaluate the five major points of annual project evaluation (Selection Criterion 5, Factor 1) include the Peabody Picture Vocabulary Test-III, PALS Pre-K assessment, the teachers' average score on the Literacy Environment Checklist on the Early Language and Literacy Classroom Observation (ELLCO) Toolkit. In conjunction with these measures, additional quantitative and qualitative assessment measures shown in Table 5 (Strategic Management Plan; e.g., fidelity ratings, formal PET reviews, surveys, quizzes to assess teachers' learning, attendance logs) will be used to measure progress toward project objectives.

The full action plan of child assessment includes 1) screening, 2) diagnostic, 3) progress monitoring, and 4) outcome assessments. **Screening** measures will be administered at the beginning of the year to provide baseline data against which to compare end-of-year skills (Selection Criterion 1, Factor 2, Purpose 5). Screening measures will also be used to identify children at-risk for learning difficulty who will need more intense and individualized instruction in Tiers 2 and 3. **Diagnostic** assessments will also be used to diagnose children with special needs who need more intensive instruction, to develop individualized plans for instruction, and to make accurate referrals to MPS, which provides supplemental special services to eligible children. **Progress monitoring** data will be collected daily, weekly, and monthly by teachers and providers of tiered instruction to ensure that children are making sufficient literacy gains. These assessments will include a combination of formal (see Table 2) and informal measures (Table 3). **Outcome** assessments will be administered at the beginning and end of each year to evaluate the overall effectiveness of WRAP and the Early Reading First initiative. We will also seek outcome data (DIBELS) from Milwaukee Public Schools for three years after the funding period to evaluate the longitudinal effects of this project.

For purposes of accountability and training, a Media Journalist will create a video journal about the process of transforming DCSC into an ERF center of excellence. This journal will be available for the external evaluator, teachers, parents, and other educational entities to promote replication of successful strategies. Teachers will use the videos for purposes of self-evaluation

and to observe and learn from their colleagues. Marquette University Institutional Review Board procedures regarding confidentiality will be followed for creation and dissemination of this training video.

In addition to ongoing project evaluation by the PDs and Implementation Committee, the project will undergo a formal, comprehensive evaluation by the External Evaluator. She will conduct a quantitative and qualitative review of the project by evaluating our assessments, procedures, current results, and accomplishment of project goals and objectives as outlined in the Strategic Management Plan and by conducting interviews with key personnel, teachers, and parents. She will write and present annual reports of her findings and recommendations to the Advisory Committee.

Table 5: WRAP Strategic Management Plan

PD=Project Directors, PC=Project Coordinator, ED=Executive Director, EA=Educational Administrator, ECD=Early Childhood Director, CS=Content Specialists, LC=Literacy Coaches, FS=Family Support, TIS=Tiered Instruction Specialist, SBS=Special Needs/Behavioral Specialist, SLP=Speech-Language Pathologist, DC=Data Collectors, EA=Educational Aides, T=Teachers/Assistants, SM=Site Managers, IC=Implementation Committee, AC=Advisory Committee, EE=External Evaluator, VJ=video journalist.

Benchmarks	Timeline	Objective Indicators	Responsible
Train data collectors (SLP, EAs, Ts)	Sept. yearly	Ratings of fidelity to test admin. and scoring procedures	PD, PC
Develop data collection schedule	Sept. yearly	Completed schedule	PD
Collect WRAP data as scheduled	9/15/08-8/31/11	Outcome data (PPVT-4, PALS Pre-K, Pre-IPT, ROWPVT-SBE, IGDIs) collected at beg. and end-year	PD, DC
Analyze and review WRAP data	11/1/08-8/31/11	WRAP performance data compared to DCSC 2008 data	PD, IC
Collect and analyze DIBELS data in K from MPS	9/30/09-9/30/11	MPS' DIBELS scores in K	PD, IC, DC
Goal 2. Provision of Scientifically-Based Instruction: To increase the number of DCSC teachers who are providing high-quality, evidence-based instruction using OWL and CC through ongoing professional development.			
Outcome: 100% of teachers increase use of evidence-based curricula, teaching strategies, and classroom environment			
Complete baseline observations of teachers in classrooms	Sept-Oct yearly	Language and literacy teaching assessments (ELLCO); Interactive reading assessments (ACIRI)	PD, PC, CS, LC
Equip classrooms to provide language and literacy-rich environments	10/1/08-12/1/08	Completed Creative Curriculum classroom checklist	PC, ECD, CS, LC, T
Provide group and individual professional development	9/1/08-8/31/11	Professional Excellence in Teaching plans (PETs) and reviews	CS, ECD, LC, SBS, SLP
Complete curricula fidelity checklists	Fall, winter, spring	OWL and Creative Curriculum fidelity checklists	PD, PC
Distribute teacher satisfaction surveys	Spring	Completed surveys of teacher satisfaction	PC
Goal 3. Intensity of Services: To increase the intensity of services provided to children			
Outcome 1: 90% of children will attend year-round programming			
Provide parent/guardian education on summer program and importance of intensity during language and literacy events/workshops	Spring yearly	Parent/guardian attendance logs from literacy events/workshops	PD, SM, FS, T
Recruitment for summer program	Ongoing	Summer program flyers (e.g., art, music, field trips)	PD, SM, FS, T
Provide incentives for summer attendance	Summer	Documentation of incentives	PD, SM, T
Monitor attendance	Summer	Child school attendance (sign-in/out) logs	PD, SM, T
Goal 4. Professional Development: To provide intensive, high-quality professional development on language and literacy development and scientifically-based instruction to all teaching staff.			
Outcome 1: 100% of teaching staff will attend group professional development sessions			

Outcome 2: 100% of classroom teachers will receive individualized professional development support				
Develop professional development agendas and schedules	Fall		Professional development agendas and attendance logs	PD, PC, IC
Plan and host annual spring institute with national language/literacy expert presentations	Ongoing		Attendees' attendance logs and evaluations	PD, PC, IC
Administer formative and summative assessments of teachers' knowledge of evidence-based practices and related content areas	Fall, Spring		Teacher assessment data; Professional Excellence in Teaching plans (PETs) and reviews	CS, LC
Train LCs and provide ongoing consultation	9/15/08-8/1/11		LC's evaluations of CS' training and consultation	PD, CS
Develop and update video training material for Training Lab 4x/year.	8/1/08-8/1/11		Training videos	PC, VJ
Teachers evaluate LC's and CS' mentoring	Winter, spring		Written evaluations of LCs and CSs	PD, PC, T
Teachers' completion of college coursework in Early Childhood Education	9/1/08-8/1/11		College transcripts indicating grade of B or higher	PD, T
Goal 5. Increase the Intensity of Individualized Instruction: To provide intense instruction that accommodates the learning needs of children who do not demonstrate adequate progress with regular classroom instruction.				
Outcome 1: 100% of children who need additional support will be identified and receive intensive, individualized instruction				
Finalize eligibility criteria for Tiers 2 & 3 based on progress monitoring data	9/1/08-11/15/08		Eligibility criteria document	PD, PC, CS, SBS, SLP, T
Train teachers and Educational Aides	10/1/08-8/31/08		Training materials	PD, PC, CS
Complete screenings	Sept-Oct yearly		Screening data results	SLP, EA, DC
Collaborate with teachers to coordinate small group/individual instruction	Ongoing		Children's individualized instruction plans; Small group/individual instruction schedule	CS, SBS, SLP
Provide differentiated instruction to children in Tiers 2 60 minutes/wk, Tier 3 90 minutes/wk	11/15/08-8/31/11		Tiered instruction planning documents and fidelity checklists	TIS, SBS, SLP, EA
Complete Tier 2 and 3 fidelity checklists	11/15/08-8/31/11		Completed fidelity checklists	PD, PC, TIS
Implement data-tracking system	11/15/08-8/31/11		Progress monitoring data	TIS, SBS, SLP, EA
Collect and analyze progress monitoring data to make ongoing adjustments to instruction	11/15/08-8/31/11		Lesson plans	PD, PC, IC, T
Goal 6. English Language Acquisition: To increase English Language Learners' social and academic language skills needed to receive maximum benefit from English instruction.				
Outcome: 100% of ELLs will increase English language proficiency				
Provide professional development on 2 nd language development, English language proficiency standards, OWL's ELL strategies	11/15/08-8/31/11		Professional development agendas and attendance logs	PD, CS, SLP
Teachers/Aides provide bilingual support in classrooms with ELLs	9/1/08-8/31/11		Fidelity checklists of teacher/aides bilingual support	PD, T, EA
Provide relevant parent training	11/15/08-8/31/11		Documents from family events/workshops; Parent/guardian attendance logs	PD, CS, FS, SLP

Complete formative assessments to monitor progress and continually improve instruction	11/15/08-8/31/11	WIDA Eng. Lang. Proficiency Standards assessment data (CAN DO Descriptors, Speaking Rubrics for Classroom Assessment, Performance Definitions).	T, SLP
Complete summative assessments	9/1/08-8/31/11	Summative assessments (PPVT-4, Pre-IPT) at beginning and end of year	SLP, EA, T
Analyze data and provide summary of children's proficiency data to MPS	Ongoing	Records of children's portfolios sent to MPS	PD, PC, TC
Goal 7. Screening & Monitoring: To increase the number of classrooms using screening and ongoing monitoring measures to plan and continuously improve instruction.			
Outcome: 100% of classrooms use screening and ongoing progress monitoring to inform instruction for each child			
Provide professional development on screening and monitoring	9/1/08-8/31/11	Professional development agendas and attendance logs	PD, CS, LC, T, SBS, SLP, EA, IC
Conduct daily, weekly, and monthly progress monitoring to inform instruction	9/1/08-8/31/11	Progress monitoring records; documentation of individualized goals and instructional modifications; Special Education referral records	SBS, TIS, T, SLP, EA
Implement data-tracking system	11/1/08-8/31/11	Data-tracking system records	TIS, T, SLP, EA
Content Specialists provide group and individualized assistance with screening and monitoring	10/15/08-8/31/11	Teachers' evaluations of Content Specialists' instruction and support	CS
Goal 8. Family Partnership: To increase parent skills and involvement in promoting children's language and literacy development.			
Outcome 1: 100% of parents/guardians receive ongoing support to enhance their children's language and literacy development			
Outcome 2: 90% of parents/guardians' indicate higher rating of family focus on language and literacy			
Equip Family Resource Center at accessible location	10/1/08-8/31/11	Family Resource Center Inventory	PC, FS, CS, LC
Link parents to the Family Resource Center and community literacy services	10/1/08-8/31/11	Completed family surveys evaluating Resource Center, events/workshops	T, FS, LC, SLP
Send parent newsletters	10/1/08-8/31/11	Copies of newsletters	PC
Develop schedule and agenda for literacy events and workshops	Fall, yearly	Completed schedules and agendas	PD, PC, FS
Host workshops and events, distribute parent/guardian evaluations	10/1/08-8/31/11	Documents from family events/workshops (agendas, take-home activities; parent/guardian attendance logs	PD, PC, FS, CS, LC, SLP
Collect parent/guardian ratings of family involvement in language and literacy	10/1/08-8/31/11	Completed ratings of learning and family focus on language and literacy (beginning, mid, end); Completed parent interviews by External Evaluator	PC
Goal 9. Successful Transition: To ensure that children and families experience successful transitions to Kindergarten.			
Outcome: 100% of parents/guardians receive transition support			

Develop schedules/agendas for transition events	Fall, yearly	Documents of schedules/agendas	TC
Distribute notices about events to parents/guardians, site managers, teachers	Ongoing	Records of TC's contacts to parent/guardians regarding transition information and events	TC
Host transition events	10/1/08-8/31/11	Documents from transition events; Parent/guardian attendance logs at events and individual conferences	PD, TC, T
Collect parent-guardian evaluations of transition information and events	10/1/08-8/31/11	Data summary of yearly evaluations of transition events by families, sending teachers, and receiving teachers	TC, PC, T
Collect evaluations of transition from Milwaukee Public Schools (MPS) K teachers	Fall, yearly	Data summary of MPS K teachers' evaluations	PD, TC, PC
Create children's portfolios of progress, status, and special needs	Spring, yearly	Records of children's portfolios sent to parents/guardians and to MPS	PD, PC, SBS, TIS, TC, T, EA
Obtain information regarding updates to MPS Reading First curriculum	10/1/08-8/31/11	Correspondence records with MPS Director of Reading First	PD
Goal 10. Project Management: To realize successful management and execution of the project as planned to achieve project goals.			
Outcome 1: Key personnel collaborate to achieve project benchmarks according to plan.			
Outcome 2: Key personnel promptly address issues and needs that arise to continually improve program			
Hire SLP and assign EAs	9/1/08-10/15/08	Contracts	PD, PC
Develop meeting schedules for Implementation and Advisory Committees	9/1/08-9/15/08	Completed schedule	PC
Hold Implementation Committee meeting monthly as scheduled	Monthly	Meeting minutes, action plans, and progress reports	IC
Hold Advisory Committee meeting as scheduled	Spring, annually	Meeting minutes and attendance log	ED, EA, AC
Meet all benchmarks for Goals 1-10	9/1/08-9/30/11	Annual ERF report, External Evaluator report	PD, EE
Update WRAP website 3x/year	1/1/09-8/31/11	Website	SBS, CS
Develop and distribute video documentary to External Evaluator and inquiring educ. agencies	11/1/08-8/31/11	Video documentary; Records of dissemination activities	PD, PC, VJ
Schedule visit by External Evaluator	Fall, yearly	External review agenda	PD
External Evaluator will complete quantitative and qualitative review	Spring, yearly	Results from External Evaluation reports	EE
Complete annual ERF reports per GPRA guidelines	10/1/08-9/30/11	ERF Performance Reports (annual and final)	PD

Project Narrative

Other Narrative

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OTHER ATTACHMENTS

TABLE OF CONTENTS

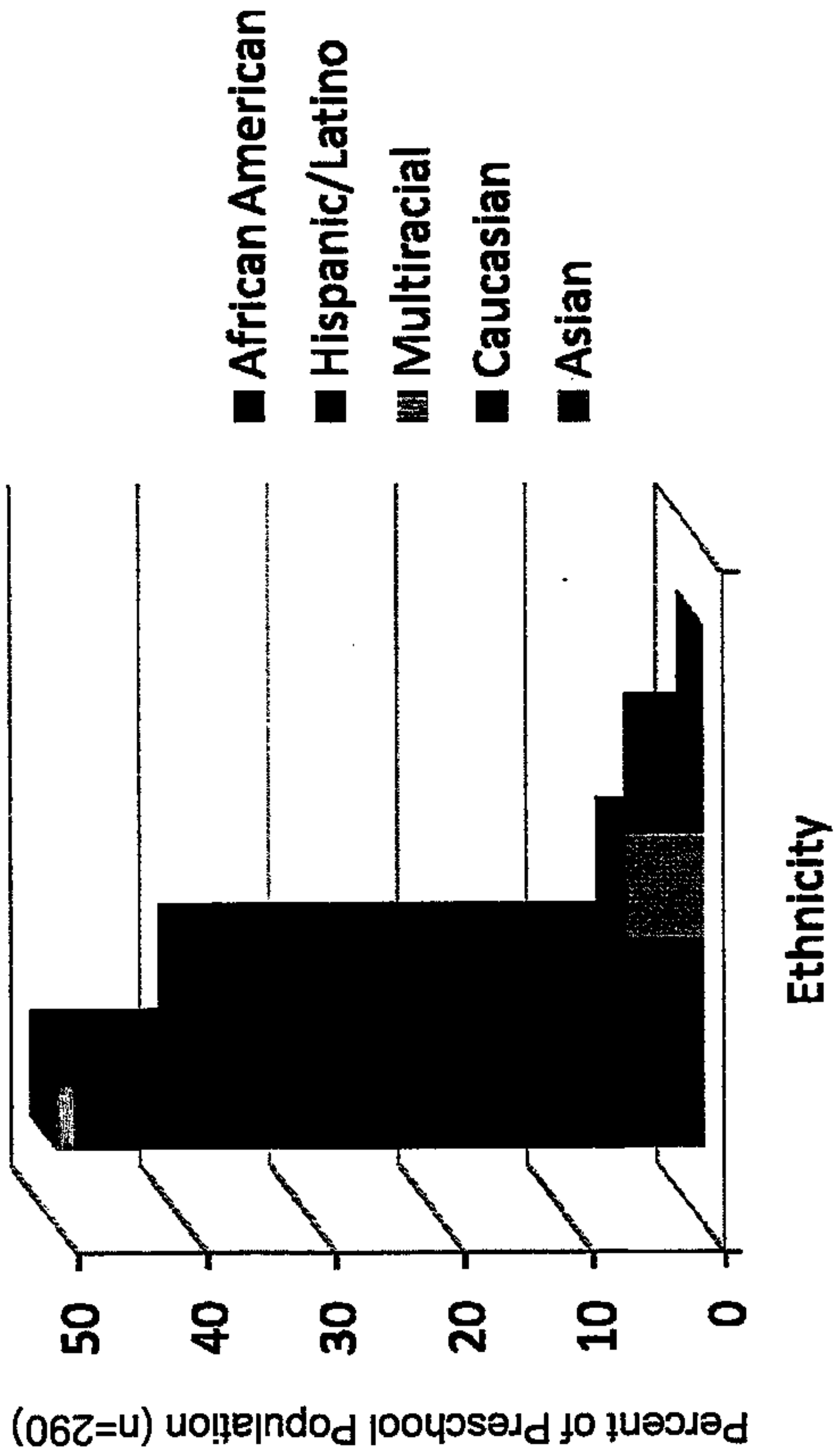
1. List of Existing Preschool Programs Proposed.....	1
2. English Language Acquisition Plan.....	3
3. Endnote Citations.....	8
4. Individual Resumes for Project Directors and Key Personnel.....	15
Dr. Maura Moyle, Project Director, Marquette University	15
Dr. Brenda Gorman, Co-Director, Marquette University	18
Ms. S. Sue Berman, Project Coordinator, Marquette University.....	21
Ms. Isabel Coriano, Day Care Services for Children, Inc.	24
Dr. Mary McLean, Project Evaluator, University of Wisconsin – Milwaukee	27
5. Copy of Indirect Cost Rate Agreement.....	30
6. Letter of Intent	
Mr. Michael Poma, Executive Director, Day Care Services for Children, Inc.....	36
7. Letters of Commitment.....	37
Dr. Edward Korabic, Department Chair, Marquette University	37
Mr. Michael Poma, Executive Director, Day Care Services for Children, Inc.....	38
Day Care Services for Children, Inc. – Staff Letter.....	39
Dr. Mary McLean, Project Evaluator, University of Wisconsin-Milwaukee.....	41

Existing Preschool Program Supported by the Project

Day Care Services for Children, Inc.
4231 N. 35th Street
Milwaukee, WI 53216

1. Ages and number of children being served (ages 3-5, 300 children)
2. Demographic and socioeconomic information (see chart on next page):
 - 50% African American; 40% Hispanic/Latino; 6% Multiracial; 4% Caucasian; .002% Asian (1 child)
 - 40% English Language Learners
 - Income levels: 90% poverty; 10% low-income
3. Types of special needs (9.6%):
 - Speech and Language impairments
 - Emotional disturbance
 - Cognitive delays
 - Pervasive developmental disorder.
4. Attendance--average hours the children attend the program:
 - All full-day classrooms (6.5+ hours/day)
 - 5 days/week
 - 10 months/year (Currently 70% attend the 9-month school term [September 6 – June 8]; 30% attend all year [September to September])
 - Rate of daily attendance: 85%
5. Primary funding sources:
 - Federal Head Start
 - State Head Start
 - State Department of Health and Family Services
6. Basic instructional program:
 - Head Start Model
 - The *Creative Curriculum*[®] for Preschool
7. Number of staff and their qualifications:
 - 15 instructional staff: 2 - master's degree, 2 - bachelor's degree, 2 - associate's degree, 9 - credits toward associate's degree. All 11 staff with their associate degree or credits toward it has a Child Development Associate (CDA) national credential, indicating that they have compiled a career portfolio and have passed a national examination in early childhood development.
 - 15 teacher assistants: high school diploma or GED plus additional coursework: Introduction to Child Care [40 hours], Infant CPR, SIDS, Shaken Baby Syndrome.

Day Care Services for Children, Inc. Ethnic Composition of the Existing Preschool Programs



WRAP: English Language Acquisition Plan

Forty-percent of children enrolled in Day Care Services for Children, Inc. are English language learners (ELLs), the majority of whom speak Spanish as their first language. Because children's long-term academic success requires English proficiency, WRAP includes a plan for ELLs' English language development which involves five primary components: a curriculum designed to support ELLs, bilingual support, professional development, parent training, and ongoing formative and summative assessment.

Approach to language development

Language and literacy skills are intimately related. Reading is a complex, dynamic process in which orthographic (letter), phonological (sound), lexical (word), semantic (meaning), morphosyntactic (grammar), and contextual (discourse) knowledge is necessary for successful word recognition and reading comprehension (Gillam & Gorman, 2004). Therefore, a strong English language acquisition plan requires attention to children's development of phonological, lexical, semantic, morphosyntactic, and contextual skills in English.

Instructional strategies

The OWL classroom curriculum was selected, in part, based on its inclusion of evidence-based methods for promoting language and literacy in ELLs (Schickedanz, J. A. & Dickinson, D.K. & Charlotte-Mecklenburg Schools, 2005). Teachers will support English comprehension by utilizing OWL strategies such as maximizing the use of concrete objects, pictures, facial expressions and gestures; providing repetition of vocabulary and concepts; shortening utterances as needed; and reviewing key ideas. To promote expressive skills in English, teachers will learn to use language stimulation techniques effectively, ask appropriate questions, and create meaningful opportunities for ELLs to socialize with and practice their phonological, vocabulary, and grammar skills with English-speaking peers. A strong source of support is the supplemental OWL manual that provides numerous suggestions for strategies including models of the first,

second, and third presentation of stories and poems to teach teachers how to scaffold children's English language comprehension and production. Teachers will also learn to identify when children need the additional support and when it is appropriate to gradually phase it out based on children's individual needs.

In addition to phonics, phonemic awareness, vocabulary, and fluency, another critical component of literacy acquisition is reading comprehension (NICHD, National Reading Panel, 2000). Even though preschoolers are not yet reading for comprehension, the WRAP program targets critical building blocks to support later success when children reach that stage. Explicit and meaningful teaching of narrative structure (e.g., characters, setting, initiating event, problem, plan, attempt, consequence, and resolution) will help ELLs learn story organization which will promote their comprehension of stories that teachers read as well as their own later reading comprehension in English (Cain, Oakhill, & Bryant, 2004; Cragg & Nation, 2006).

The World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards will be an important supplemental tool used to plan instruction, measure progress, and guide instructional adjustments for continual program improvement for ELLs. WIDA is a consortium of seventeen states dedicated to promoting high standards and equitable educational opportunities for ELLs. This consortium developed the ELP Standards through an Enhanced Assessment Grant from the U.S. Department of Education and published in the *WIDA ELP Standards and Resource Guide, 2007 Edition, Pre-Kindergarten through Grade 12* (WIDA Consortium, 2007). They are based on scientifically-based research on best education practices to address ELLs' needs to develop both social and academic English language proficiency for school success. Children's phonological, lexical, semantic, morphosyntactic, and contextual knowledge can all be addressed while following these ELP standards.

Using the WIDA ELP tool, there are six English proficiency levels: 1. Entering, 2. Beginning, 3. Developing, 4. Expanding, 5. Bridging, and 6. Reaching. Next, there are five proficiency standards that target children's abilities to communicate effectively in these content areas: 1. Social and Instructional language, 2. Language Arts, 3. Mathematics, 4. Science, and 5.

Social Studies. Our classroom center areas will be set up to facilitate English language learning in these content areas. To help teachers plan appropriate activities for ELLs, there are suggested topics and genres for each standard for children in grades PreK and K. For each standard, there are also three types of suggested supports: Sensory (e.g., environmental print, pictures, rulers, calendars, tools, maps), Graphic (e.g., diagrams, charts), and Interactive (e.g., small group/large group discussion of children's sharing of personal experiences and ideas, topics that promote awareness and appreciation of cultural diversity, use of native language support). Together, these tools will help teachers design appropriate activities, implement effective teaching strategies, provide differentiated instruction for ELLs, and monitor their English growth.

Transition/Bilingual Support

Each classroom has a teacher who is proficient in English. A bilingual teacher, teacher assistant, or educational aide will be present in each room that has English Language Learners help to ensure that all children have every opportunity to acquire the targeted skills and concepts and to facilitate English development. All classrooms have a variety of materials such as books and posters in various languages to reflect the cultural and linguistic diversity of the children.

Professional Development

The professional development component of WRAP will provide training for teachers in OWL and WIDA strategies that will maximize their effectiveness with ELLs. For example, teachers will learn how to make ELLs feel welcome and safe in the classroom so that more of their attention and resources can be directed toward learning. Another critical topic will include teaching teachers about the normal process of second language acquisition. Teachers who are unfamiliar with second language acquisition are more likely to underestimate the true ability of ELLs and mistakenly equate children's cognitive ability with their English proficiency. As a result, they may have lower expectations for ELLs, which can result in hindered English language and academic development. Through professional development, teachers will learn

about the normal stages of second language learning, the expected timeline for each stage, and to have high expectations for all children, including ELLs. They will learn strategies for engaging ELLs, and adapting instruction to meet their needs, as well as providing effective scaffolding appropriate to each child's stage of English acquisition, and facilitating and positively reinforcing their participation. The Content Specialists and SLP will provide ongoing assistance to help teachers implement effective strategies to ensure that ELLs receive maximum benefit from instruction.

Parent Training

For ELLs, a strong base in the first language promotes academic achievement in English (Snow, Burns, & Griffin, 1998). Consequently, family involvement in providing a language-rich home environment is an essential component of the WRAP program. To enhance parent involvement, parents will have daily access to the Family Resource Center, and parent workshops will be hosted monthly to teach parents strategies for promoting language and literacy development (see *Criterion 1, Factor 2, Purpose 2*). One of the primary, parent-friendly tools used will be the evidence-based *Language is the Key* program by Washington Learning Systems (Arnold, Lonigan, Whitehurst, & Epstein, 1994; Crain-Thoreson & Dale, 1999; Hargrave & Senechal, 2000; Lonigan & Whitehurst, 1998; Valdez-Menchaca & Whitehurst, 1992; Whitehurst, Arnold, Epstein, Angell, Smith, & Fischel, 1994). This parent training tool addresses several major areas including early language, literacy and play development, dialogic reading, language facilitation techniques, family involvement, cultural relevance, and adult learning, and is available in English, Spanish, Vietnamese, and Mandarin. Research indicates that children's native language skills transfer to English (CRESPAR, 2003; Cummins, 1993; Lopez & Tashakkori, 2004). In the classroom, teachers will present bridging opportunities to promote children's ability to transfer their understanding of literacy conventions, phonological awareness, vocabulary, grammar, and story structure to English.

Assessment

The WIDA ELP provides a framework for both summative and formative assessment of English proficiency. Formative tools to closely monitor progress and continually improve instruction will include WIDA's CAN DO Descriptors, Speaking Rubrics for Classroom Assessment, and Performance Definitions. Use of these tools on a daily, weekly, and monthly basis will help inform and align our instruction of ELLs to local and state standards. The WIDA's primary summative tool is the ACCESS for ELLs[®], which is designed for children in grades K through 12 and used by the Milwaukee Public Schools (MPS) to test ELLs in Kindergarten. As part of children's transition portfolios, we will provide MPS with a summary of each child's proficiency data. Based on their appropriateness for preschoolers, our two summative assessments will include the Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4) and Idea Oral Language Proficiency Test (Pre-IPT), which will be administered at the beginning and end of each year.

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Schickedanz, J. A. & Dickinson, D.K., and Charlotte-Mecklenburg Schools. Opening the World

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Sharif, I., Rieber, S., and Ozuah, P. "Exposure to Reach Out and Read and Vocabulary

Outcomes in Inner City Preschoolers." Journal of the National Medical Association 94

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Smith, M., and Dickinson, D. Early Language and Literacy Classroom Observation Toolkit

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Evidence from a Longitudinal Structural Model." Developmental Psychology 38 (2002):

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Tomblin, J. B., Records, N. L., Buckwalter, P., Zhang, X. Smith, E., and O'Brien, M.

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Weitzman, E., Girolametto, L. and Greenberg, J. “Adult Responsiveness as a Critical Intervention Mechanism for Emergent Literacy: Strategies for Preschool Educators.” Clinical Approaches to Emergent Literacy Intervention Ed. Laura Justice. San Diego, CA: Plural Publishing, 2006. 127-175.

Yazejian, N. Evaluation of The Literacy Connection (TLC): Final Report 2003-2006. University of North Carolina at Chapel Hill: FPG Child Development Institute, 2007.

WRAP: Works Cited – English Language Acquisition Plan

- Arnold, D., Lonigan, C. J., Whitehurst, G. J., and Epstein, J. N. "Accelerating Language Development Through Picture Book Reading: Replication and Extension to a Videotape Training Format." Journal of Educational Psychology 86 (1994): 235-243.
- Center for Research on the Education of Students Placed At Risk (CRESPAR). Supporting the development of English literacy in English language learners: Key issues and promising practices (Report No. 61). Baltimore, MD. John Hopkins University, 2003.
- Crain-Thoreson, C., and Dale, P. "Enhancing Linguistic Performance: Parents and Teachers as Book Reading Partners for Children with Language Delays." Topics in Early Childhood Special Education 19 (1999): 28-39.
- Cain, K., Oakhill, J., & Bryant, P. "Children's Reading Comprehension Ability: Concurrent Prediction by Working Memory, Verbal Ability, and Component Skills." Journal of Educational Psychology 96(1) (2004): 31-42.
- Cragg, L. & Nation, K. "Exploring Written Narrative in Children with Poor Reading Comprehension." Educational Psychology 26(1) (2006): 55-72.
- Cummins, J. "Bilingualism and Second Language Learning." Annual Review of Applied Linguistics 13 (1993): 51-70.
- Gillam, R.B., & Gorman, B.K. "Language and Discourse Contributions to Word Recognition and Text Interpretation: Implications of a Dynamic Systems Perspective." Language and Literacy Learning in Schools Eds. E. R. Silliman & L. C. Wilkinson. New York, NY: Guilford Press, 2004.
- Hargrave, A., and Senechal M. "Book Reading Intervention with Preschool Children who have Limited Vocabularies: The Benefits of Regular Reading and Dialogic Reading." Early

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Lonigan, C.J., and Whitehurst, G.J. "Relative Efficacy of Parent and Teacher Involvement in a Shared-Reading Intervention for Preschool Children from Low-Income Backgrounds."

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Lopez, M.G., & Tashakkori, A. "Narrowing the Gap: Effects of a Two-Way Bilingual Education Program on the Literacy Development of At-Risk Primary Students." Journal of

Education for Students Placed at Risk 9(4) (2004): 325-336.

National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction: Reports of the Subgroups. Washington, DC: National Institute of Child Health and Human Development, 2000.

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.) Preventing Reading Difficulties in Young Children. Washington, D.C., National Academy Press, 1998.

Valdez-Menchaca, M.C., and Whitehurst, G.J. "Accelerating Language Development Through Picture Book Reading: A Systematic Extension to Mexican Daycare." Developmental Psychology 28 (1992): 1106-1444.

Whitehurst, G.J., Arnold, D., Epstein, J.N., Angell, A.L., Smith, M., and Fischel, J.E. "A Picture Book Reading Intervention in Day Care and Home for Children from Low-Income Families." Developmental Psychology 30 (1994): 679-689.

WIDA Consortium, English Language Proficiency Standards and Resource Guide, 2007 Edition, PreKindergarten through Grade 12. Madison, Wisconsin: Board of Regents of the University of Wisconsin System, 2007.

EDUCATION

- Ph.D. University of Wisconsin-Madison, Department of Communicative Disorders, 2004.
Specialization in Language Development of Typically-Developing and Late-Talking Children
- M.A. University of Wisconsin-Madison, Department of Communicative Disorders, 1998.
- B.A. University of Wisconsin-Madison, Anthropology, 1991.

RESEARCH AWARDS

- Berman, S., & Moyle, M. (2005). Sponsor: United Way of Greater Milwaukee. Title: "The interaction between children's use of African American English features and progress in a phonological awareness program: A pilot study."
- Berman, S., & Moyle, M. (2006). Sponsor: Greater Milwaukee Foundation. Title: "Reading Acquisition Program."
- Gorman, B., & Moyle, M. (2007). Sponsor: Marquette University, Excellence in Diversity Grant. Title: "Reading Acquisition Program for English Language Learners."
- Jones, M. (2004). Sponsor: Summer Faculty Fellowship, Marquette University. Title: "Non-biased language assessment of African-American Preschoolers."
- Moyle, M. (2004). Sponsor: College of Health Sciences Faculty Development Award, Marquette University. Title: "Non-biased language assessment of African-American preschoolers."
- Moyle, M. (2006). Sponsor: Marquette University, Excellence in Diversity Grant. Title: "Reading Acquisition Program."
- Moyle, M., & Berman, S. (2006). Sponsor: Herzfeld Foundation. Title: "Reading Acquisition Program."
- Moyle, M., & Berman, S. (2007). Sponsor: Greater Milwaukee Foundation. Title: "Reading Acquisition Program – Teacher Training Project."
- Moyle, M., Gorman, B., & Berman, S. (2007). Sponsor: Herzfeld Foundation. Title: "Reading Acquisition Program – Teacher Training Project & Reading Acquisition Program for English Language Learners."

PUBLICATIONS

- Ellis Weismer, S., Tomblin, J.B., Zhang, X., Buckwalter, P., Chynoweth, J. G. & Jones, M. (2000). Nonword repetition performance in school-age children with and without language impairment. *Journal of Speech, Language, and Hearing Research*, 43, 865-878.
- Ellis Weismer, S., Plante, E., Jones, M., & Tomblin, J. B. (2005). A functional magnetic resonance imaging investigation of verbal working memory in adolescents with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 48, 405-425.
- Moyle, M. (2007). Review of the Pre-Reading Inventory of Phonological Awareness (PIPA). *The Seventeenth Mental Measurements Yearbook*. San Antonio, TX: PsychCorp.
- Moyle, M., & Ellis Weismer, S., Evans, J. L., & Lindstrom, M. J. (2007). Longitudinal relationships between lexical and grammatical development in typical and late-talking children. *Journal of Speech, Language, and Hearing Research*, 50(2), 508-528.

PRESENTATIONS

- Berman, S. & Moyle, M. (2005, April). *Developmental sentence scoring: Still useful after all these years*. Paper presented at the annual meeting of the Wisconsin Speech-Language Pathology and Audiology Association, Madison, WI.
- Berman, S., & Moyle, M. (2006, November). *Emergent Literacy Intervention for At-Risk African-American Preschoolers: An Efficacy Study*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, Miami, FL.
- Ellis Weismer, S., Evans, J., Hollar, C., & Jones, M. (2001, April). *Concurrent validity of the CDI at 30 months for toddlers with early language delay*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Ellis Weismer, S., Evans, J., Hollar, C., & Jones, M. (2001, November). *Identifying early language delay: Concurrent validity of the CDI*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.
- Ellis Weismer, S., Evans, J., Jones, M., Horton-Ikard, R., Hollar, C., & Gunshor, B. (2001, November). *Lexical processing limitations in late-talking toddlers*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.
- Ellis Weismer, S., Evans, J., Moyle, M., Horton-Ikard, R., Hollar, C., & Heilmann, J. (2005, June). *Late talkers: Kindergarten outcomes and early predictors*. Poster presented at the Poster presented at 25th Annual Symposium for Research in Child Language Disorders, Madison, WI.
- Ellis Weismer, S., Plante, E., & Jones, M. (2003, February). *Capacity limitations in children with SLI: An fMRI study*. Poster presented at the International Neuropsychological Society, Honolulu, HI.
- Ellis Weismer, S., Tomblin, J.B., Zhang, X., Gaura, J., Buckwalter, P., & Jones, M. (1999, June). *Nonword repetition performance in second graders with and without language impairment*. Poster presented at the 20th Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Evans, J., Ellis Weismer, S., Hollar, C., Jones, M., & Horton-Ikard, R. (2004, June). *Turn-taking skills in late-talkers at 4;6*. Poster presented at the 25th Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Fratangelo, M., Lahti, J., Berman, S. S., & Moyle, M. (2005, November). *Infusing literacy into a language and phonology preschool group*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, San Diego, CA.
- Imes, S., Moyle, M. & Berman, S. (2006, November). *Utility of DELV-NR for Nonbiased Assessment of African-American Preschoolers*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, Miami, FL.
- Jones, M., & Ellis Weismer, S. (2000, June). *Grammatical morphology in school-age children with and without language impairment: Discriminant function analysis*. Poster presented at the 21st Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Jones, M., Ellis Weismer, S., Evans, J., & Hollar, C. (2003, November). *Lexical-grammatical development in typical and late-talking children*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
- Jones, M., Ellis Weismer, S., Evans, J., & Hollar, C. (2004, April). *Lexical-grammatical development in typical and late-talking children*. Poster presented at the Wisconsin Speech-Language-Hearing Association Annual Convention, Green Bay, WI.
- Jones, M., & Odell, K. (2002, June). *Relationships between child and adult accounts of expressive syntactic impairment in specific language impairment and agrammatism*. Paper presented at the 23rd Annual Symposium on Research in Child Language Disorders, Madison, WI.

- Lahti, J., Moyle, M., & Erdman, K. (2006, June). *Differential Effects of Adult-directed versus Peer-mediated Intervention on Linguistic and Communicative Functioning in Autism: A Case Study*. Poster presented at the Symposium for Research on Child Language Disorders, Madison, WI.
- Moyle, M., Ellis Weismer, S., Berman, S., Wimberley, K., & Carlson, H. (2007, June). *Nonword repetition in at-risk African American preschoolers*. Poster presented at the Symposium for Research on Child Language Disorders, Madison, WI.
- Moyle, M., Ellis Weismer, S., Berman, S., & Wimberley, K. (2007, November). *Nonword Repetition in Preschoolers: A Comparison of AAE and MAE Speakers*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.

TEACHING

- Instructor: Child Language Disorders, Marquette University, 2004-current.
- Instructor: Multicultural Issues in Speech-Language Pathology, Marquette University, 2004-current.
- Instructor: Diagnostic Methods in Speech-Language Pathology, 2003-current.
- Instructor: Issues in Child Language Intervention, Marquette University, 2003-2004.
- Instructor: Child Language Disorders, Assessment, and Intervention, University of Wisconsin-Madison, 2002-2003.

PROFESSIONAL SERVICE

- November, 2005. Reviewer for the *International Journal of Language & Communication Disorders*.
- October, 2007. Consultant for *Parenting Magazine*, "Late Talkers: Toddlers that struggle with language."
- December, 2007. Reviewer for the *American Journal of Speech Language Pathology*.
- February, 2008. Reviewer for Professional Development Resources, Inc. (ASHA CEU Book Review).

CLINICAL EXPERIENCE

- Speech-Language Pathologist, Middleton-Cross Plains School District, Cross-Plains, WI, 1998-1999.
- Clinical Supervisor, Marquette University Speech and Hearing Clinic, Milwaukee, WI, 2003-current.

PROFESSIONAL CERTIFICATIONS AND MEMBERSHIPS

- Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), American Speech-Language-Hearing Association (ASHA) #12005817
- Speech-Language Pathology License, State of Wisconsin DRL #2538-154
- Member, American Speech-Language-Hearing Association
- Member, Wisconsin Speech-Language-Hearing Association
- Member, National Association for the Education of Young Children
- Member, International Reading Association

BRENDA K. GORMAN, Ph.D., CCC-SLP

Assistant Professor (2005-current), Marquette University P.O. Box 1881, Milwaukee, WI 53201,
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EDUCATION

Ph.D.

The University of Texas at Austin, Department of Communication Sciences and Disorders, 2006
Specialization in Language and Literacy Development of Bilingual Children.

M.A.

The University of Texas at Austin, Department of Communication Sciences and Disorders, 1998
Specialization in Bilingual/Multicultural Speech-Language Pathology

B.A.

University of Wisconsin-Madison, Department of Latin American & Iberian Studies, 1994

HONORS AND AWARDS

Herzfeld Foundation Grant: Reading Acquisition Program-Teacher Training Project & Reading Acquisition Program for English Language Learners, Maura Moyle, Brenda Gorman, & Sue Berman, 2007-2008.

Marquette Excellence in Diversity Grant: Reading Acquisition Program for English Language Learners, Brenda Gorman & Maura Moyle, 2007-2008.

Summer Faculty Fellowship Award: Mechanisms Underlying Phonological Awareness Development: Evidence from Spanish-English Bilinguals, Marquette University Committee on Research, 2007.

Research Development Program Award, Marquette University Office of Research and Sponsored Programs, 2007.

Jamail Endowed Presidential Scholarship, The University of Texas at Austin, 2005.

David Bruton Fellowship, The University of Texas at Austin, 2004.

Research Grant Award, Department of Communication Sciences and Disorders, The University of Texas at Austin, 2003.

Student Fellowship Award, US Department of Education, Multicultural Leadership Grant (PI – Dr. Thomas Marquardt) 2001-2004.

ABC Award, “Above and Beyond the Call” in Speech-Language Pathology, 1999.

Student Fellowship Award, US Department of Education, Multicultural Training Grant (PI – Dr. Elizabeth Peña), 1996-1998.

RESEARCH

Principal Investigator, Reading acquisition for Spanish speaking English language learners (RASPA), Marquette University, 2007-2008.

Co-PI, Reading acquisition program-Teacher training project, PI-Maura Moyle, Co-PI, Sue Berman, Marquette University, 2007-2008.

Consultant, Digital Treatment Materials for Intervention in Spanish and English, PI- Steven Long, Marquette University, 2007-2008.

Principal Investigator, Mechanisms underlying phonological awareness development: Evidence from Spanish-English bilinguals, Marquette University, 2006-2007.

Principal Investigator, The relationships between working memory, language, and phonological processing: Cross-linguistic evidence. The University of Texas at Austin, 2004-2006.

Research Assistant, Comparison of language intervention programs. NIH U01 DC04562, PI - Dr. Ronald Gillam, The University of Texas at Austin, 2001-2002.

Research Assistant, A bilingual language assessment tool. NIH PI - Dr. Elizabeth Peña, The University of Texas at Austin, 2002.

PUBLICATIONS

- Lee, S. & Gorman, B.K. (in press). Production of Korean case particles in an English-Korean bilingual child with specific language impairment: A preliminary study.
- Gorman, B.K., & Gillam, R.B. (submitted for publication). A memory-based model of phonological awareness: Evidence from Spanish speakers and cross-language transfer of skills.
- Gorman, B.K. (in preparation). Dynamic assessment of phonological awareness in Spanish and cross-language transfer to English.
- Gorman, B.K., Clark, M., Fiestas, C., Peña, E. (in preparation). Creative and stylistic devices in storybook narratives: A cross-cultural study.
- Thomason, K.M., Gorman, B.K., & Summers, C. (2007). English literacy development for English language learners: Does Spanish instruction promote or hinder? *EBP Briefs*, 2(2), 1- 26.
- Gillam, R.B., & Gorman, B.K. (2004). Language and discourse contributions to word recognition and text interpretation: Implications of a dynamic systems perspective. In E. R. Silliman & L. C. Wilkinson (Eds.), *Language and literacy learning in schools*. New York, NY: Guilford Press.
- Gorman, B.K., & Aghara, R.G. (2004). Conceptualizing bilingualism: Defining the standard for child language assessment. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 11(2), 19-24.
- Gorman, B.K., & Gillam, R.B. (2003). Phonological awareness in Spanish: A tutorial for speech-language pathologists. *Communication Disorders Quarterly*, 25(1), 13-22.

TEACHING

- Instructor: Speech and Language Intervention in Bilingual Populations, Marquette University.
- Instructor: Speech and Language Assessment in Bilingual Populations, Marquette University.
- Instructor: Stuttering and Other Fluency Disorders, Marquette University.
- Instructor: Issues in Child Language Intervention, Marquette University.
- Instructor: Introduction to Speech and Language Assessment and Intervention in Children, The University of Texas at Austin, 2004.
- Instructor: Bilingual Methods in Speech-Language Pathology, The University of Texas at Austin, 2001.

PRESENTATIONS

- Gorman, B.K. (April, 2008). Strategies for meeting the needs of English Language Learners. Invited keynote speaker: Milwaukee Public Schools Early Reading First Conference, Milwaukee, WI.
- Gorman, B.K., & Curley, C. (December, 2007). Early literacy instruction for bilingual preschoolers: Pursuit of a recipe for success. Poster presentation: Forward Thinking Poster Session at Marquette University, Milwaukee, WI.
- Gorman, B.K. (June, 2006). The relationships between working memory, language, and phonological processing: Evidence from cross-language transfer in bilinguals. Poster presentation: Symposium of Research in Child Language Disorders, Madison, WI.
- Gorman, B.K. (June, 2006). Bilingual assessment and the use of conceptual scoring. Presentation: Austin Area Association of Speech-Language Pathologists, Austin, TX.
- Gorman, B.K., & Kester, E.S. (February, 2006). Minimizing over-identification of children in dual-language environments. Presentation: Austin Independent School District, Austin, TX.
- Gorman, B.K., Clark, M., Fiestas, C.E., & Peña, E.D. (November, 2003). Creative and stylistic devices in storybook narratives: A cross-cultural study. Poster presentation: American Speech-Language-Hearing Association Conference, Chicago, IL.
- Gorman, B.K., Clark, M., Fiestas, C.E., & Peña, E.D. (February, 2003). Cultural influences on children's use of creative and stylistic narrative devices. Poster presentation: Texas Research Symposium on Language Diversity, The University of Texas at Austin, Austin, TX.

Gorman, B.K. (April, 2002). Assessment of phonological awareness in Spanish. Presentation: Department of Communication Sciences and Disorders Research Colloquium Series at the University of Texas at Austin, Austin, TX.

Gorman, B.K. (March, 2001). Non-Biased Assessment for Culturally and Linguistically Diverse Students. Presentation for speech-language pathologists: Round Rock Independent School District, Round Rock, TX.

Nett, K.L., Gorman, B.K., White, M.D., Rambusch, B. (April, 1998). Multicultural training for SLPs. Presentation: Department of Communication Sciences and Disorders, the University of Texas at Austin, Austin, TX.

CLINICAL MATERIALS

Gorman, B.K., & Kester, E.S. (2003). Language assessment of bilingual children: Meeting the challenge. Multimedia online course and CD-ROM.

Gorman, B.K., & Kester, E.S. (2003). Spanish-influenced English: Typical phonological patterns in the English language learner. Online continuing education course.

Kester, E.S., & Gorman, B.K. (2003). Spanish-influenced English: Typical patterns of semantics and syntax in the English language learner. Online continuing education course.

PROFESSIONAL SERVICE

Reviewer: ASHA Professional Development; American Journal of Speech-Language Pathology; Language, Speech & Hearing Services in Schools; Communication Disorders Quarterly; TEJAS
Mentor for Ask a Colleague forum: Clinical Decision Making with Linguistically Diverse Learners: A National Web-Based Training Program. PIs-Kathy Kohnert and Leslie Glaze, University of Minnesota, 2006-2007.

Founder and coordinator of the Bilingual and Multicultural Speech-Language Pathology Association (BAMSLP), Milwaukee, WI

CLINICAL EXPERIENCE

Bilinguistics Speech and Language Services; Austin, TX (2001-2006)

- Co-Founder and Director, Speech-Language Pathologist, Parent trainer, School Consultant, Professional Development Instructor

The University of Texas Speech and Hearing Clinic; Austin, TX (2001)

- Clinical Supervisor

Capital Area Speech, Language, and Educational Services; Austin, TX (2000-2001)

- Speech-Language Pathologist

Round Rock Independent School District; Round Rock, TX (2000-2001)

- Clinical Supervisor, Clinical Practicum Supervisor
- Co-developed and implemented a Transdisciplinary Play-Based Intervention (TPBI) curriculum for the bilingual Preschool Program for Children with Disabilities (PPCD).

Peninsula Associates; Menlo Park, CA (1999-2000)

- Speech-Language Pathologist for Peninsula Associates office, Early Intervention agencies, Head Start centers, San Mateo-Foster City and South San Francisco School Districts, Parent-trainer.

TheraCare Rehabilitative Services; Manhattan, NY (1998-1999)

- Speech-Language Pathologist, Parent-trainer

PROFESSIONAL CERTIFICATIONS

Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), American Speech-Language-Hearing Association (ASHA) #12019584; Speech-Language Pathology License, State of Wisconsin DRL #2890-154; Texas Oral Proficiency in Spanish Certification; Teaching of English as a Foreign Language Certificate; It Takes Two to Talk-Hanen Parent Training Certificate

Sandra Sue Berman

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Degree	Institution	Year	Major
B.A. (with Honors)	University of Michigan	1967	Speech Pathology
M.A. (with Distinction)	Northwestern University	1969	Speech Pathology

Honors/Awards

Award for Continuing Education (ACE), American Speech-Language and Hearing Association (ASHA) 2001-04, 2003-06.
Wisconsin's 2002 Nominee for ASHA's Louis M. DiCarlo Clinical Achievement Award (Feb. 2002)
 Recognition by the ASHA Foundation as the *Wisconsin State Awardee for Outstanding Clinical Achievement in Human Communication Sciences and Disorders* (November 2002)
 Recognition by Marquette University as a *Distinguished Scholar* for outstanding scholarly achievement from July 1, 2004 to June 30, 2005 (February 2006).

Certification and Licensure

Certificate of Clinical Competence-Speech and Language Pathology (1971)
 Certificate in Myofunctional Therapy (1994)
 State Licensure - Wisconsin (1993-current)
 Teaching Licenses: Illinois (1969-71); North Dakota (1972-74)

Professional Experience

Public School Speech Clinician

- Lincolnwood School District #74, Lincolnwood, Ill (September 1969-May 1971)
- Standing Rock Community Schools, Fort Yates, North Dakota (September 1972-May 1974)

Consultant

- Speech and Language*: Public Health Service (PHS) Hospital, Standing Rock Reservation, Fort Yates, North Dakota (September 1972-May 1974)
- Tongue Thrust Swallow Diagnosis*: Dental School, Marquette University, Milwaukee, WI (1978-1985; 1993; 2004)

Clinical Instructor/ Lecturer

- Department of Speech Pathology and Audiology, Marquette University, Milwaukee, WI (August 1974-present).

Funded Grants

Berman, S. and Moyle, M. (Funding period: August 2005 – August 2006) *The interaction between children's use of African American English features and progress in a phonological awareness program: A pilot study*. United Way Short Term Grant (\$60,000).
 Moyle, M. and Berman, S. (Funding period: September, 2006– May, 2007). *Reading Acquisition Program*. Marquette University, Excellence in Diversity Grant (\$2,500).
 Berman, S. and Moyle, M. (Funding period August 2006 –May, 2007). *Reading Acquisition Program*. Greater Milwaukee Foundation Grant. (\$3,000)

- Moyle, M. and Berman, S. (Funding period November, 2006 – June, 2007). *Reading Acquisition Program*. The Richard and Ethel Herzfeld Foundation Education Grant. (\$12,908).
- Moyle, M. and Berman, S. (Funding period October, 2007 – June, 2008) *Reading Acquisition Program for English Language Learners (RAP-ELL) & Reading Acquisition Program-Teacher Training Project (RAP-TTP)*. The Richard and Ethel Herzfeld Foundation Education Grant. (\$7,000).
- Moyle, M. and Berman, S. (Funding period August 2007 – July, 2008). *Reading Acquisition Program – Teacher Training Project (RAP-TTP)*. Greater Milwaukee Foundation Grant (\$50,000).

Publications

- Berman, S. (1976) "Speech and Language Services on an Indian Reservation" *Language, Speech, and Hearing Services in the Schools (LSHSS)*, Vol. II, No. 1, pp. 56-60.
- Berman, S. (1996) *Phonology for Groups: Thematic Activities for Everyday Settings*. Pro-Ed, Austin, TX.
- Berman, S. (2001) *Phonology Targets: More Patterns and Themes for Groups*. Pro-Ed, Austin, TX

Teaching

Courses Taught:

- SPPA 010 Introduction to Communicative Disorders (guest lecturer)
- SPPA 036 Anatomy and Physiology of the Speech and Hearing Mechanisms
- SPPA 031 Phonetics
- SPPA 139 Normal Speech and Language Development
- SPPA 142 Articulation and Phonological Disorders
- SPPA 151 Clinical Procedures and Management (guest lecturer)
- SPPA 158 Diagnostic Methods in Speech-Language Pathology
- SPPA 195 Independent Study
- SPPA 294 Articulation and Phonology Disorders (guest lecturer)
- SPPA 256 Clinical Grand Rounds in Speech-Language Pathology (guest lecturer)

Invited Papers/Workshops/In-services (last 3 years):

- Clinical Phonology: Analysis and Treatment of Speech Disorders*. (May 2005). In-service at Arrowhead School District, Harland, WI.
- Clinical Phonology: Analysis and Treatment of Speech Disorders*. (February 2006, 2008). Workshop (with S. Long) sponsored by Professional Programs, Madison, WI.
- How to Teach Phonology and Language with Literacy in a Naturalistic Group Setting: The PALL Program*. (January 2007) In-service at Chippewa Falls School District, Chippewa Falls, WI
- Various in-service presentations for the directors, staff, and teachers at DSCS Head Start: *Indirect Language Stimulation Techniques* (Fall 2005); *Marquette University's Reading Acquisition Program (RAP)* (Fall 2005); *Reading Acquisition Program – Teacher Training Project (RAP-TTP)* (Fall 2007)

Presentations at Professional Meetings (last 3 years):

- Berman, S. and Moyle, M. *Developmental Sentence Scoring: Still Useful After All These Years*. Presented at the annual meeting of the Wisconsin Speech-Language Pathology and Audiology Association (WSHA), Madison, WI (April 2005).
- Moyle, M. and Berman, S. *Using Language Sample Analysis (SALT + DSS): A Case Study*.

- Presented at the annual WSHA Madison, WI (April 2005).
- Berman S. and Evans, T. *Speech Intelligibility and the Adult with Down syndrome: Treatment Efficacy*. Presented at the annual meeting of the American Speech-Language-Hearing Association (ASHA), San Diego, CA (November 2005).
- Fratangelo, M., Lahti, J., Berman, S., and Moyle, M. *Infusing Literacy into a Phonology and Language Therapy Group*. Presented at ASHA, San Diego, CA (November 2005).
- Berman, S., and Moyle, M. *Emergent Literacy Intervention for At-Risk African-American Preschoolers: An Efficacy Study*. Presented at ASHA, Miami Beach, FL (November 2006)
- Moyle, M., Ellis Weismer, S., Berman, S., Wimberley, K., & Carlson, H. *Nonword Repetition in At-Risk African American Preschoolers*. Presented at the Symposium for Research on Child Language Disorders (SRCLD), Madison, WI (June 2007)
- Moyle, M., Imes, S., and Berman, S., *Utility of DELV-NR for Nonbiased Assessment of African American Preschoolers*. Presented at the annual meeting of ASHA, Miami Beach, FL (November 2007).
- Berman, S., Garcia, D., Bauman-Waengler, J., *Cycles Approach and Integral Stimulation: Outcome Measures for Unintelligible Children*. Presented at the American Speech-Language-Hearing Association (ASHA) Annual Convention, Boston, MA (November 2007)

Clinical Service Delivery

- Supervise undergraduate and graduate student group and individual therapy practicum
- Supervise graduate student diagnostic practicum
- Founded the preschool Phonology and Language with Literacy (PALL) clinic
- Co-founded the Reading Acquisition Program (RAP) with M. Moyle
- Co-founded the Reading Acquisition for Spanish Speakers (RASPA) clinic with B. Gorman & M. Moyle

Service (last 3 years)

Department –Speech Pathology and Audiology (SPPA)

- Member, Graduate Admissions Committee (2005, 2007).
- Member, Graduate Comprehensive Exam Committee, (2005)
- Member, Search Committee for Clinical Coordinator Position (2005-2006).
- Member, Ad Hoc Committee on Program Ethics (2005-2006).
- Partnership established with SPPA and the Director of Day Care Services for Children, Inc. (DSCS) a Head Start program to service at-risk African American and Hispanic preschool children in a campus emergent literacy clinic (January 2005 to present).

University

- Panel Participant, *Pre-Proposal Contact with Grant Sponsors: When, Why, & How*. Office of Research and Sponsored Programs (ORSP) Brown Bag lunch (September 2005)

Professional

- Legislative Councilor (LC) representing the State of Wisconsin, American Speech-Language and Audiology Association (ASHA) (January 2004 – December 2007)
- Member, Phonology Topics Committee, American Speech-Language and Audiology Association (ASHA) Convention, San Diego, CA, (November 2005).
- Speech-Language Pathology Advisory Council (SLP-AC), American Speech-Language and Audiology Association (ASHA) (January 2008 - December 2008)
- Member, Speech Sound Disorders Topics Committee, American Speech-Language and Audiology Association (ASHA) Convention, Chicago, IL, (November 2008).

Isabel Coriano, M.A. AED-LD

Education

M.A.

University of Phoenix, School of Education, 2005, Adult Education-
Distance Learning

B.A.

University of Puerto Rico, School of Education, 1979, Elementary and
High School English as a Second Language Specialization

Honors and Awards

United Migrant Organization Milwaukee, Hispanic Woman of the
Year, 2003.

Milwaukee Public Schools, Title I Program, Outstanding Program
Coordinator, 1998.

State of Wisconsin-Governor Tommy Thompson-Parent and Family
Technology Resources Center Program Implementer and Developer, 1998.

Departamento de Instrucción Pública de Puerto Rico, Distrito Escolar de
Rio Piedras, Maestra Estudiante del Año, 1978.

Teaching

Bilingual- Instructor: Associate Degree courses in Early Childhood-
Milwaukee Area Technical College, 2000-Present

Instructor: Early Childhood Practicum, 1, 2, 3, Milwaukee Area Technical
College. 2000-2006.

Bilingual Instructor-Basic Skills and College Transition, MATC, 1990-2000

Instructor: State of Wisconsin Registry -Infant and Toddler/Pre-School

Credentials, 2002-2008

Bilingual Teacher: K-8, Milwaukee Public Schools, 1979-1985

English as a Second Language Elementary and High School Teacher,

Departamento de Instrucción Pública de Puerto Rico, 1963-1979

Trainer

Day Care Services for Children, Inc Teacher Observation in Early Childhood,
2008.

Wisconsin Early Childhood Association, Mildly Ill Children, 2008

Wisconsin Early Childhood Association, Shaken Baby Syndrome, 2007.

Wisconsin Early Childhood Association, Germ Buster, 2007.

Professional Service

Manager, Trainer, Curriculum Writer, Proposal Writer, Policy Writer,
Educational Training Connections, 2006- Present

Translator- English-Spanish, Milwaukee School Board, 2000-Present.

Evaluator and Reader, Proposals, Department of Health and Family
State of Wisconsin, Milwaukee County, 2006-Present

Consultant, Spanish Speaking Council, Aurora Weir Bilingual College
Pre-High School for Students at Risk, 2006.

Parent Involvement Specialist, Milwaukee Public Schools, 1998-2004

Coordinator Family Literacy, Even Start, Milwaukee Public Schools, 1995-
1998.

Coordinator and Implementer, Parent and Family Technology Resource
Center, Milwaukee Public Schools, 1998-2004.

Coordinator and Implementer, Multicultural Program, Milwaukee Public

Schools, 1993-94.

Curriculum writer, textbook reviewer, Bilingual Program, Milwaukee

Public Schools, 1990-1993.

Presentations

How to build a Parent and Family Technology Resource Center, Title I,

Washington D.C., 1998.

Importance of Family Literacy in today's Society, Title I Conference,

New Orleans, 1997.

One stop shop-leading the future, Title I Conference, Spoken Washington,

1996.

Professional Certifications

Instructor, Early Childhood, Wisconsin Technical Vocational System, 1990-

Present.

Trainer, Shaken Baby Syndrome, Children Trust Fund, Wisconsin, 2007

Brain Development Trainer, Wisconsin Early Childhood Association, 2007

Observer for Accreditation, National Association for Family Childcare, 2006-Present

Translator- American Association of Translators-#236060, 2002-Present

Bilingual Teacher, State of Wisconsin 1980-1990 #

Elementary and High School English as a Second Language Teacher, Departamento

Instrucción Pública de Puerto Rico, # 2060.

Mary Elizabeth McLean, Ph.D.
Department of Exceptional Education
School of Education
University of Wisconsin-Milwaukee (UWM)
Enderis Hall 671
P.O. Box 413
Milwaukee, WI 53201
414-229-2213
mmclean@uwm.edu

Education

Ph.D.	University of Wisconsin, Madison, WI	Early Childhood Special Education	1979
M.A.	George Peabody College, Nashville, TN.	Special Education	1973
B.A.	University of Iowa, Iowa City, IA	Special Education	1972

Professional Record

2007-Present	Kellner Endowed Professor of Early Childhood Education, UWM
1997-Present	Professor, Department of Exceptional Education, UWM
1999-Present	Director, Early Childhood Research Center, UWM
1995-1997	Professor and Department Chair, Special Education, Cardinal Stritch College,
1993-1995	Professor, Center for Teaching and Learning, U. of North Dakota
1992-1993	Associate Professor, Center for Teaching and Learning, U. of North Dakota
1987-1992	Associate Professor, Dept of Rehab/Special Education, Auburn University
1982-1987	Assistant Professor, Dept of Rehab /Special Education, Auburn University

Current Research/Evaluation Activities

Consultant, Desired Results *access* Project, California Department of Education/Special Education Division

Local Evaluation Partner, Milwaukee Educare Center, Bounce Learning Network Implementation Study, Buffett Early Learning Fund

Evaluator, Wisconsin General Supervision and Enhancement Grant, Wisconsin Department of Public Instruction

Current Grants

Impact of Professional Development on Preschool Teachers' Use of Embedded-Instruction Practices, U.S. Department of Education, Institute of Education Sciences

Preparation and Retention of Early Intervention/Early Childhood Special Education Personnel in High-Poverty, Linguistically Diverse Communities, U.S. Department of Education, Office of Special Education Programs

Selected Publications: Books

Sandall, S., Hemmeter, M.L., Smith, B., & McLean, M.E. (2005). *DEC recommended practices in early intervention/early childhood special education: A comprehensive guide*. Longmont, CO: Sopris West.

McLean, M., Wolery, M. & Bailey, D. (2004). *Assessing infants and preschoolers with special needs, 3rd Edition*. Columbus, OH: Pearson/Merrill-Prentice Hall.

Sandall, S., McLean, M. & Smith, B. (2000). *DEC recommended practices for early intervention/early childhood special education*. Longmont, CO: Sopris West.

McLean, M., Bailey, D., & Wolery, M. (1996). *Assessing infants and preschoolers with special needs, 2nd Edition*. Columbus, OH: Merrill-Prentice-Hall.

Odom, S. & McLean, M. (1996). *Early intervention/early childhood special education: Recommended practices*. Austin, TX: Pro-Ed.

Selected Publications: Articles and Book Chapters

McLean, M., Snyder, P., Priest, J., Snyder, S., Goodman, L., Kahn, L. & Walsh, S. (2007). Program evaluation. In *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Missoula Montana: Division for Early Childhood of the Council for Exceptional Children.

Harbin, G., Rous, B. & McLean, M. (2005). Issues in designing statewide systems of accountability. *Journal of Early Intervention*, 27(3), 137-164.

McLean, M. (2005). Using curriculum-based assessment to determine eligibility: Time for a paradigm shift? *Journal of Early Intervention*.

- Hains, A., Rhyner, P., McLean, M., Barnekow, K., Johnson, V. & Kennedy, B. (2005). Interdisciplinary teams and diverse families: Practices in early intervention personnel preparation. *Young Exceptional Children*, 8(4), 2-10.
- McLean, M., Snyder, P., Smith, B.J. & Sandall, S. (2002). The DEC recommended practices in early intervention/early childhood special education: Field validation. *Journal of Early Intervention*, 25(2), 120-129.
- Snyder, P., Thompson, B., McLean, M. & Smith, B. (2002). Examination of quantitative methods used in early intervention research: Linkages with recommended practices. *Journal of Early Intervention*, 25(2), 137-150.
- Smith, B. J., Strain, P., Snyder, P., Sandall, S., McLean, M., Ramsey, A., & Sumi, C. (2002). DEC Recommended Practices: A review of 9 years of EI/ECSE research literature. *Journal of Early Intervention*, 25(2), 108-119.
- Sandall, S., Smith, B.J., McLean, M. & Broudy-Ramsey, A. (2002). Qualitative research in early intervention/early childhood special education. *Journal of Early Intervention*, 25(2), 129-136.
- McLean, M. & Schaeffer, M. (2002) Family involvement in special education. In Olsen, G & Fuller, M.L. (Eds.) *Home school relations: Working successfully with parents and families*. Boston: Allyn Bacon.
- Caro, P., McLean, M., Browning, E. & Hains, A. (2002). The use of distance education in a collaborative course in early childhood special education. *Teacher Education and Special Education*, 25(4), 333-341.
- Dunst, C. J., Bruder, M. B., Trivette, C. M., Hamby, D., Raab, M. & McLean, M. (2001). Characteristics and consequences of everyday natural learning opportunities. *Topics in Early Childhood Special Education*, 21(2), 68-92.
- McLean, M. (2001). Conducting culturally sensitive child assessments. In *Serving the underserved: A review of the research and practice in early intervention for culturally and linguistically diverse young children*. Reston, VA: Council for Exceptional Children/ERIC Clearinghouse on Disabilities and Gifted Education.
- Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M. & McLean, M. (2001). Natural learning opportunities for infants, toddlers and preschoolers. *Young Exceptional Children*, 4(3), 18-26.
- McLean, M. & Dunst, C. (1999). On the forms of inclusion: The need for more information. *Journal of Early Intervention*, 22(3), 200-203.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Marquette University (WRAP) ³⁰ Support Center
Financial Management Service
Division of Cost Allocation
Central States Field Office

1301 Young Street, Room 732
Dallas, Texas 75202
(214)-767-3261
FAX: (214)-767-3264

May 31, 2007

Mr. Dennis J. Butler
Comptroller
Marquette University
Straz Tower, Room 215H
P.O. Box 1881
Milwaukee, WI 53201-1881

Dear Mr. Butler:

The original and one copy of a facilities and administrative cost Rate Agreement are enclosed. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for facilities and administrative costs on grants and contracts with the Federal Government.

In addition, the following is agreed between your University and this office:

- * We have approved a change to your University's equipment capitalization policy from \$1,000 to \$5,000 starting 07/01/06.
- * Equipment and supplies cost must be claimed in accordance with capitalization threshold/useful life assumptions reflected in the organization's financial statements.
- * Expenditures for equipment exceeding \$5,000 must be claimed by use allowance or depreciation procedures, unless that equipment is specifically approved by the awarding agency (or permitted by expanded/supplemental authority granted by an awarding agency) as a direct cost.
- * Grant proposal and contract budget submissions must be consistent with equipment capitalization threshold stipulated on the Rate Agreement.
- * Unamortized amounts will be written-off to benefitting activities over a period of 4 years (07/01/07 - 06/30/10). No further use allowance or depreciation may be claimed on existing equipment valued between \$500 and \$4,999 on any future indirect cost proposal. The effect of unamortized amounts related to the above assets has already been reflected in the Rate Agreement dated August 10, 2006.
- * Raising equipment threshold does not alter accountability responsibilities (including acquisition and safeguarding of supplies).
- * Must follow property management standards for equipment covered by new capitalization policy.

Marquette University (WRAP) 31

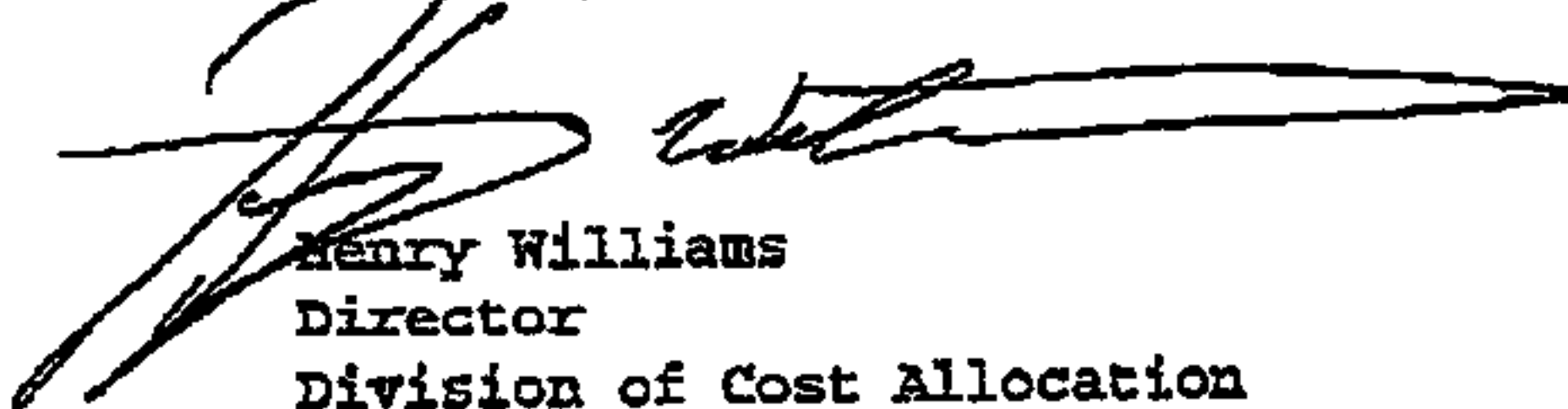
- * Department will exercise its disposition rights for equipment with a fair market value of \$5,000 or more [45 CFR 74.34(g) and 92.32(e)].

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

A facilities and administrative cost proposal, together with supporting information, is required to substantiate claims made for facilities and administrative costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending ~~May 31, 2009~~ is due in our office by November 30, 2009.

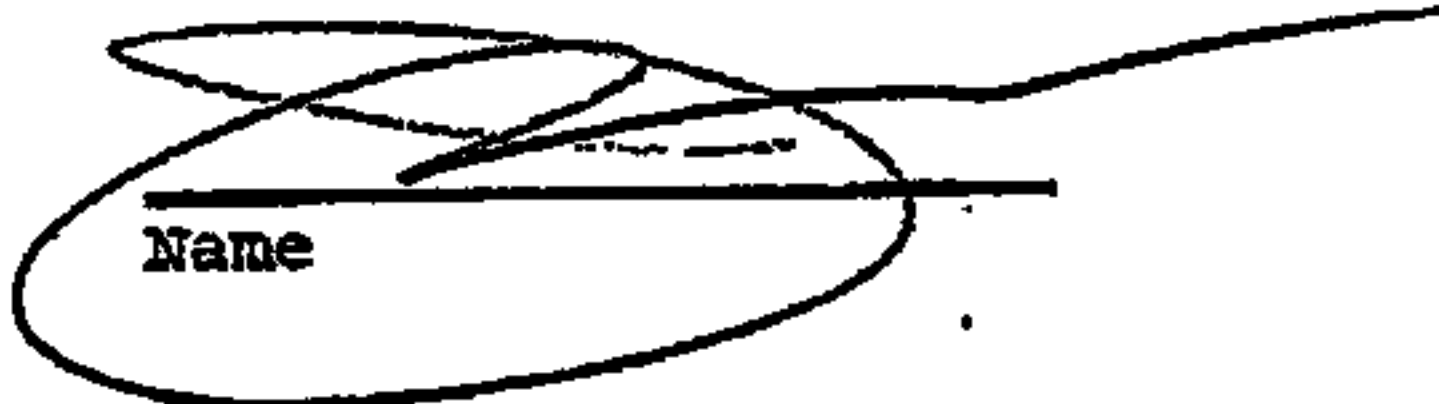
~~JUNE 30, 2009~~
Thank you for your cooperation.

Sincerely,



Henry Williams
Director
Division of Cost Allocation
Central States Field Office

Enclosures
Acceptance:



Name

Signature
John C. Lamb
Vice President for Finance
Title

6/6/07
Date

COLLEGES AND UNIVERSITIES RATE AGREEMENT University (WRAP) 32

EIN #: 1390806251A1

DATE: May 31, 2007

INSTITUTION:
 Marquette University
 Straz Tower, room 215H
 P.O. Box 1881
 Milwaukee

WI 53201-1881

FILING REF.: The preceding Agreement was dated May 11, 2004

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

SECTION I: FACILITIES AND ADMINISTRATIVE COST RATES*

RATE TYPES: FIXED . FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)					
TYPE	EFFECTIVE PERIOD		RATE (%)	LOCATIONS	APPLICABLE TO
	FROM	TO			
PRED.	07/01/03	06/30/07	47.0	On Campus	Organized Research
PRED.	07/01/03	06/30/07	24.0	Off Campus	Organized Research
PRED.	07/01/07	06/30/10	49.0	On Campus	Instruction
PRED.	07/01/07	06/30/10	49.0	On Campus	Organized Research
PRED.	07/01/07	06/30/10	24.0	Off Campus	All Programs
PROV.	07/01/10	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending June 30, 2010.		

***BASE:**

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

INSTITUTION:
Marquette University

Marquette University (WRAP) 33

AGREEMENT DATE: May 31, 2007

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES:

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

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

Equipment Definition -

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

FRINGE BENEFITS:

FICA

Retirement
Worker's Compensation
Life Insurance
Unemployment Insurance
Health Insurance
Disability Insurance
Tuition Remission

INSTITUTION:
Marquette University

Marquette University (WRAP) 34

AGREEMENT DATE: May 31, 2007

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-31 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

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

BY THE INSTITUTION:

Marquette University

(INSTITUTION)

(SIGNATURE)

John C. Lamb

(NAME)

Vice President for Finance

(TITLE)

(DATE)

6/6/07

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Henry Williams

(NAME)

DIRECTOR, DIVISION OF COST ALLOCATION-

(TITLE) CENTRAL STATES FIELD OFFICE

May 31, 2007

(DATE) 5124

HHS REPRESENTATIVE: Denise Shirlee

Telephone: (214) 767-3313

Marquette University (WRAP) 35

COMPONENTS OF PUBLISHED F&A COST RATE

INSTITUTION: Marquette University

FY COVERED BY RATE: July 1, 2007 through June 30, 2010

APPLICABLE TO: ORGANIZED RESEARCH

RATE COMPONENT:	<u>ON CAMPUS</u>	<u>OFF CAMPUS</u>
Building Depreciation	.21	
Equipment Depreciation	11.0	
Interest	0.5	
Operation & Maintenance	9.9	
Library	1.5	
Administration	<u>24.0</u>	<u>24.0</u>
TOTAL	<u>49.0</u>	<u>24.0</u>

CONCURRENCE:

Marquette University
(Institution)


(Signature)

John C. Lamb
(Name) Vice President for Finance

(Title)

6/6/07
(Date)

A

FROM :

FAX NO. :

Marquette University (WRAP) 36
Jun. 25 2008 10:44:27 PM

June 9, 2008

Erik A. Thelen, Ph.D.
Executive Director
Office of Research and Sponsored Programs
Marquette University
P.O. Box 1881
Milwaukee, WI 53201-1881



Dear Dr. Thelen:

This letter declares Day Care Services for Children, Inc.'s intent to collaborate in the project entitled "Wisconsin Reading Acquisition Program," which Marquette University will submit to the U.S. Department of Education, Early Reading First Program.

Michael Poma, Executive Director, is the Principal Investigator for Day Care Services for Children, Inc.

Attached is a description of the effort and resources that Day Care Services for Children, Inc. will commit to this project, along with a budget. The proposed budget period is three years, from October 1, 2008 through September 31, 2011. The total budget for Day Care Services for Children, Inc. is \$1,951,834.

Our organization is subject to and compliant with the requirements of OMB A-133.

The appropriate programmatic and administrative personnel of Day Care Services for Children, Inc. involved in this grant application are aware of the U.S. Department of Education grant policies and are prepared to establish the necessary inter-organizational agreement(s) consistent with those policies.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael Poma', written in a cursive style.

Michael Poma
Executive Director

Attachments: Budget and Justification



MARQUETTE
UNIVERSITY

09 June 2008

RE: Early Reading First 2008 Project Letter of Support

Dear Secretary:

Maura Jones Moyle, Ph.D. and Brenda K. Gorman, Ph.D., Assistant Professors, Department of Speech Pathology and Audiology, are submitting a proposal for funding consideration for their Wisconsin Reading Acquisition Program (WRAP) Early Reading First project for the period from 2008-2011. The Department of Speech Pathology and Audiology and the University enthusiastically support this project. Drs. Moyle and Gorman have the necessary knowledge and skill to execute this project successfully.

The goals of this project are aligned with the mission of Marquette University which promotes active participation in the struggle for a more just society. The University will allow the PI and Co-PI to dedicate up to 75% of their time and will allow the Project Coordinator to dedicate 100% of her time to the project. The University has provided them with office space and equipped laboratory space. Over the three-year period of the grant, the Department also will provide them with twelve graduate assistantships, and an estimated twenty-four graduate student clinicians to support the project. In addition, the Office of Research and Sponsored Programs will provide up to 48 credits of tuition remission per year. As faculty of Marquette, Drs. Moyle and Gorman can reserve meeting and conference space with complete audiovisual equipment from the Marquette University Alumni Memorial Union (AMU) at no cost.

In summary, Drs. Moyle and Gorman have the requisite resources, expertise, and time to successfully bring this project to fruition. The Department and the University have the infrastructure in place to help support their efforts on this project. I wholeheartedly support their application for an ERF Grant. Please feel free to contact me if you have any questions.

Sincerely,

Edward Korabic, Ph.D., CCC-A
Chair, Speech Pathology and Audiology
edward.korabic@marquette.edu



June 9, 2008



To: Maura Moyle, Ph.D.
From: Michael Poma, Executive Director

Re: **Commitment to Wisconsin Reading Acquisition Program**

Dear Dr. Moyle:

I have gone to the Executive Board of Directors and the Parent Policy Committee with informational reports on the proposed Wisconsin Reading Acquisition Program (WRAP). Both governing bodies are in full support of the pursuit of funding for such a valuable project. The past three years of our collaborative with Marquette University in the Reading Acquisition Program for children, for teacher training and for children of monolingual Spanish speakers have been outstanding in terms of outcomes for the children, their parents and the teachers. To expand this type of project to more children would be of great benefit toward school readiness for the children and the Milwaukee community. To support the project, Day Care Services for Children, Inc. (DCSC) will commit three hundred (300) of the three to five year old children enrolled in Head Start and the corresponding fifteen (15) classrooms exclusively for the project. DCSC will also offer in-kind support such as: buildings, office space, telephones, utilities, parking, Information Technology support and other basic infrastructure expenses at no charge to the project.

DCSC welcomes the intensity of the professional development, the instruction to the children, and the family involvement activities to ameliorate and provide excellent services to the participants. We look forward to the program expansion, the help in achieving efficient and effective services to children and their families, the strength building in our teaching and monitoring staff, and the ultimate social rewards it will render the community.

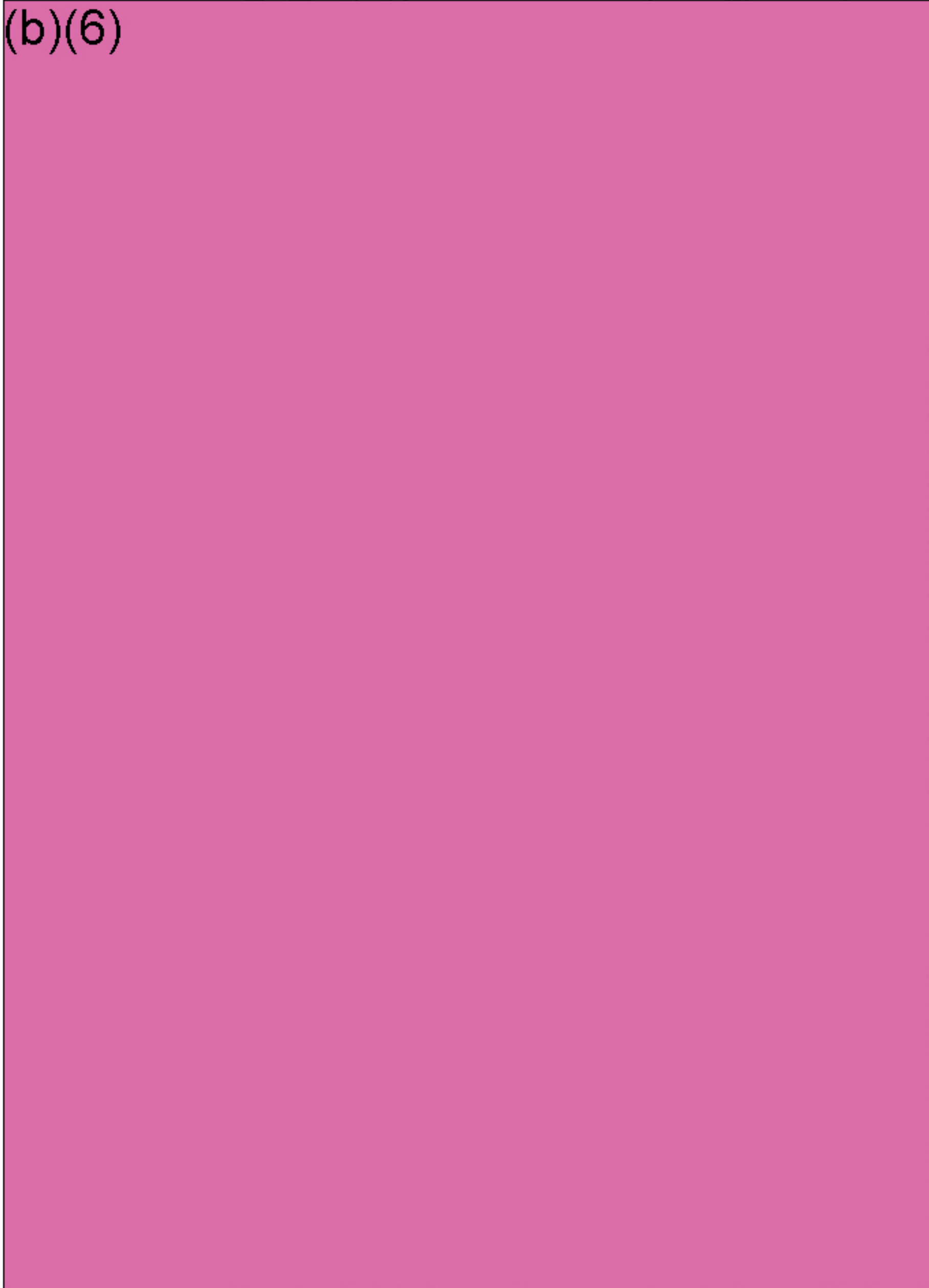
Sincerely yours,

A handwritten signature in black ink, appearing to read 'Michael Poma', is written over a horizontal line.

Michael Poma

By signing this sheet, I indicate Day Care Services for Children indicate my willingness to periodically have instruction vi strive to create a culture of liter

All aspects of instruction at of reading excellence. I ches into classrooms, to raining nights, and generally



Signature

M. For

Janice Robinson

Lissette Cartagena

DeAngela Harris

Ann Oberdorf

Ambreen Suleman

Ishrath Sultana

Liliana Rodriguez

Claudia Arzain

Janice Robinson Family Support Manager

Lissette Cartagena Family Support Staff

DeAngela Harris Literacy Coach

Ann Oberdorf Literacy Coach

Ambreen Suleman Literacy Coach

Ishrath Sultana Teacher

Liliana Rodriguez Teacher Assistant

Claudia Arzain Teacher

Date

6-9-08

Specialist 6-9-08

6-9-08

6-9-08

6-9-08

6-9-08

6-9-08

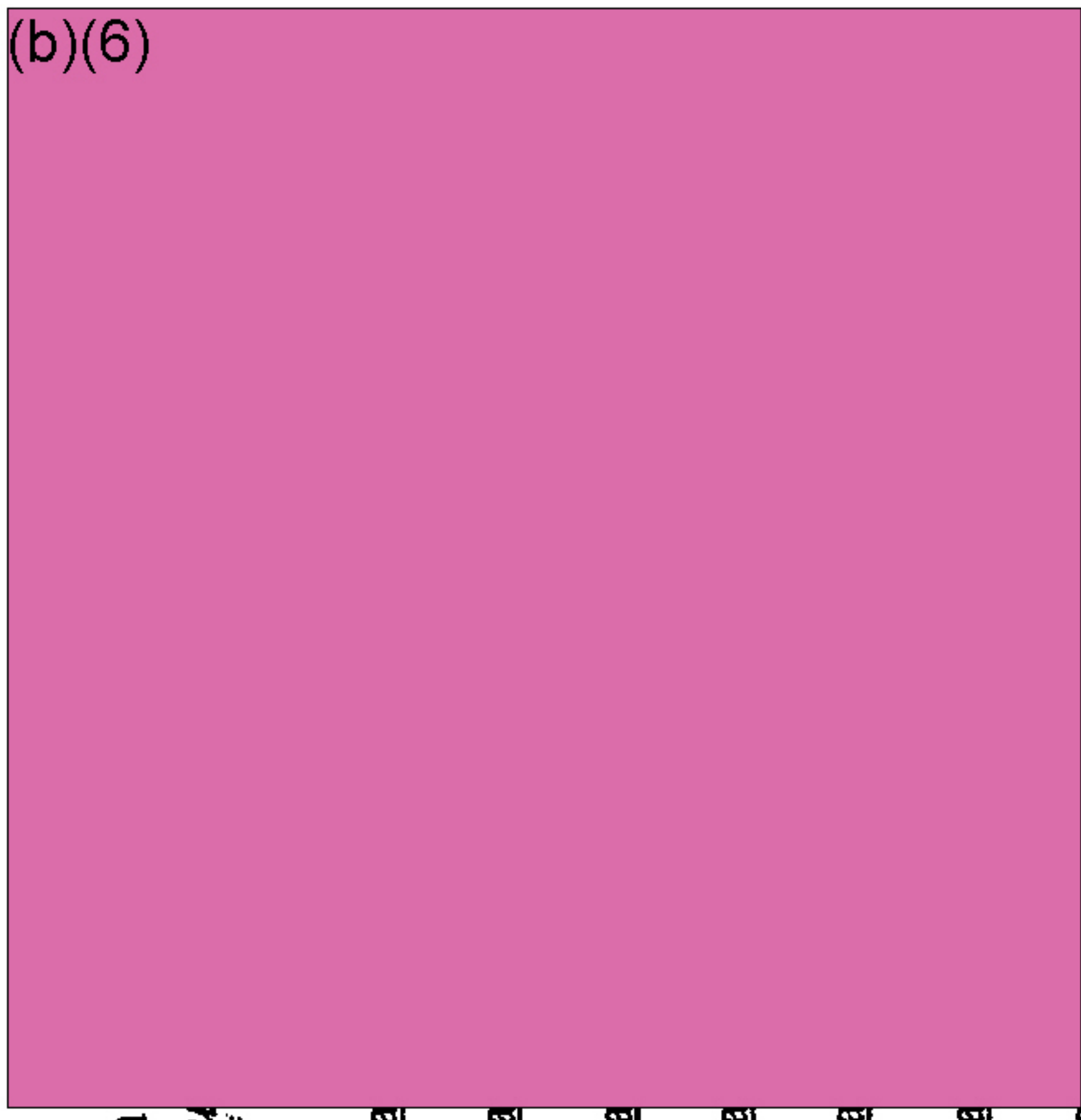
6-10-08

6-9-08

6-9-08

6-9-08

6-9-08



(b)(6)

Wisconsin Reading Acquisition Program
Day Care Services for Children, Inc. & Marquette University

<i>Sandra Edwards</i>	Sandra Edwards	Tea	
<i>Shirley Deduyler</i>	Shirley Deduyler	Tea	
<i>Evangelina Reis</i>	Evangelina Reis	Tea	
<i>Dexa Vega</i>	Dexa Vega	Tea	
<i>Johana Vargov</i>	Johana Vargov	Tea	
<i>Pauatha Blake</i>	Pauatha Blake	Tea	
<i>Angelia Riley</i>	Angelia Riley	Teacher	6-9-08
<i>Angela Robinson</i>	Angela Robinson	Teacher	6-9-08

Marquette University (WRAP) 41



School of Education

Department of Exceptional Education

Enderis Hall
P.O. Box 413
Milwaukee, WI
53201-0413
414 229-5251 phone
414 229-5500 fax
www.uwm.edu/Dept/EXEI
exed@soc.uwm.edu

June 5, 2008

Dr. Maura Moyle and Dr. Brenda Gorman
Department of Speech Pathology and Audiology
Marquette University
P.O. Box 1881
Milwaukee, WI 53201

Dear Drs. Moyle and Gorman,

This letter declares my commitment to serve as External Evaluator for Marquette University's Wisconsin Reading Acquisition Program (WRAP) Early Reading First Project during 2008-2011.

As External Evaluator, my role will involve a yearly spring visit to conduct a quantitative and qualitative external review of the project. For the quantitative review, specifically, I will evaluate the quality of project assessments, procedures, current results, and accomplishment of the project goals. My qualitative review will be based on classroom visits and interviews with key personnel, teachers, and families involved in the project. I will write a yearly report and present my findings and recommendations to the WRAP committee.

My interests are in ensuring successful management and execution of this Early Reading First Project.

Sincerely,

A handwritten signature in cursive script that reads "Mary E. McLean".

Mary E. McLean, Ph.D.
Kellner Professor of Early Childhood Education
Professor, Department of Exceptional Education
University of Wisconsin-Milwaukee

Budget Narrative

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Attachment 1:

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WRAP Budget Narrative

1. Personnel

Dr. Maura Moyle, Project Director and Content Specialist (37.5% effort), will provide project management, including achievement of all project goals, fiscal management, professional development, and program evaluation.

Dr. Brenda Gorman, Co-Director and Content Specialist (43.75% effort), will focus on project management, the English Language Acquisition Plan, and facilitating family involvement.

Ms. S. Sue Berman, Project Coordinator and Content Specialist (100% effort), will manage personnel, professional development, ensure curriculum fidelity, and oversee assessment and instruction. She will also serve as the Education Technology Specialist.

TBN, Bilingual Speech-Language Pathologist (100% effort, 10 month position), will provide and supervise assessment and intervention of ELLs and children with speech/language impairments.

TBN, Educational Aides (620 hours/yr, retired teachers and/or university students), will be hired to provide small group and individualized instruction to students.

TBN (4), Graduate Assistants (GAs) (50% effort), will provide small group and individual instruction, and assist with assessment, and preparation of classroom materials.

TBN, Teacher Substitutes (2,280 hours/yr), will be hired as substitutes for teachers and teacher assistants who participate in professional development that occurs during the work day.

Dr. Kathleen Clark, Professional Development Consultant, director of the Hartman Learning and Literacy Center at Marquette University and an expert in reading comprehension and dialogic instruction, will provide yearly professional development.

2. Fringe Benefits: Marquette University's fringe benefits rates include: 29% of full-time 9 or 12-month salaries, 16% of summer salary for 9-month employees and 8% of part-time salaries.

3. Travel

- The PD, Co-D and PC will attend the required technical assistance meeting in Washington, D.C. in each year of the project at a cost of \$1,500/traveler.

- The PD, Co-D and PC will attend one professional conference each year (\$1,500 each), likely the NAEYC's National Institute for Early Childhood Professional Development, New Orleans.

4. Equipment: None.

5. Supplies

- Camcorders (2 x \$700) and Tripods (2 x \$100) will be used to record assessment and instruction to ensure reliability and curriculum fidelity, to provide feedback to teachers, and to record professional development sessions.
- Table (1 x \$150), Chairs (2 x \$150), Desktop Computers (3 x \$1,000), Color Printer (\$300), File Cabinets (4 x \$250), Storage Cabinets (3 x \$340) will be used to augment our existing lab space to accommodate the needs of the project (e.g. work space, data analysis and storage).
- Consumable Office Supplies (\$5,000 per yr) include: DVDs/CDs, folders, files, paper, flash drives, markers, pens/pencils, clips, printer cartridges, computer cables and resource books.

- 6. Opening the World of Learning (OWL) Complete Pre-K Kit (\$1,275) and Creative Curriculum Guide (\$45) will serve as a resource for the PD, Co-D, and PC.**

7. Contractual

- Dr. Laura Justice, Professional Development Consultant (8 hrs/yr x \$100, \$2,500 + \$1,000 travel in yr 2), is an expert in emergent literacy in at-risk populations and has conducted large-scale research. She will serve as a mentor, regarding instructional and methodological issues, and will speak at the year 2 WRAP teacher institute.
- Dr. Julie Washington, Professional Development Consultant (8 hrs/yr x \$100, \$2,500 + \$200 travel in yr 1), an expert in literacy development in African American children, has conducted large-scale, longitudinal research and is a previous recipient of an ERF grant. She will be a mentor, regarding the influence of poverty and cultural-linguistic diversity, and will speak at the year 1 WRAP teacher institute.
- Dr. Barbara Ehren, Professional Development Consultant (\$2,500 + \$1,000 travel in yr 3), a nationally-recognized expert in providing tiered instruction (i.e., Response to Intervention), will speak at the year 3 WRAP teacher institute.

- Casey O'Keefe, Professional Development Consultant (\$500 in all yrs), an expert in emergent literacy for urban, at risk preschoolers, will provide yearly professional development.
- Ellen Edmonds, OWL Trainer (\$5,000 yr 1), is an expert on OWL, and has worked on several Early Reading First projects. She will provide the initial curriculum training in year 1.
- Dr. Mary McClean, External Evaluator (\$7,000 in all yrs), will make a yearly visit to Marquette to conduct a quantitative and qualitative external review of the project.
- Jason Ruck, Video Journalist, (\$8,000 each yr), will document the project and create training and informational videos that can be distributed to other organizations who may be looking to implement similar programs.
- Day Care Services for Children (DCSC), \$739,874 yr 1, \$601,048 yr 2, \$610,912 yr 3:

Personnel: *Michael Poma, Executive Director (10% effort)*, will work toward increasing the intensity of instruction through ensuring full-day, year-round enrollment, serve on WRAP's Steering Committee, facilitate coordination with MPS Reading First program, and participate in professional development. *Isabel Coriano, Head Start Director, Educational Administrator, and Content Specialist (40% effort)*, will assist to improve instruction and professional development. *Johanna Keifert, Content Specialist, Tiered Instruction Specialist, and Data-tracking System Manager (100% effort)*, will oversee individualized instruction, professional development, and data management. *Ann Farah, Special Needs/Behavior Specialist, Content Specialist and Webmaster (100% effort)* for the WRAP website will oversee differentiated instruction for children with special needs, professional development, and develop behavior management plans. *DeAngela Harris, Ann Oberdorf, and Ambreen Suleman, Literacy Coaches (100% effort)*, will provide coaching for teachers and teacher assistants to improve their provision of effective instruction that promotes literacy, language and cognitive development. *Kim McGuire, Early Childhood Director (20% in yr 1, 10% in yrs 2 and 3)*, will train teachers and Literacy Coaches in the Creative Curriculum. *Janice Robinson, Family Support Manager*, will commit 30% effort to family outreach and overseeing the other *Family Support Workers, Leatha King and Lisette Cartagena (30% effort)*. Ms. King and Ms.

Cartagena (who is Spanish-English bilingual) will facilitate family involvement. *Michael Ehler, Chief Financial Officer*, will dedicate significant time (15%), given that DCSC will be fiscally responsible for a large portion of the ERF funds. *Maria Macareno, Administrative Assistant (20% effort)*, will provide secretarial support specific to the project (e.g., photocopying, data entry, arranging meetings and trainings). Overtime will be provided for *four site managers, 15 teachers and 15 teacher assistants* to attend professional development that occurs in the evenings and weekends and to staff monthly Family Nights and the Family Resource Center. Teachers and assistants will be compensated for the additional requirements of the project to encourage their full participation and increase retention.

Fringe Benefits: Poma 11%, Coriano 8.28%, Kiefert 30%, Farah 30%, Harris 30%, Oberdorf 30%, Suleman 30%, McGuire 32.5%, Robinson 22.7%, King 15.77%, Cartagena 27.26%, Ehler 22.4%, Macareno 30%, teachers & teacher Assistants 30%, and Site Managers 21.91%.

Travel: One conference will be attended by four Teachers and two Content Specialists (\$1,500 each), likely the NAEYC's National Institute for Early Childhood Professional Development.

Supplies: The following *supplies will be used for educational purposes in the 15 classrooms:*

Desktop Computers, two/classroom (2 x 15 classrooms x \$500 in yr 1); Printers, one/two computers (15 x \$50 in yr 1); Laptop Computers and Stations, one/teacher (15 x \$1,300 in yr 1); Media Stations, i.e. listening centers with portable CD players, one/classroom (15 x \$465 in yr 1); Internet Connection, one/classroom (15 x \$80 x 12 months); Children's Educational Software (\$3,000 yr 1, \$1,500 yrs 2 and 3); OWL, Creative Curriculum, one/classroom (15 x \$1,320 in yr 1); Literacy: The Creative Curriculum Approach, Creative Curriculum DVD, Trainer's Guide and Room Arrangement, one of each (\$325 in yr 1); Web Watcher Software (30 computers x \$30 in yr 1); ABC 9' Round Pencil Rug, one/classroom (15 x \$550 in yr 1); Paper, Pencils, Pens, Paintbrushes, for each classroom (\$12,294 yr 1, \$10,674 yrs 2 and 3); and Classroom Enrichment/Dramatic Play Materials, per classroom (15 x \$500 yr 1, \$250 yrs 2 and 3). *Additional supplies will be purchased to update the school Center:* Laptop Computers for project staff (7 x \$1,000 in yr 1); Overhead Projector (\$225 in yr 1); Digital Audiometers and

Accessories (2 x \$2,541 in yr 1); SECA Portable Statometers-BMI Package for each classroom (15 x \$200 in yr 1); Computer Training Tables (9 x \$30 in yr 1); Large Screen Television Monitor (\$4,000 in yr 1); LCD Projector (\$600 in yr 1); DVD/VHS Player (\$100 in yr 1); Camcorders (4 x \$700 in yr 1); Tripods (4 x \$100 in yr 1); Digital Voice Recorders (5 x \$100 in yr 1); Photocopier Lease (3 x \$300/month x 12 months each yr); External Hard Drive (\$150 in yr 1); Bookshelves (2 x 3 classrooms x \$305 in yr 1); Heirloom 20 Tray Storage and Fold-n-Lock Storage (2 x 3 classrooms x \$1,373 in yr 1); Room Dividers (2 x 3 classrooms x \$700 in yr 1); and Adult-Child Interactive Reading Inventory (\$50 in yr 1). A Family Resource Center will be established containing lending library books, training videos and brochures (\$10,000 yr 1, \$5,000 yrs 2 and 3). Literature will be provided to the child participants each yr (\$40 x 300). **Other:** Monthly Parent Events in each year (food and supplies \$1,000, family incentives \$3,000, child incentives \$2,250, childcare and Resource Center staffing \$2,000); Incentives for children's summer program attendance (300 x \$25 in each yr); Tuition Reimbursement for DCSC staff (\$25,000); and Assessments (\$12,190 in yr 1).

8. Other

- WRAP Teacher Institute (\$6,000 per yr): 75 WRAP staff and MPS teachers will attend each year (Fri pm, Sat) at \$80/person (3 meals, snack, beverages, conference materials).
- WRAP Professional Development, yr 1 Orientation and yrs 2 and 3 Re-Orientation (\$7,000 yr 1, \$2,500 yrs 2 and 3): 50 WRAP personnel will attend in yr 1 (3 Fri pm's, 3 Sats) and yrs 2 and 3 (1 Fri pm, 1 Sat) at \$50/person each weekend (3 meals, snack, beverages, materials).
- Membership in the NAEYC for the PD, Co-D, PC, and SLP (4 x \$88 each year).
- Tuition credits for the GAs, 48/yr at a cost of \$840/credit in yr 1 (5% increase in yrs 2 and 3).
- Postage and photocopying, \$500 per year.

10. Indirect Costs: Marquette University's federally approved indirect cost rate is 49% of Modified Total Direct Costs (MTDC) and was established with the U.S. Department of Health and Human Services on May 31, 2007.