

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080019
Grants.gov Tracking#: GRANT00472995**

Closing Date: JUN 10, 2008

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
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* 3. Date Received: 06/09/2008	4. Applicant Identifier: PT103122
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
--	--

8. APPLICANT INFORMATION:

*** a. Legal Name:** Virginia Commonwealth University

* b. Employer/Taxpayer Identification Number (EIN/TIN): 54-6001758	* c. Organizational DUNS: 1053004460000
--	---

d. Address:

*** Street1:** 800 E. Leigh St., Suite 113
Street2: P.O. Box 980568
*** City:** Richmond
County: Richmond City
*** State:** VA: Virginia
Province: _____
*** Country:** USA: UNITED STATES
*** Zip / Postal Code:** 23298-0568

e. Organizational Unit:

Department Name: School of Education	Division Name: The Literacy Institute at VCU
--	--

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

Prefix: Dr. *** First Name:** Christopher
Middle Name: E.
*** Last Name:** Chin
Suffix: Ph.D.

Title: Assistant Director for Research

Organizational Affiliation:
Virginia Commonwealth University

*** Telephone Number:** 804-828-9942 **Fax Number:** 804-828-7539

*** Email:** pechin@vcu.edu

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

City of Richmond, VA

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

Supporting and Ensuring Early Language and Literacy Success (SEELLS)

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="4,494,120.00"/>
* 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="4,494,120.00"/>

*** 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: Virginia Commonwealth 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	\$ 573,652	\$ 595,025	\$ 617,546	\$ 0	\$ 0	\$ 1,786,223
2. Fringe Benefits	\$ 166,218	\$ 172,767	\$ 179,678	\$ 0	\$ 0	\$ 518,663
3. Travel	\$ 24,570	\$ 17,370	\$ 17,370	\$ 0	\$ 0	\$ 59,310
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 204,273	\$ 72,209	\$ 72,209	\$ 0	\$ 0	\$ 348,691
6. Contractual	\$ 88,520	\$ 71,050	\$ 71,050	\$ 0	\$ 0	\$ 230,620
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 292,317	\$ 243,162	\$ 246,169	\$ 0	\$ 0	\$ 781,648
9. Total Direct Costs (lines 1-8)	\$ 1,349,550	\$ 1,171,583	\$ 1,204,022	\$ 0	\$ 0	\$ 3,725,155
10. Indirect Costs*	\$ 286,646	\$ 237,333	\$ 244,986	\$ 0	\$ 0	\$ 768,965
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,636,196	\$ 1,408,916	\$ 1,449,008	\$ 0	\$ 0	\$ 4,494,120

*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: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. Department of Health & 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:
Virginia Commonwealth 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: GRANT00472995

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 Donald Howe	* TITLE Assistant V.P. for Research Administration
* APPLICANT ORGANIZATION Virginia Commonwealth University	* DATE SUBMITTED 06-09-2008

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Virginia Commonwealth University</p> <p>* Address: 800 East Leigh Street, Suite 113 P. O. Box 980568 Richmond VA: Virginia 23298-0568</p> <p>Congressional District, if known: 3</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency: U. S. Department of Education</p>	<p>7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: NA NA</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: NA NA</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: Donald Howe</p> <p>* Name: Susan E Robb</p> <p>Title: Assistant V. P. for Research Administration</p>	

	Telephone No.: 804-828-6772 Date: 06-09-2008
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Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Attachment Information

File Name

Mime Type

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 Virginia Commonwealth University
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Ms. * First Name: Susan Middle Name: E * Last Name: Robb Suffix: * Title: Assistant V.P. for Research Administration
* SIGNATURE: Donald Howe * DATE: 06/09/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Dr.

Christopher

E

Chin

PhD

*** Address:**

3600 West Broad Street

Suite 669

Richmond

VA: Virginia

23230-4930

USA: UNITED STATES

*** Phone Number:**

804-828-9942

Fax Number:

804-828-7539

Email:

cechin@vcu.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: FWA0005287

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00472995

4887-HumSubjNarr-SEELLS-fullap.doc

application/msword

Tracking Number: GRANT00472995

PR/Award # S359B080019

e16

Human Subjects Narrative

Human Subjects Involvement Characteristics: Supporting and Ensuring Early

Language and Literacy Success (SEELLS) will involve the following subject populations: approximately 236 children, ages 3-5 annually; approximately 236 parents or guardians of those children; and 26 teachers/instructional assistants from the five targeted sites of Richmond Public Schools (RPS) Head Start program. Currently, 27 enrolled children have been identified by RPS Head Start staff as having special needs and four with LEP. SEELLS will seek to provide researched-based instructional and assessment strategies and curricula, focused professional development, and increased family involvement to promote preschoolers' successful transition to kindergarten with the fundamental knowledge and skills necessary for optimal reading development. All children, parent/guardians, and teachers/instructional assistants at these five targeted RPS Head Start sites will be invited to participate in the project.

Sources of Materials: Data collection will occur at baseline, mid-year, post-intervention, and one-year follow-up (with specific monitoring measures given more frequently) to assess change over time. Data collection will focus on the following levels: (1) individual child, (2) teacher and classroom, (3) family and home. In addition to assessment instruments already used by RPS Head Start, the following chart outlines assessment measures unique to this project.

Instrument	Construct(s)	Time point	Method	Reliabil.	Validity
Phonological Awareness Literacy Screening (PALS-PreK)	Phonological awareness, alphabet knowledge, print/ word awareness, name writing	Pre-, Mid-year, Post-; Bimonthly (two subtests only); Follow-up (PALS)	Individually administered by teacher	.90 ^c	Medium to high ^d
Individual Growth and Development Indicators (IGDIs)	Expressive language, phonological awareness	Pre-, Post-; Bimonthly	Individually administered by coach and/or teacher (bimonthly);	.46-.89 ^b	.47-.75 ^d

			by evaluation team (pre-, post-)		
Peabody Picture Vocabulary Test, 3 rd ed. (PPVT-III)	Oral language – receptive vocabulary (English & Spanish versions)	Pre-, Post-	Individually administered by evaluation team	.92-.98 ^a .91-.94 ^b	.63-.92 ^d
Pre-Language Assessment Scales (Pre-LAS 2000)	Oral language proficiency: syntax, morphology, semantics	Pre-, Mid-year, Post-	Individually administered by coach and/or teacher	.86-.90 ^a .76-.94 ^b	
Early Language and Literacy Classroom Observation (ELLCO)	Classroom/literacy environment, literacy-related activities, literacy practices	Pre-, Mid-year, Post-	Observation & interview by coach and evaluation team	.66-.90 ^a .81-.90 ^c	.67-.80 ^e
Classroom Assessment Scoring System (CLASS)	Teachers-child interactions (3 domains): instructional support, emotional support, organization	Pre-, Mid-year, and Post-	Observation by evaluation team	.77-.89 ^a .84-.91 ^b .87 ^c	.45-.63 ^d

^aInternal consistency reliability; ^btest-retest reliability; ^cinterrater reliability; ^dconcurrent validity; ^epredictive validity

Recruitment and Informed Consent: Consent will be obtained from all participants in the project. The parents or guardians of the children enrolled in the five RPS Head Start sites will all be informed of the project through group and individual meetings conducted by SEELLS and/or RPS Head Start staff. In these meetings, the purpose, activities, and assessments incorporated in the project will be fully described with ample time allowed for questions. The consent form will include a summary of the information presented at the meeting, and all parents and guardians will be asked to sign a consent form for themselves and their children. They will be given time to make their decision about participating and to ask additional questions or seek further information before making a decision. Any participant may withdraw from the evaluation component of SEELLS at any time, and they will be informed of that option.

A similar procedure will be used to inform RPS Head Start teachers/instructional assistants about the project and to obtain consent for their participation. Approval for this project will be sought through Virginia Commonwealth University's Institutional Review Board (IRB) and the Federal-wide Assurance for Richmond Public Schools will be provided.

Potential Risks: The potential risks to children, parents, and teachers/instructional assistants in this study are minimal. The curricula and assessments that will be used in this project were specifically designed for use with children, including preschool aged children. There are no perceived physical risks associated with this study. Given the young ages of these children, every effort will be made to create friendly, non-threatening environments for both the instructional and evaluation components. The most probable risks might include fatigue and/or stress related to the instructional and evaluation components. Instructional and evaluation staff will be highly trained to identify any negative reactions to procedures so that appropriate action can be taken. Since all participants or their parent/guardian will sign a consent form after receiving detailed information about the purpose of the project, the activities and assessments involved, and their role(s) in them, any legal risk will be minimized to the extent possible.

Protection Against Risks: All data collected in assessments, interviews, and observations, whether by project or Head Start staff, will be protected from unauthorized use. Evaluator-collected data will be stored in locked files and entered in password-protected databases. Subject code numbers will be used to assure confidentiality. Subject code numbers will be used on all evaluator-collected data. The code number-child name key will be kept separate from all data by the evaluator. All summation of the results will be devoid of any subject identifying data.

Importance of the Knowledge to be Gained: Building scientifically based reading programs for preschool children is a critically important foundation for the development of reading skills from kindergarten forward. Understanding the degree of effectiveness of certain strategies and curricula will begin to create a body of best practices that all preschools can use to strengthen their reading programs. Further, identifying treatments that are not beneficial will be equally as important. The benefits to each individual child, such as systematic reading instruction and literature rich environments, seem to outweigh any risks involved. There will also be benefits to parents and teachers/instructional assistants in building their understanding of and practices related to early literacy development.

Collaborating Sites: The following are the RPS Head Start sites/schools where the project will take place: Adult Career Development Center, G. W. Carver Elementary, Martin Luther King, Jr. Elementary, Miles Jones Elementary, Woodville Elementary. All assessments and observations will occur at these sites. Teachers and SEELLS staff will conduct assessments and observations of the children in or around their classrooms; teachers will work with a literacy coach to learn and complete monitoring assessments for this project. RPS Head Start staff will continue to conduct assessments that are already part of the program's ongoing evaluation and assessment procedures.

Project Narrative

Abstract Narrative

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**Supporting and Ensuring Early Language and Literacy Success (SEELLS)
Virginia Commonwealth University and Richmond Public Schools**

Supporting and Ensuring Early Language and Literacy Success (SEELLS), an interdisciplinary, university-community partnership between Virginia Commonwealth University (VCU) School of Education, The Literacy Institute at VCU, and Richmond Public Schools (RPS), will enhance the RPS Head Start program by creating centers of excellence that provide high quality preschool education focusing on early language and literacy development. Through instructional and assessment strategies, curricula, professional development based on scientifically-based reading research, a summer transition program, increased family involvement, and enhanced support for children with special needs and limited English proficiency, SEELLS will promote preschoolers' successful transition to kindergarten with the early language and literacy skills necessary for reading success. SEELLS sites will serve as a permanent model of scientifically-based early language and literacy instruction and assessment in Richmond and statewide. The overarching goals of SEELLS include the following:

- Provide high-quality learning environments for *all* preschoolers to acquire critical early language and literacy skills needed for successful transition to kindergarten
- Provide ongoing professional development, classroom-based coaching, and formal educational opportunities to increase mastery of research-based theory and instruction
- Provide research-based materials and activities that support the development of preschool students' cognitive and early language and literacy skills
- Enhance home literacy environments by engaging and educating parents and families and providing practical, home-based literacy resources and materials
- Use screening and monitoring assessments to identify and individualize instruction for children at risk for reading failure

Project Narrative

Project Narrative

Attachment 1:

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Selection Criterion 1, Factor 1 Supporting and Ensuring Early Language and Literacy Success (SEELLS), an interdisciplinary, university-community partnership between Virginia Commonwealth University (VCU) School of Education (SOE; Departments of Teaching and Learning and Special Education and Disability Policy), The Literacy Institute (TLI) at VCU, and Richmond Public Schools (RPS), will enhance the local Head Start (HS) program by creating centers of excellence that provide high quality preschool education focusing on early language and literacy development. SEELLS will promote at-risk preschoolers' successful transition to kindergarten with the language and literacy skills needed for reading success. The SEELLS project design emphasizes the following scientifically-based reading research (SBRR) components: 1) explicit, systematic instruction (Ehri et al., 2001); 2) dynamic assessment (McMaster, Fuchs, Fuchs, & Compton, 2005; O'Connor, 2000; Vellutino, 1996); 3) enhanced, literacy-focused curricula (Bredekamp, Morrow & Pikulski, 2006); and 4) ongoing, intense professional development and coaching (PD; Ramey & Ramey, 2007; Walpole & McKenna, 2004). Additional project components target increased family involvement and enhanced support for children with special needs and/or limited English proficiency (LEP). SEELLS sites will serve as a permanent model of scientifically-based early language and literacy instruction and assessment in Richmond and statewide.

SEELLS is based on learning goals derived from SBRR and early learning standards from the NAEYC, IRA, HS, and the Virginia Department of Education (VDOE). SEELLS will provide daily, explicit, and systematic instruction targeting preschoolers' oral language skills, phonological awareness, print awareness, and alphabet knowledge using the *Houghton Mifflin Pre-K: Where Bright Futures Begin (HM Pre-K)* curriculum, which is based on SBRR (Adams, 1990; Bowman, Donovan & Burns, 2000; Neuman, Copple & Bredekamp, 2000; NIFL, 2000;

Snow, Burns & Griffin, 1998) and focuses on the key areas of Early Reading First (Bredekamp, Morrow & Pikulski, 2006).

Selection Criterion 1, Factor 2: Purpose 1 RPS HS, a comprehensive child

development program, is designed to help economically disadvantaged children achieve their full potential. The RPS HS program currently serves a total of 576 three- to five-year-old children in classrooms located in 15 local schools and 3 community child care centers. RPS HS is currently seeking NAEYC re-accreditation for its program sites. The SEELLS project will specifically target RPS HS sites serving those children considered most at-risk and/or disadvantaged in order to provide such children (and their families) with optimal support and enhanced learning opportunities in the areas of early language and literacy skills. The RPS Director of Instruction, RPS HS Program Director, and SEELLS Project Director collaboratively identified **five sites** (see Appendix A) for SEELLS, which together serve **236 children** (ages 3 to 5) in **13 classrooms**. Site selection criteria were based on program strengths/capacities and community needs and included the following: administration and staff strength and tenure, teacher qualifications/credentials, family accessibility, number of children enrolled at least two years, and significant risk factors for enrolled children. SEELLS sites serve 100% minority children, 100% low-income children (eligible for free lunch), and at least 10% children with special needs. In addition, sites in neighborhoods with high concentrations of individuals with LEP and public housing and/or high crime and teenage pregnancy rates were prioritized. Classrooms at the five targeted sites are well-equipped and adequately staffed by full-time certified teachers and instructional assistants who meet the highly qualified standards of NCLB. Teacher retention rates are high, and the average daily attendance rate for enrolled children is approximately 90% (see Appendix A for details).

RPS HS classrooms use *Educating Young Children: Active Learning Practices for Preschool and Child Care Programs* (High/Scope; High/Scope Educational Research Foundation, 2004) as a framework for classroom organization and structure. *High/Scope* focuses on child-initiated, active learning in enriched learning environments, is congruent with national guidelines, and has well-documented outcomes including long-term school success and subsequent employment. RPS HS effectively addresses children's social-emotional and physical-nutritional development using specific, nationally-recognized curricula (e.g., *Al's Pals: Kids Making Healthy Choices*) implemented in all classrooms. In 2006, after a review of early literacy curricula that met state and national Reading First priorities, RPS administrators and teachers adopted *HM Pre-K* as a basis for curricular planning, instruction, and documentation of student progress. *HM Pre-K* is implemented within the *High/Scope* framework to ensure best practices in early childhood education. Other RPS HS-VCU SOE collaborative projects have implemented *HM Pre-K* recommendations and developed curricular supplements to better meet the needs of three-year-old, special needs, and LEP children.

2004-05 RPS HS results from the National Reporting System indicated that children met or exceeded national standards in most developmental domains, and recent data from the Phonological Awareness Literacy Screening, Pre-K version (PALS-PreK) documented program-wide learning gains in name writing and nursery rhyme awareness; however, based on assessment results, RPS HS identified the following areas of significant need: phonological awareness (beginning sounds, rhyme awareness), alphabet knowledge, print/word awareness, and vocabulary development. Family involvement was also identified as a significant need based on RPS HS 2007-08 parent participation data from the five targeted sites. These needs will be specifically addressed within the scope of SEELLS.

Selection Criterion 1, Factor 2: Purpose 2 SEELLS will develop high-quality, language-focused and print-rich environments where children are provided daily opportunities to develop enhanced oral language abilities and critical early literacy skills (phonological awareness, alphabet knowledge, print awareness) predictive of reading success. SEELLS will provide PD and instructional support to teachers to ensure that all learning objectives are assessed, explicit lessons are embedded in classroom activities, appropriate teaching practices are used, and SBRR early literacy strategies are incorporated in all activities. SEELLS coaches (including one coach with experience in Early Childhood Special Education (ECSE) and one coach with experience in ESL) will provide ongoing support to assist teachers in using screening/monitoring data to plan and implement scaffolded small group and/or individualized intervention for children, including those with special needs and/or LEP. Explicit, intentional daily instruction will promote early language and literacy skills and conceptual background knowledge within a balanced schedule. Instruction will typically begin with teacher-led activities, moving to increased independent learning in whole group settings, accompanied by small group instruction and practice, and followed by independent practice.

SEELLS will support and assist RPS HS teachers and instructional assistants in implementing the *HM Pre-K* comprehensive and integrated preschool curriculum. *HM Pre-K* provides all children with balanced, cognitively challenging, and developmentally appropriate enriched learning experiences to build foundational skills needed to succeed as lifelong enthusiastic learners. Using a “hands-on, minds-on” approach, *HM Pre-K* provides daily opportunities for teacher-led whole and small group instruction and child-initiated investigation within a flexible, yet structured framework. The program is based on scientific research and is aligned with key critical Pre-K learning goals, including those defined by Early Reading First,

Head Start, NAEYC, IRA, NCTM, and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* (2007).

HM Pre-K's strong focus on early language and literacy development offers children frequent and varied embedded learning opportunities for developing critical early literacy skills. Ten themed units use engaging, high-quality children's literature and coordinated learning opportunities to support language and literacy development throughout the full school day. The child-centered topics present content consistent with and relevant to preschool children's life experiences. Integrated activities for group times and learning centers promote children's language, literacy, social-emotional, and motor development and provide enhanced learning in science, social studies, music, art, math, and technology. Utilizing a daily predictable schedule, *HM Pre-K* includes explicit, intentional instruction and activities in phonological awareness, oral language, print awareness, and alphabet knowledge during regular routines of Meeting Time (15-20 minutes), Story Times (15-20 minutes), and Circle Time (15-20 minutes). Additionally, children are provided daily opportunities for child-initiated, literacy-enriched learning in play centers promoting independent exploration and practice during Center Time (45-60 minutes), a cornerstone component of the *High/Scope* framework. Children are provided opportunities for rich conversation each day using *High/Scope's* Plan/Do/Review approach.

Teacher expectations are clearly described in the *HM Pre-K* instructional manuals, providing both learning content and best-practice SBRR teaching strategies to promote enriched learning experiences. Through teacher modeling and easy-to-follow explicit lesson plans, teachers are able to scaffold instruction to meet children's individual language and literacy needs. Children develop oral language and vocabulary skills through extended conversations and experiences with a variety of literature, music, rhymes, chants, poetry, and pictures. Sustained,

independent exploration of integrated, literacy-enriched learning centers provides children with daily opportunities to expand their understanding of the world around them and build conceptual knowledge. Ongoing, embedded/informal assessment opportunities and suggestions for lesson modifications support teachers in planning for multiple ages and special needs and LEP children.

Oral language proficiency is a foundation for reading proficiency (Adams, Foorman, Lundberg, & Beeler, 1998; Moats, 2001). All children in SEELLS will demonstrate significant gains in oral language skills, including receptive and expressive skills, and conceptual background knowledge; LEP children will show enhanced growth in English language acquisition. Research demonstrates that reading aloud to children with interactive discussions to introduce new vocabulary and language structures builds early language and literacy skills (Lonigan & Whitehurst, 1998). Rich conversations connected to high-quality reading experiences help children to better comprehend the story and build conceptual knowledge (Morrow & Gambrell, 2004; Storch & Whitehurst, 2002; Bus, van Ijzendoorn, & Pellegrini, 1995). Research also supports enhanced quality and quantity of teacher-child conversations and interactions throughout the instructional day (Dickinson, 1994; Early et al., 2007; Hart & Risley, 1999). Moreover, cognitively challenging conversations support children's understanding of literate acts (Rosemary & Roskos, 2002), emergent literacy (Smith & Dickinson, 1994), and reading growth (Taylor, Peterson, Pearson, & Rodriguez, 2002). The SEELLS instructional program will increase the quality and quantity of interactions between children and teachers (Early et al., 2007; Hart and Risley, 1995), as well as encourage the integration of new vocabulary in multiple contexts (Gray, 2003) through large and small group interactions and individual interactions with peers and adults. Explicit oral language and vocabulary instruction will be offered daily during whole group morning meetings and read-alouds and in small groups

using *HM Pre-K* lesson plans and materials. SEELLS staff will model and support SBRR practices and high quality interactions to build teacher knowledge and use of best practices for enhanced language learning for children.

Research supports the need for literacy-enriched dramatic play settings (Neuman & Roskos, 1992; Whitehurst & Lonigan, 1998) that represent real-life contexts to enhance young children's language and literacy development. Whitehurst and Lonigan (2001) found that dramatic play provides a rich context for language use and cognitive problem-solving skills; as teachers model the use and function of literacy-related materials, children, including those with special needs, increase the quality and quantity of literacy interactions (Morrow & Gambrell, 2004; Neeley et al., 2001; Vukelich & Christie, 2004). SEELLS will enhance classroom dramatic play settings with curriculum-coordinated props adaptable to the needs of all children. Coaches will support teachers in effectively modeling the use of literacy props and enhancements to promote quality use and interactions.

SEELLS will significantly improve children's phonological awareness and alphabet knowledge skills. The ability to hear, recognize, and manipulate sounds in words and the ability to associate letter sounds with their corresponding graphemes are strong predictors for early reading success (Ehri & Roberts, 2006; Stanovich, 1986; Vellutino et al., 1996; Wagner et al., 1994). Children begin to develop phonological awareness through oral language experiences, such as chanting poems, singing songs, and clapping the sounds they hear in words/sentences as they sing and chant (Adams, 1990, 2001; Carroll, Snowling, Hulme, & Stevenson, 2003; Srickland & Schickedanz, 2004). Snow, Burns & Griffin (1998) state that young children's literacy abilities are best advanced through a structured, researched-based sequence of skills such as those available in *HM Pre-K*. Daily brief targeted lessons based on the phonological

awareness continuum defined by scientific research (NIFL/NRP Report, 2000; Adams, 1990; Snow, 1998) are provided through teacher-directed, modeled, and independent practice experiences. Children move from early broad-based skills of rhyme and alliteration to syllables, onset-rime, and, finally, phoneme awareness. Alphabet knowledge is a key precursor to early reading success (Adams, 1990). Children in SEELLS classrooms will be actively engaged in daily explicit, systematic instruction focused on alphabet knowledge, such as reciting the alphabet in sequence, recognizing and writing letters in their names, increasing focus on letters in words, and associating letters with corresponding letter sounds. Alphabet learning will be connected to meaningful activities involving curriculum literature, songs, chants, and manipulatives, and accompanied by opportunities for focused repetition and frequent review.

SEELLS will also increase children's knowledge of the purposes and conventions of print (book handling skills; left-to-right and top-to-bottom progressions; concepts of letter, word, and sentence) and awareness that print carries meaning (Justice & Ezell, 2004; Snow et al., 1998). Concepts of print will be explicitly taught using *HM Pre-K* big books, charts, poems, and other environmental print supported by specific teacher questioning and modeling to focus children's attention to various aspects of print. SEELLS will support teachers in providing frequent and varied opportunities for children to use emerging print knowledge in interactive reading and writing activities in classroom and home environments. Experiences with beginning writing are important for early language and literacy development. Children experiment with the functions and conventions of writing and learn about letters, sounds, and the meaning of text (Schickendanz & Casbergue, 2004). SEELLS will support teachers in the provision of enhanced, varied opportunities for children to observe and engage in meaningful writing experiences daily.

The transition to kindergarten is an important time in children's lives and strongly influences positive school adjustment. Forming social and informational links between preschool and kindergarten promotes successful transition (Pianta & Kraft-Sayre, 2003). Transition meetings and activities for children, families, and teachers will begin in spring, extending through the summer and early fall. Kindergarten teachers will be invited to attend SEELLS transition-focused monthly workshops with preschool teachers to plan and implement transition meetings/activities. Parents will have opportunities to learn about kindergarten readiness, early literacy development, and ways to support children through the transition process.

SEELLS will provide a five-week, full-day summer transition program for all children as an extension to the regular school year and as a bridge for children moving from preschool to kindergarten and children returning for their final preschool year. The summer program for 4-year-olds will be taught collaboratively by preschool-kindergarten teaching teams and will provide continued instruction in and reinforcement of early language and literacy skills as well as important experiences and information (expectations, procedures, activities) for children/families to promote successful transition to kindergarten. The summer curriculum unit will be drawn from the ten *HM Pre-K* themed units and connected through a common theme titled "Changes We See." The summer program for 3-year-olds will be held in HS classrooms and focus on reinforcing children's emerging language and literacy skills as they transition to the 4-year-old classroom. Teachers of 3-year-olds will meet with teachers of 4-year-olds to discuss and share important information regarding each child's transition needs. SEELLS will ensure parents have opportunities to discuss their child's ongoing literacy development and ways to support successful transition.

The following chart defines the scope, grouping options, and examples of instructional strategies of the enhanced curriculum throughout the school year and summer program.

Instructional Groupings and Strategies					
Curricular Areas of Focus	<i>HM Pre-K Curriculum Materials</i>	Whole grp., explicit instruction	Small group/skill application	Individual teacher facilitation	Small group and Individual LEP/Special Needs
Oral Language, Vocabulary, Conceptual Background Knowledge	Oral language cards, rhyme/chant posters, sing and share kits, read-alouds	Vocabulary instruction, group discussions and story-telling, language experience stories	Teacher-guided conversation, dramatic play, writing, computer activities w/ new concepts & vocabulary	Teacher-facilitation of children's discussions about concepts & vocabulary	Explicit instruction, cooperative learning, modeling oral language, hands-on activities, sheltered instruction, translation/inter-language support, multilingual books on tape/CD
Phonological Awareness	Alphafriends kit, games, manipulatives, writing materials	Introduction and review through poetry, music & listening activities	Systematic instruction & guided application	Supported application in learning centers	Practice with adapted materials, practice with software, word sorts
Print Awareness	big books with content links, read-alouds, Little Hands Library	Language experience, labels/print re: monthly theme, re-reading	Teacher modeling & instruction in writing, dramatic play, & library ctrs.	Teacher reinforcement in concepts for supported application	Practice with adapted materials & assistive technology, shared writing, re-reading of familiar text
Alphabet Knowledge	Alphafriends letter and language kit, letter manipulatives	Introduction of letters; music, poetry and reading activities	Systematic instruction & guided practice with alphabet games, etc.	Individual practice with alphabet books, games & software	Practice with alphabet materials using VAKT approaches, sorting activities

Research indicates young children's rate of vocabulary growth is significantly influenced by the number of words and variety of conversations they hear (Hart & Risely, 1995; Snow et al., 1995). In addition, shared storybook reading between children and adults is an effective way for parents to support early language and literacy skill development (Ezell & Justice, 2005; Lonigan & Whitehurst, 1998). Home environments of low-income families are characterized by

significantly fewer language opportunities for children (Hart & Risely, 1995) and limited access to children's books (Binkley & Williams, 1996). The SEELLS family literacy team (family literacy coordinator and two family literacy educators) will implement a multifaceted family component to support families in the development of a language- and literacy-rich home environment. The family literacy team, literacy coaches, and classroom teachers will engage and educate families through monthly events based on early language and literacy research. Family events will be conducted at times/locations convenient to families and include childcare and refreshments. SEELLS sites are located in three different parts of the city; therefore, three separate family events will be held each month to target each geographical area (24 total events per year). The family literacy coordinator will also collaborate with the United Way of Greater Richmond and Petersburg, Success By Six and the Richmond Public Library to train and support teachers in implementing the *Raising a Reader (RaR)* program with children/families in their classrooms. This program promotes a strong home literacy environment using take-home bookbags full of high-quality, culturally diverse picture books and a video of parent read-aloud strategies. Bookbags are rotated and incentives are provided for families to use their local libraries. *RaR* has been shown to increase the amount of time parents and children read together, frequency of library visits, and kindergarten readiness skills (print/book knowledge and story comprehension; Harvard Family Research Project, 2006). To build children's home libraries, parents will receive a unit-related book each month. Family literacy educators will conduct neighborhood and home visits in collaboration with RPS's Parent Resource Center, Mobile Unit, allowing them to assess children's home literacy experiences using the Adult-Child Interactive Reading Inventory (ACIRI; DeBruin-Parecki, 2007), model effective literacy practices, and provide resource and referral services. Finally, early literacy parent tip sheets, parent-friendly

educational booklets, and informational bookmarks, along with bi-annual parent-teacher conferences, will provide additional support for home literacy learning.

Selection Criterion 1, Factor 2: Purpose 3 SEELLS envisions literature-rich preschool classrooms filled with books, environmental print, and literacy materials that support the needs of all children, including those with special needs and/or LEP. The language and print richness of the classroom environments will be enhanced by: 1) developing classroom libraries of varied, high-quality children's literature, including books reflecting children's cultures, for in-class and take-home use; 2) increasing visibility and variety of meaningful print; 3) promoting daily routines and practices that enhance oral language skills through quality peer and adult-child conversations in whole and small group interactions, interactive read-alouds, language- and literacy-enriched dramatic play, and children's interactive, independent reading and writing experiences; 4) developing enriched integrated learning centers to support children's hands-on investigation and learning that increases vocabulary, conceptual background knowledge, and emergent writing skills; 5) providing a desktop computer, high-quality literacy software connected to curriculum themes, printer, adaptive peripherals, a listening center with recorded books for repeated readings, and a digital camera for each classroom to enrich children's reading and writing experiences; and 6) developing literacy resource kiosks at each site with take-home and check-out materials to support families and children in early language and literacy home activities and English language acquisition.

Preschoolers, especially those at risk for reading difficulties, benefit from exposure to high-quality language and literacy environments (Snow, Burns, & Griffin, 1998; Burns, Griffin, & Snow, 1999). Snow, Burns, and Griffin (1998) suggest effective early literacy classrooms integrate high-quality early childhood practices with specific materials and strategies for

enhanced language and literacy learning. Central to the enhanced literacy environment will be an extensive classroom library, coordinated with *HM Pre-K*, of high-quality children's literature that includes fiction and non-fiction, big books, predictable texts, varied alphabet and rhyming books, recorded books, electronic books, poetry, and culturally sensitive and multilingual texts. With increased opportunities to interact with environmental print, books, and writing materials, young children begin to understand the forms and functions of print and story structures, recognize known letters and words, pretend-read favorite stories, and use emerging writing abilities to create personalized work (Snow, Burns, & Griffin, 1998). Research supports the use of computers in preschool as an effective tool for teaching and practicing early language and literacy skills (NRP, 2000; Whitehurst & Lonigan, 2001). The listening center, desktop computer, printer, and theme-related literacy software will increase children's daily experiences with and knowledge of technology. Teachers will receive PD and coaching on effective ways to integrate and encourage children's use of technology to enhance language and literacy learning.

Using results from observational measures including the Early Language and Literacy Classroom Observation (ELLCO) Toolkit and the Classroom Assessment Scoring System (CLASS), SEELLS coaches and teachers will work together to enhance the classroom environment with early reading and writing materials coordinated with ongoing content themes and topics. Teachers will be supported in creating environments that reflect thoughtful, integrated classroom organization that is aesthetically pleasing and intellectually and emotionally nurturing and supportive for children's learning experiences. Through ongoing PD and coaching, SEELLS will support teachers in daily modeling of meaningful reading and writing behaviors connected to children's interests and ongoing learning experiences.

Selection Criterion 1, Factor 2: Purpose 4 Using adult learning/systems change

approaches, SEELLS will provide an intensive PD program to increase administrator and teacher knowledge and application of SBRR theory, assessment, and instruction; high-quality teacher-child interactions in preschool classrooms; and implementation of SBRR-based preschool curriculum (Birdyshaw, 2006; Dickinson & Brady, 2006; Gray, 2008; IRA, 2004; Mashburn et al., 2008; McKenna & Walpole, 2008; NCREL, 2004; Poglinco et al., 2003; Walpole & Meyer, 2008). The SEELLS PD model applies research-based methods from the National Research Council's *How People Learn* (HPL; Bransford, Brown, & Cocking, 2000) to ensure methods are learner-centered (build on prior knowledge, values, and interests), knowledge-centered (provide substantive SBRR with support for understanding), assessment-centered (use formative assessment to check for understanding), and community-centered (encourage ongoing collegial dialog and application). Current standards of the National Staff Development Council are also used, emphasizing data-based decision-making and intensive mentoring to improve instruction and child outcomes.

The SEELLS PD program will prepare teachers/instructional assistants and administrators to: 1) demonstrate understanding of researched-based early language and literacy content and pedagogy, recognizing links between national, state, and local priorities and *HM Pre-K*; 2) effectively integrate new instructional methods to increase children's oral language skills, phonological and print awareness, alphabet knowledge, and English language acquisition skills into the *High/Scope* framework to create a cohesive researched-based instructional plan; 3) meet the needs of diverse children including those w/ LEP and/or special needs; 4) implement *HM Pre-K* with fidelity; 5) use observational and self-monitoring methods to improve the structural (materials, supplies) and process (instructional interactions and practices) quality of the

classroom learning environment; and 6) administer, score, and interpret screening and child progress measures to improve and inform instruction for all children.

SEELLS will provide an intensive, two-tiered PD program. Tier 1 PD for teachers and instructional assistants will consist of 4-day summer institutes, monthly full-day workshops, and weekly literacy coaching (demonstration, observation, feedback, and planning). To ensure full and consistent participation, Tier 1 PD will be coordinated with other RPS PD (to include 4-6 RPS-sponsored, system-wide PD sessions on *HM Pre-K* implementation offered throughout the year) and classroom substitutes will be provided by RPS. Tier 1 content will focus on increasing teacher knowledge of SBRR and strengthening application of theory to practice by connecting *HM Pre-K* components to SBRR and providing coaching for implementation fidelity. In addition, teachers/instructional assistants will receive group and individualized PD based on the CLASS, ELLCO, and *HM Pre-K* implementation fidelity data to improve overall instructional processes and practices, enhance the language and literacy environment, and ensure effective curriculum implementation. Results from child-level assessments completed by the evaluation team and teachers/coaches will regularly inform Tier 1 workshops and teacher-coach discussions to support curriculum decision-making linked to ongoing assessment.

Tier 1 PD activities are linked to weekly classroom-level coaching through the use of rubrics for effective SBRR instruction. Each monthly workshop presents SBRR with related assessment and instructional strategies linked to current curricular units of *HM Pre-K*. Monthly workshops employ the HPL framework (Bransford, et al. 2000) by leading participants in reflection on current teaching practices, introducing new SBRR content, applying new learning to current unit planning, checking for understanding, and collaborating with coaches about

curriculum implementation using SBRR-based rubrics. These rubrics also promote fidelity of curriculum implementation.

The SEELLS coaching model incorporates the same framework at the individual classroom level, using the SBRR rubric in collaborative coaching with a reflection-demonstration-observation-feedback cycle that is well-documented in the coaching literature (Walpole & Meyer, 2008). Coaches and teachers meet weekly to collaborate on SBRR curriculum implementation and develop coaching plans that outline specific coaching activities and timelines. Integrated instructional and coaching goals are developed based on: 1) SBRR rubrics from monthly workshops; 2) *HM Pre-K* implementation fidelity data; and 3) classroom observations (CLASS, ELLCO). In addition, classroom instructional and coaching plans use individual and classroom-level assessment profiles (PALS-PreK, IGDIs, PPVT) for more effective individualization of SBRR instruction. Classroom-level observational assessments (CLASS, ELLCO) are the basis for collaborative goal setting and progress monitoring to enhance the classroom environment and critical interactions/processes that support early language and literacy learning (Mashburn et al., 2008). Based on the CLASS model, the PD coordinator, coaches, and teachers/instructional assistants will also use videotaping and online video resources along with a collaborative review, analysis, and reflection process to improve critical processes/behaviors (e.g., teacher-child interactions) and routines within classroom environments. Summaries of implementation progress are created by teachers, coaches, and the evaluator so that the PD coordinator can use this information for planning monthly workshops.

The following table illustrates the content, scope, and sequence of Tier 1, as well as the frequency and duration of specific components.

TIER 1			
Content	Methods and Providers*	Materials	Frequency and Duration
Scientific-ly-based reading research	•SEELLS Summer Institute I, II, III F,C,R •Monthly workshops F •In-classroom coaching/mentoring C	<i>Preventing Reading Difficulties in Young Children; Report of the National Reading Panel; No Child Left Behind: A Desktop Reference; and related materials</i>	•Annual, 1 day •Monthly, 1 hour •Weekly, 1 hour
VA preschool guidelines & kindergarten standards	•SEELLS Summer Institute I, II, III F,C,R	VA Preschool Building Blocks; VA Milestones of Child Development & Competencies for Early Childhood Professionals; VA Kindergarten SOLs	•Annual, ½ day
Curricular enhancements and unit development	•SEELLS Summer Institute I, II, III F,C,R •Monthly workshops F	<i>Houghton Mifflin Pre-K: Where Bright Futures Begin</i>	•Annual, 1 day •Monthly, 2 hours
Screening, progress monitoring, updated planning, scaffolding instruction	•SEELLS Summer Institute I, II, III F,C,R •Monthly workshops F •In-classroom Coaching/Mentoring C	PPVT, PALS-PreK, IGDIs, Pre-LAS assessments; assessment data summaries; curriculum-based assessments; lesson planning documents	•Annual, 1 day •Monthly, 1 hour •Weekly, 1 hour
Meeting needs of diverse learners (LEP, special needs)	•SEELLS Summer Institute I, II, III F,C,R •Monthly workshops F •In-classroom coaching/mentoring C	<i>Building Blocks for Teaching Preschoolers with Special Needs; One Child, Two Languages; Reading, Writing & Learning in ESL; SIOP</i>	•Annual, ½ day •Monthly, ½ hour •Weekly, 1 hour
Enriching & modifying the environment	•SEELLS Summer Institute I, II, III F,C,R •Monthly workshops F •In-classroom coaching/mentoring C	CLASS and ELLCO assessment results and summaries; videotapes of instruction and interactions, online video resources/exemplars	•Annual, 1 day •Monthly, 1 hour •Weekly, 1 hour
Implementing enhanced learning activities	•In-classroom coaching/modeling/observation/feedback C	PD implementation rubrics; unit plans & instructional materials, instructional technology; feedback from ELLCO assessment	•Weekly, 1 day
Educating and involving parents and families in early literacy development	• SEELLS Summer Institute I, II, III F,C,R,FT •Monthly workshops F,FT •In-classroom coaching/mentoring C	Unit books & materials for home activities; child assessment data/summaries; family literacy activities; curriculum-based extensions for home use; RaR training and implementation	•Annual, ½ day •Monthly, 1 hour •Biweekly, ½ hour
Transition to	•Monthly workshops	<i>Successful K transition: Guide</i>	•Annual, ½ day

kindergarten	F,C,R,FT •Teacher visits, planning meetings at local schools with PreK & kindergarten F,C,R,FT	<i>to connecting children, families, and schools; curricula; VA standards for PreK and K</i>	•Monthly, 2 hours (Spring and Summer)
*Providers of Professional Development: F = SEELLS Faculty, Professional Development Coordinator; C = SEELLS Coaches; R = RPS Staff; FT=Family Literacy Team			

Tier 2 PD offers all SEELLS degreed teachers and administrators an opportunity to earn an Early Literacy Certificate through six graduate-level courses taught by SEELLS faculty (PI, co-PI's, Evaluator) and/or PD coordinator (with assistance from SEELLS coaches and other coordinators). Courses are described below and combine research-based content with application-oriented assignments specific to implementation of *HM Pre-K*. Scholarships for Tier 2 courses will be available for teachers and administrators. Upon completion of the Tier 2 program, teachers and administrators will be RPS "literacy leaders" capable of conducting teacher workshops on early language and literacy, promoting sustainability of the SEELLS model.

TIER 2: Early Literacy Certificate (6 Graduate Courses)	
Course	Sample Learning Activities
Early Language & Literacy Development	<i>Using child assessment data, create a classroom profile and instructional plan for the early language/literacy development of your students.</i>
The Literacy-Rich Preschool Classroom	<i>Analyze literacy emphasis in your classroom environment using the ELLCO and develop a literacy enrichment plan.</i>
Preschool Language & Literacy Assessment	<i>Assess 3 children with PPVT, IGDIs & PALS-PreK, and curriculum-based assessment; score and enter data on websites; create reports for parents with strategies to promote home literacy learning.</i>
Early Literacy Instructional Methods	<i>Videotape instructional activities and evaluate self using CLASS; use 2 different shared reading approaches with your class; check for children's understanding and design 2 follow-up choice activities to extend vocabulary and concepts into learning centers.</i>
Meeting the Needs of Diverse Learners	<i>Modify literacy materials & environment with augmentative communication methods (e.g., visual cues, digital versions of books, adapted books, unit vocabulary props).</i>
Family Involvement in Early Literacy	<i>Plan a family workshop & design a family newsletter that extend a current early literacy unit to home activities; seek feedback from families and reflect on modifications needed to increase family involvement.</i>

Frequency and Duration: One course will be offered each fall and spring semester over a three-year period. Each course will include 15 weekly, two-hour class meetings on-site and 15 weekly, one-hour online Blackboard discussion groups, for a total of 45 hours per semester.

Total Early Literacy Education Certificate = 18 credits

Selection Criterion 1, Factor 2: Purpose 5 The RPS HS program uses specific tools to assess children's developmental status and monitor progress, including the Child Observation Record (COR) and Developmental Indicators for the Assessment of Learning (DIAL). PALS-PreK is also used to screen children and individualize instruction. SEELLS will supplement the PALS-PreK with additional measures of early language and literacy skills, including a standardized measure of language proficiency for LEP children. The table on pages 31-32 lists screening and monitoring measures, constructs measured, administration time points and methods, persons responsible, and psychometric properties. Performance on screening measures will provide baseline/pre-intervention data for the purposes of effective identification of children with LEP and/or at-risk for reading failure, as well as evaluation of program effectiveness.

Monthly embedded, curriculum-based assessments and bimonthly progress monitoring (full IGDIs and two subtests from PALS-PreK: Alphabet Knowledge, Print/Word Awareness) will target each critical early language/literacy skill and inform ongoing development and modification of individualized instructional plans. An informal observational tool derived from the TESOL Pre-K ELP Standards Document (TESOL, 2006; see ELA plan) will be used to monitor progress of LEP children. SEELLS PD will provide comprehensive training and ongoing support to teachers in administering/scoring assessments and recording, interpreting, and communicating results. RPS will also sponsor formal training by *HM Pre-K* developers on using curriculum-based data to inform instruction. Screening and monitoring results will be presented and discussed by literacy coaches and teachers at weekly planning meetings to ensure assessment data are interpreted and used to improve instruction for individual children.

Selection Criterion 1, Factor 3 Following the SEELLS summer transition program (as described in Selection Criteria 1, Factor 2, Purpose 2), children from SEELLS classrooms will transition into settings that clearly support the use of SBRR strategies. RPS has created an in-house consortium of administrators and literacy coaches to share strategies learned at funded RPS Reading First schools. Participants include staff from at least three of the five SEELLS sites. RPS and VCU SOE have partnered to provide Reading First Institutes for RPS teachers and all Title I reading teachers working in SEELLS' elementary school sites. To further ensure a smooth transition for all SEELLS children, HS teachers and kindergarten teachers will meet again, prior to kindergarten entry, to share individual student data and instructional needs. RPS literacy coaches, kindergarten teachers, and Title I reading teachers will be invited to SEELLS' annual summer institute to increase cross-grade-level interactions and develop common understandings of exemplary early literacy instruction.

Selection Criterion 2 SEELLS recognizes the importance of a diverse team of professionals. As a part of VCU, SEELLS will be an Equal Opportunity Employer and will attempt to recruit and hire individuals from traditionally under-represented groups. VCU is committed to serving urban populations, including a growing non-English speaking population. SEELLS positions will be advertised in diverse publications, and project staff will reflect the makeup of the community and the children served by the project.

Selection Criterion 2, Factor 1 The principal investigator (PI; project director) provides reading and assessment/evaluation expertise, and the two co-principal investigators (co-PIs) provide PD, early childhood education, family/adult literacy, and program administration expertise. All have extensive experience implementing and managing large grants and initiatives, working with public and private agencies, and implementing federally-sponsored SBRR

programs including two Early Reading First grants. The PI, co-PIs, coordinators, RPS HS director, evaluator, and administrative director will work together to integrate all program components, monitor implementation, and improve program operations.

Individuals noted by asterisks below are members of the SEELLS management team.

Christopher Chin, Ph.D., PI/Project Director, Reading and Assessment*, is Assistant Director for Research at TLI at VCU and adjunct professor in VCU's SOE and Dept. of Psychology. He has served as evaluator and on the management team of two Early Reading First projects and is PI on a locally-funded early/family literacy grant with RPS. Chin has been PI and senior researcher on several federally-funded research projects investigating early reading development in at-risk populations. Through the Virginia Literacy Foundation, Chin has served as consultant for local and state literacy- and early childhood-related projects, including the Richmond Even Start program and United Way's Success By 6 programs. Evelyn Reed-Victor, Ph.D., Co-PI, PD and ECSE*, is an associate professor of ECSE, with expertise in personnel development. She has developed early childhood personnel preparation programs, including Project MetroREADY (early intervention in urban settings) as well as UPLink and New Connections (two interdisciplinary early childhood graduate programs). Reed-Victor's experience with PD includes working with VDOE's Training and Technical Assistance Center at VCU, Hampton University's preschool mainstreaming model, and two Early Reading First projects which are the basis for the SEELLS PD component. Mark Emblidge, Ph.D., Co-PI, Family Literacy and Administration*, is director of TLI at VCU. He has 20 years of experience in family/adult literacy and established the first statewide literacy foundation in the nation. He served 8 years as a National Institute for Literacy (NIFL) Advisory Board member and was chairman when NIFL helped fund the National Reading Panel. His K-12 experiences include starting the Virginia office of

Communities in Schools, serving as the faith-based director of Colin Powell's 1997 Presidential Summit on America's Youth, serving 8 years on the City of Richmond School Board, and currently serving as president of Virginia's State Board of Education.

Selection Criterion 2, Factor 2 Carolyn Tyler, M.Ed. in Early Childhood Education with Educational Administration endorsement, RPS HS Program Director* manages both the Early Head Start and Head Start programs for RPS and has nine years of teaching experience with HS; she will oversee RPS participation in SEELLS. **Cynthia Hutchinson, Ed.D. candidate in Reading Education, PD Coordinator**, has extensive education and experience in early literacy with over 22 years early childhood management experience; she has served as project coordinator and PD coordinator on two Early Reading First projects. **RPS-SEELLS Coordinator (to be hired)** will be a masters-level educator with background in reading development, early childhood education, and assessment and with extensive experience implementing/ managing projects within the public schools and will be hired through RPS. **Barbara Booth, Family Literacy Coordinator**, is a masters-level educator with many years experience in early childhood education and social work. She has served as coordinator and family literacy specialist for an Early Reading First project and a local early/family literacy project with RPS. **Barbara Gibson, M.L.A., Administrative Director**, is associate director of TLI and PI of the Virginia Adult Learning Resource Center. She serves as budget director for two Early Reading First grants and oversees project budgets totaling over \$9 million. **Literacy Coaches (4; to be hired)** will be experienced, certified reading specialists with backgrounds in SBRR, early literacy development, and early childhood education and will be capable of modeling research-based instructional practices and coaching preschool teachers (1 coach with experience in ECSE, universal design, and assistive technology, 1 coach with experience in ESL); **Family Literacy Educators (2; to be**

hired) will be human services professionals experienced in working directly with low-income urban and multilingual families/communities and have training and/or experience in providing reading support to families and young children. HS Instructional Staff: 26 RPS HS teachers/instructional assistants: 7 with masters, 9 with bachelors, 3 with associates; 7 instructional assistants with HS credentials (1 with CDA, 6 with some college). Summer program teachers will be experienced, certified RPS HS and kindergarten teachers.

The SEELLS management team will ensure hiring of highly qualified personnel; the project director will serve on the hiring committees of all personnel, including the RPS-SEELLS coordinator. All personnel will receive an orientation to SEELLS and to the RPS HS program. Coaches and family literacy educators (and coordinators when appropriate) will receive ongoing training focused on topics including *HM Pre-K* and *High/Scope*, SBRR assessment and instruction, CLASS, coaching, ECSE, family literacy, and English language acquisition. Trainings will be developed and conducted by the PI, co-PI's, coordinators, evaluator, consultants, and RPS-sponsored *HM Pre-K* trainers. Funding will also be allocated for all key project personnel to increase their professional knowledge and skills by attending and/or presenting at local, state, and/or national conferences.

Selection Criterion 2, Factor 3 Yaoying Xu, Ph.D., Evaluator, is an assistant professor in ECSE at VCU. Xu teaches graduate courses in assessment and intervention for young children and has served as an evaluator and assessment consultant for the 2 + 2 Early Childhood Program and STAR Child Outcomes. Xu was co-director for the federally funded Project EI/EC PREP: Preparation and Retention of Early Intervention/ECSE Personnel for High-Poverty, Linguistically-Diverse Communities. Dr. Xu will train and supervise graduate students in child assessments and classroom-based observations. Contractual training and consultation services for

implementing the CLASS and related PD and coaching tools will be provided by the Center for Advanced Study of Teaching and Learning at the University of Virginia. Training on administration of the ELLCO Toolkit will be obtained through the test publisher.

Selection Criterion 3, Factor 1 Over the past 6 months, our management team has designed a program model that will result in early childhood centers of excellence in Richmond. Regular planning sessions have resulted in a cohesive, shared vision for the successful application of SBRR in RPS HS classrooms and the increased involvement and role of families in their children's language and literacy development. All partners and their staffs have expressed a strong commitment to SEELLS' goals and objectives (see appendix E). RPS will ensure access to SBRR materials and instruction for all SEELLS children using recently adopted curriculum selected with extensive input from RPS preschool teachers. RPS will also provide in-kind support for the five-week transition portion of the SEELLS summer program, including building space, classroom furnishings, and transportation vehicles. Both the RPS HS director and the RPS-SEELLS coordinator will contribute to the overall project management and implementation, ensuring coordination of services between RPS HS sites and SEELLS project management and staff. The RPS HS director and teachers, as well as the principals of targeted sites, have demonstrated a significant commitment to meeting the educational needs of preschool children and have expressed their interest in and willingness to participate in ongoing PD activities, use research-based curriculum and instructional/assessment approaches, and enhance family literacy activities through SEELLS.

The United Way of Greater Richmond and Petersburg, Success by Six, and the Richmond Public Library have a strong history of partnering with VCU and TLI at VCU to promote school readiness and early literacy development throughout the Richmond region, particularly with low-

income, under-served preschool children within the city of Richmond. Both agencies have committed to partner with SEELLS to implement and monitor the *RaR* program to enhance home literacy environments and increase frequency of local library use. Local library branches will host selected SEELLS' family events and provide incentives for children and parents to visit the library, get library cards, and check out books.

Selection Criterion 3, Factor 2 The SEELLS budget ensures that all five sites will have high-quality, literature-rich classroom environments. About 45% of the budget will fund literacy environment enhancements and the key program staff (see budget narrative). To ensure teachers/instructional assistants will have the early literacy knowledge, skills, and experiences necessary to work effectively with preschool children, approximately 45% of the budget will fund PD, including a series of in-depth graduate courses. Because SEELLS coaches will provide ongoing training and classroom-based coaching to teachers, there will be significant overlap between enhancements and PD, creating an integrated program design. The SEELLS summer program will allow all children to receive extended preschool services. Additional instructional hours will be provided for all SEELLS children to reinforce literacy competencies and promote effective transition. SEELLS will fund summer staff, transportation, and curriculum materials. The budget narrative outlines funds needed to support curricular enhancements, personnel, and PD; sufficient funds have been budgeted to support attainment of SEELLS project goals and objectives. Providing a strong language and literacy foundation prepares children for future academic success, thereby reducing remediation costs/services and dropout rates in later grades.

Selection Criterion 4, Factor 1 The table below outlines the various SEELLS project teams, their functions, and meeting schedules.

Team Name	Participants	Functions	Meetings
Management Team*	Lead PI, co-PIs, RPS HS Director	Ensure fidelity of implementation and attainment of project goals/benchmarks within timelines, ensure personnel/partner accountability, provide supervision to and review activities/progress of project teams, hire/manage personnel, make budget decisions, review evaluator reports, implement project modifications and improvements	Bi-weekly (Year 1) Monthly (Years 2, 3)
Coordination Team*	Lead PI, PD Coordinator, RPS-SEELLS Coordinator, Family Literacy Coordinator	Coordinate and implement PD, assessment, and family literacy components; supervise coaches and family literacy educators; provide progress reports to management team and RPS administrators; promote intra- and inter-team collaboration	Weekly
PD Team	Co-PI, PD Coordinator, Literacy Coaches	Plan/develop content of PD workshops/courses; implement PD workshops/courses, and coaching; review data to inform PD/coaching	Weekly
Curriculum Team	Lead PI, RPS HS Director, PD Coord., RPS-SEELLS Coord., RPS HS Instructional Specialist, Lead Teacher	Establish specific goals, expectations, and timelines for curriculum implementation and fidelity; use observational data to monitor curriculum implementation and identify needs for PD/coaching	Bi-weekly (Year 1) Monthly (Years 2, 3)
Family Literacy Team	Co-PI, Family Literacy Coordinator, RPS-SEELLS Coordinator, Family Literacy Educators	Plan, coordinate, and conduct family literacy events (with teacher and coach support), coordinate neighborhood and home visits, provide PD to teachers in implementing <i>RaR</i> program, collaborate with community partners	Weekly
Assessment/Evaluation Team	Lead PI, Evaluator, RPS-SEELLS Coordinator, Graduate Assistants	Coordinate assessment schedules and timelines, develop and implement consent/data acquisition and sharing plan, discuss evaluation results/recommendations, complete IRB requirements, complete annual evaluation reports and presentations	Monthly
Administrative Team	Lead PI, Admin. Director, Fiscal & Admin. Techs	Review hiring and related personnel issues, review budget expenditures and updates	Monthly

*The Lead PI will serve on both the Management Team and the Coordination Team. The Management and Coordination Teams will hold joint meetings monthly throughout the project.

The following chart outlines SEELLS' key activities, timelines, and benchmarks.

Activities are shown quarterly for the first year of program implementation and are identified in relation to SEELLS project goals, which are based on the purposes in Selection Criterion 1, Factor 2. The management team will collaborate on personnel and budget decisions and ensure full project implementation is achieved within the prescribed timeframe.

Purpose 2: To demonstrate language and literacy activities based on SBRR to support age-appropriate development of early language and literacy skills.								
Activities/Strategies	Persons Responsible	Timeline						Benchmarks/Achievement Indicators
		Q 1	Q 2	Q 3	Q 4	Y 2	Y 3	
Teachers/instructional assistants and literacy coaches will meet monthly to collaboratively plan curriculum implementation	Management Team, PD Coordinator, Coaches, Teachers/ Assistants	X	X	X	X	X	X	100% participation at meetings and 11 completed units per year <ul style="list-style-type: none"> • Meeting attendance • Coach observation tools and feedback
Teach enhanced curriculum daily in whole group, small group, and individualized sessions	Coaches, Teachers/ Assistants	X	X	X	X	X	X	Daily instruction reflects use of curriculum <ul style="list-style-type: none"> • Coach observation tools • Child assessment data
Provide small group sessions for special needs and LEP children daily and individualized support as needed	Coaches, Teachers/ Assistants	X	X	X	X	X	X	Daily small group sessions <ul style="list-style-type: none"> • Coach observation • Child assessment data
Provide bimonthly family literacy events; conduct neighborhood and home visits; distribute parent tip sheets/bookmarks, and educational booklets	Family Literacy Coordinator, Family Literacy Educators	X	X	X	X	X	X	100% parent participation in program activities <ul style="list-style-type: none"> • Event attendance • Home visiting log • Results from parent surveys and observation tool

Purpose 3: To provide high-quality language and literature rich environments to support preschoolers attainment of knowledge and skills necessary for reading development.								
Activities/Strategies	Persons Responsible	Timeline						Benchmarks/Achievement Indicators
		Q 1	Q 2	Q 3	Q 4	Y 2	Y 3	
Provide support materials required for curriculum implementation (those not already available in RPS HS classrooms)	Management Team, PD Coordinator, RPS-SEELLS Coordinator	X	X	X	X	X	X	100% availability of curricular support materials <ul style="list-style-type: none"> Inventories of materials
Assess classroom environments, identify needs, and provide related materials and PD to support implementation fidelity and enhanced teacher-child interactions	PD Coordinator, RPS-SEELLS Coordinator, Coaches	X		X		X	X	100% classrooms have necessary materials <ul style="list-style-type: none"> ELLCO data CLASS data Inventories of materials Fidelity data
Establish preschool classroom libraries, to be enhanced yearly, for in-class use and family sign-out	Management Team, PD Coordinator, RPS-SEELLS Coordinator, Coaches	X				X	X	Functioning Classroom Libraries of NLT 120 books <ul style="list-style-type: none"> Catalogue of books Sign-out records
Provide classrooms with desktop computers, literacy software (with yearly software enhancements), adapted peripherals, and digital cameras	Management Team, RPS-SEELLS Coordinator	X				X	X	Functioning Computer Centers and Camera in Each Classroom <ul style="list-style-type: none"> Coach observation and reports Classroom portfolios
Provide literacy-focused education, information, and materials to parents/families through family events, <i>RaR</i> , and home/neighborhood visits	Family Literacy Coordinator, Family Literacy Educators	X	X	X	X	X	X	100% families improve home literacy environment <ul style="list-style-type: none"> Parent surveys and observation tool Participation in family events

Purpose 4: Provide a PD program based on SBRR that supports preschoolers' early language, literacy, and pre-reading development

Activities/ Strategies	Persons Responsible	Timeline						Benchmarks/ Achievement Indicators
		Q 1	Q 2	Q 3	Q 4	Y 2	Y 3	
Annual Summer Institute	Management team, PD Coordinator, RPS-SEELLS Coordinator, Coaches, Evaluator	X				X	X	100% teacher/asst. participation • Participant attendance and feedback forms
Monthly Tier I PD Workshops	Management team, PD Coordinator, RPS-SEELLS Coordinator, Coaches	X	X	X	X	X	X	100% teacher/asst. participation • Participant attendance and feedback forms
Tier I Classroom- based Coaching	PD Coordinator, RPS-SEELLS Coordinator, Coaches, Teachers/instructional assistants	X	X	X	X	X	X	Weekly coaching completed in all classrooms • Coaching logs
Tier II Graduate Courses	Management team, PD Coordinator, RPS-SEELLS Coordinator, Coaches, Evaluator	X		X		X	X	90% teacher/asst. participation • Enrollment records • Certificates awarded
Summer Transition Program	Management team, PD Coordinator, RPS-SEELLS Coordinator, Coaches	X	X	X	X	X	X	100% summer staff participation (K and Pre-K staff) • Participant attendance and feedback

Selection Criterion 4, Factor 2 Formative and summative data related to project goals

will be collected throughout all project years and will be shared systematically at multiple levels.

Child- and classroom-level data collected by coaches and/or teachers (PALS-PreK, Pre-LAS,

ELLCO, *HM Pre-K* fidelity checklist, curriculum-based) will be summarized immediately and

discussed in weekly teacher-coach meetings to inform instructional and coaching plans. Child-

and classroom-level data gathered by the evaluation team (PPVT, IGDIs, CLASS) will be shared

with the PD Team within two weeks of administration, allowing for efficient use of all child data for instructional planning and all classroom-level data for PD/coaching planning.

At the management level, to ensure project decision-making and improvement efforts are based on current evaluation data, the project director will attend monthly assessment team meetings and the evaluator will attend management team meetings on a quarterly basis, providing formative/summative assessment results and recommendations for project improvements. Summative results and recommendations will also be presented by the evaluator in an annual written report provided to the management team following each full year of project implementation. In addition, an annual SEELLS retreat will provide an opportunity for all SEELLS personnel and RPS stakeholders (RPS HS Director, RPS Director of Instruction, RPS instructional specialists, principals) to review evaluation results and recommendations, refine strategies/activities, and ensure accountability to and progress toward project goals. One classroom teacher from each site will attend to provide information from the field.

Selection Criterion 4, Factor 3 Responsibilities and number of hours each week for key

SEELLS personnel are as follows:

Position Title	Hrs./wk.	Responsibilities
PI/Project Director, Assessment/Reading	20	Coordinate key personnel and partnership, manage overall implementation, provide consultation to staff (assessment, reading)
Co-PI, PD/Early Childhood Special Ed.	8	Oversee PD component, provide PD to staff (PD, ECSE), consultation on instruction for special needs children, evaluate PD component
Co-PI, Family Literacy/Admin.	4	Oversee family literacy component, provide PD and consultation to program staff (family literacy, administration)
PD Coordinator	35	Coordinate/provide Tiers 1 & 2 PD, integrate literacy curriculum
RPS-SEELLS Coordinator	32	Coordinate and facilitate project activities (assessment/evaluation, PD, and family) w/ RPS and HS staff, schedules, and facilities
Family Literacy	20	Provide supervision and training to family

Coordinator		literacy educators, provide content/curriculum for family events, supervise implementation of <i>RaR</i>
Administrative Director	4	Manage budget and personnel-related issues
External Evaluator	10 fall/spring 20 summer	Evaluate project impact at child, classroom, and family levels; provide recommendations for improvements; provide consultation to staff (LEP, informal assessment)
Literacy Coaches	40	Provide classroom-based support, modeling, observation, and feedback; provide Tier 1 & 2 PD; participate in family events
Family Literacy Educators	40	Engage and educate parents/families, assist with family events, conduct home and neighborhood visits

Selection Criterion 5, Factors 1 and 2 SEELLS will implement a multi-faceted evaluation component coordinated by the independent evaluator and integrated into program planning and improvement by the management team to assess the effectiveness of SEELLS by employing appropriate methods and instruments to formally evaluate the program goals specified in Selection Criterion 1, Factor 1, Purposes 2, 3, and 4. The following tables outline the core assessment measures and program goals with benchmarks. All measures demonstrate good psychometric properties, are appropriate for the target population, and have short administration times.

Instrument	Construct(s)	Time point	Method	Reliabil.	Validity
Phonological Awareness Literacy Screening (PALS-PreK)	Phonological awareness, alphabet knowledge, print/word awareness, name writing	Pre-, Mid-year, Post-; Bimonthly (two subtests only); Follow-up (PALS)	Individually administered by teacher	.90 ^c	Medium to high ^d
Individual Growth and Development Indicators (IGDIs)	Expressive language, phonological awareness	Pre-, Post-; Bimonthly	Individually administered by coach and/or teacher (bimonthly); by evaluation team (pre-, post-)	.46-.89 ^b	.47-.75 ^d

Peabody Picture Vocabulary Test, 3 rd ed. (PPVT-III)	Oral language – receptive vocabulary (English & Spanish versions)	Pre-, Post-	Individually administered by evaluation team	.92-.98 ^a .91-.94 ^b	.63-.92 ^d
Pre-Language Assessment Scales (Pre-LAS 2000)	Oral language proficiency: syntax, morphology, semantics	Pre-, Mid-year, Post-	Individually administered by coach and/or teacher	.86-.90 ^a .76-.94 ^b	
Early Language and Literacy Classroom Observation (ELLCO)	Classroom/literacy environment, literacy-related activities, literacy practices	Pre-, Mid-year, Post-	Observation & interview by coach and evaluation team	.66-.90 ^a .81-.90 ^c	.67-.80 ^e
Classroom Assessment Scoring System (CLASS)	Teacher-child interactions (3 domains): instructional support, emotional support, organization	Pre-, Mid-year, and Post-	Observation by evaluation team	.77-.89 ^a .84-.91 ^b .87 ^c	.45-.63 ^d

^aInternal consistency reliability; ^btest-retest reliability; ^cinterrater reliability; ^dconcurrent validity; ^epredictive validity

Program Goal	Instruments	Year-end Benchmarks	
Provide high-quality, print- and language-rich preschool environments	ELLCO Literacy Environment Checklist	Yr 1	100% classrooms in “Adequate” range (32-36)
		Yr 2	80% classrooms in “Exemplary” range (37-41)
		Yr 3	100% classrooms in “Exemplary” range (37-41)
Provide PD and coaching to increase mastery of SBRR and effective instructional and assessment practices	ELLCO Classroom Observation and Literacy Activities Rating Scales	Yr 1	Practices improve in 80% classrooms
		Yr 2	Practices in 80% classrooms in “Exemplary” range
		Yr 3	Practices in 100% classrooms in “Exemplary” range
Enhance home literacy environment through parent/family literacy events, <i>Raising a Reader</i> program implementation, and home/neighborhood visits	<i>RaR</i> parent survey	Yr 1	50% parents improve literacy-related attitudes and behaviors (e.g., increase storybook reading frequency, library use)
		Yr 2	70% parents improve literacy-related attitudes and behaviors
		Yr 3	90% parents improve literacy-related attitudes and behaviors

Children acquire early language and literacy skills needed for successful reading development	PALS-PreK, IGDIs, PPVT – child assessments	Yr 1	70% in developmental range on PALS-PreK and IGDIs and in Average range on PPVT
		Yr 2	85% in developmental range on PALS-PreK and IGDIs and in Average range on PPVT
		Yr 3	100% in developmental range on PALS-PreK and IGDIs and in Average range on PPVT

Data and results from the evaluation will highlight program strengths and indicate weaknesses that require modification. Data collection will occur at baseline/pre-intervention, mid-year, post-intervention, and one-year follow-up to assess change over time and intervention outcomes focusing on the following levels: 1) individual child, 2) teacher and classroom, and 3) family and home. Specific child progress monitoring measures will be given on a bimonthly basis (see Selection Criterion 1, Factor 2, Purpose 5). In addition to data gathered from assessments administered by coaches/teachers, specific measures will be administered by the evaluation team at certain time points (see table above) to provide an independent perspective on progress and outcomes. The evaluation team will be comprised of graduate research assistants and assessment assistants who are trained and supervised by the evaluator, Dr. Xu.

Intervention outcomes related to children’s early literacy and language skills will be evaluated using PALS-PreK, IGDIs, and PPVT-III (and Pre-LAS for LEP children), administered to all children at pre- and post-intervention. The PALS-PreK will also be administered at mid-year and at follow-up (PALS-K). Analysis of the differences between post-test and pre-test scores on each measure using paired sample t-tests will provide results on the extent of gains. Follow-up data will provide information regarding the maintenance of gains into elementary school. Data routinely collected by RPS HS will also be relied upon to evaluate child progress and intervention outcomes. COR data are collected by RPS HS three times per year

(i.e., fall, winter, spring) and cover 32 dimensions of learning in 6 broad categories, including language and literacy. Using a quasi-experimental, nonequivalent control group design, PALS-PreK and COR data obtained from nonparticipating RPS HS classrooms/sites will allow comparison of SEELLS children with non-SEELLS children (matched on demographic characteristics) in order to determine whether the two groups of children differ significantly in performance on measures of early literacy and language skills. RPS PALS-K data will allow comparison of SEELLS and non-SEELLS children at follow-up. ANCOVA will be used to evaluate individual differences in performance on outcome measures between SEELLS children and non-SEELLS children.

Formative and summative data at the teacher and classroom level will be collected using a variety of standardized and experimental measures. The ELLCO Toolkit will be completed by literacy coaches and the evaluation team three times per year: pre-intervention (early October), mid-year (January), and post-intervention (late May). The ELLCO assesses the general and literacy classroom environments, the frequency of literacy-related activities, and the instructional approaches/practices. In addition, the evaluation team will complete the CLASS three times per year to assess the quality of teacher-child interactions in the classroom, including the areas of instructional support, classroom organization, and emotional support. Coaches will discuss results from both observational tools with teachers to facilitate instructional, environmental, and organizational enhancements and modifications. The ELLCO and CLASS will also be completed in a select group of approximately seven nonparticipating RPS HS classrooms for comparative analyses using ANCOVA.

An *HM Pre-K* curriculum implementation rating form, developed and piloted through other VCU-RPS HS collaborative projects, will be completed by literacy coaches and the

evaluation team during classroom observations of instruction to assess fidelity of instructional practices and to identify areas of focus for curriculum implementation, PD, and teacher-coach discussion. Monthly and end-of-year teacher surveys will evaluate knowledge gained and teacher satisfaction with and interests/needs for PD support.

Evaluation of intervention outcomes related to the SEELLS parent/family component will use multiple instruments administered pre- and post-intervention by the family literacy team during school-based activities, parent/family events, and/or home visits. Changes in the home literacy environment will be measured using the *RaR* parent survey, which measures parents' attitudes and behaviors related to book-sharing and library use, and the Adult-Child Interactive Reading Inventory (ACIRI; DeBruin-Parecki, 2007), an observational tool administered during parent-child storybook reading activities to assess parents' use of reading strategies discussed and demonstrated during parent/family events and home visits. Analysis of the difference between post-test and pre-test scores will provide results on the impact of the SEELLS program on the home literacy environment. Finally, data regarding attendance at parent/family-oriented program activities will also be collected.

To examine the impact of various intervention components, multiple regression models will be used to assess the differential contributions of the PD (teacher/classroom) component and the parent/family literacy component in predicting performance on the early literacy and language outcome measures. This approach to program evaluation supports fidelity of program implementation and documentation of effective methods to promote children's early reading development and subsequent school success. Accountability, sustainability, and replication strategies will be available on the SEELLS website.

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- Richmond Public Schools
- Richmond Public Schools Head Start Program
- School of Education, Virginia Commonwealth University
- United Way of Greater Richmond and Petersburg, Success by Six

**Supporting and Ensuring
Early Language and Literacy Success
(SEELLS)**

**Submitted by
Virginia Commonwealth University**

**For the 2008
Full Application
Early Reading First**

U. S. Department of Education

Project Narrative

Other Narrative

Attachment 1:

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Attachment 3:

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**Appendix A
Characteristics of Targeted RPS Head Start Sites (5)**

Site Name/ Address	Ages Served	# Served	Demographic Information	Special Needs	Program Hours/Days Weeks/Months	Number of Staff/ Qualifications/Turnover
Adult Career & Development Center (ACDC) 119 West Leigh Street Richmond, VA 23220	Ages 3 & 4	36	35 Black 0 White 1 ESL (Hispanic/Latino)	Dev Delayed = 2 Speech/Lang = 3	6 hrs/day 180 days 5 days/wk 9.5 months	Teachers: 2 Masters Degree Inst. Asst.: 1 BS; 1 CDA *Turnover rate: 0%
G. W. Carver Elementary 1110 West Leigh Street Richmond, VA 23220	Ages 3 & 4	54	54 Black 0 White 0 ESL	Dev Delayed = 1 Speech/Lang = 1 Multiple Dis = 1 Other Health Impair = 1	6 hrs/day 180 days 5 days/wk 9.5 months	Teachers: 2 BS & 1 Masters Degree Inst. Asst.: 1 AA & 2 High School with some college *Turnover rate: 0%
Martin Luther King, Jr. 1000 Mosby Street Richmond, VA 23223	Ages 3 & 4	108	108 Black 0 White 0 ESL	Dev Delayed = 9 Speech/Lang = 6	6 hrs/day 180 days 5 days/wk 9.5 months	Teachers: 4 BS & 2 Masters Degree Inst. Asst.: 2 BS & 4 High School with some college *Turnover rate: 0%
Miles Jones Elementary 200 Beaufont Hills Dr. Richmond, VA 23225	Ages 4	19	16 Black 0 white 3 ESL (Hispanic/Latino)	Dev Delayed = 1 Speech/Lang = 2	6 hrs/day 180 days 5 days/wk 9.5 months	Teacher: 1 Masters Degree Inst. Asst.: 1 AA *Turnover rate: 0%
Woodville Elementary 2000 N. 28th St. Richmond, VA 23223	Ages 4	19	19 Black 0 White 0 ESL	0	6 hrs/day 180 days 5 days/wk 9.5 months	Teacher: 1 Masters Degree Inst. Asst.: 1 AA *Turnover rate: 0%

*Turnover rates reported are based on past three school years.

Appendix D - English Language Acquisition (ELA) Plan

Language Development Approach: The SEELLS coach with ESL expertise will provide English language support and adequate classroom opportunities for the development of English language proficiency and early reading and writing skills, ensuring LEP students are prepared for formal reading instruction when entering kindergarten (Mason & Au, 1990; Mohr, 2004; Restrepo & Dubasik, 2008). When learning about subject matter, sheltered instruction modified for preschool classrooms will be implemented to ensure content-related vocabulary and concepts are clarified and explained in a meaningful way. For example, vocabulary specific to daily routines, story time, and center activities will be identified and taught within the relevant context. Methods to be employed include Total Physical Response (TPR), using physical activities to increase meaningful learning (e.g., gestures, facial expressions), Community Language Learning (learning language in a natural social setting), and Content-Based Language Teaching (school academic grade level learning) (Freeman & Freeman, 1998).

English Language Acquisition Strategies: Instructional strategies will rely on the interactionist perspective (Peregoy & Boyle, 2005), which focuses on conversation and acquisition of Basic Interpersonal Communication Skills, using the child's own progress as the indicator of acquisition, which leads to Cognitive Academic Language Proficiency (Cummins, 1979), and the social environment that facilitates language acquisition. Comprehensible input (Krashen, 1981) and comprehensible output (Swain & Lapkin, 1995) will be applied within the learning context. Respect for the home culture will be strategic to instruction. Hands-on, context-embedded activities will be used to increase English language proficiency.

Transition to English Proficiency: The SEELLS coach with ESL expertise will support teachers in promoting children's inter-language transfer by modeling sheltered learning

experiences, providing direct translation when needed, applying comprehensible input and comprehensible output, and conducting ongoing monitoring of progress and language needs. Additional needs will be met through daily small group and individual sessions, demonstration teaching, and the coach's consultative services with preschool teachers. Enhanced classroom environments will reflect the linguistic and cultural background of each LEP student and family through the inclusion of multilingual environmental print, labels, artifacts, and books, as well as recognition of customs from children's native cultures.

Professional Development: SEELLS will provide an intensive, two-tiered staff development program to promote *HM Pre-K* implementation and increase knowledge of SBRR and English language proficiency development (Birdyshaw, 2001). In Tier 1, dedicated workshop sessions will provide teachers with new instructional strategies to better meet the needs of diverse learners, including training in sheltered instruction, instructional strategies for LEP, inter-language transition, and multilingual support. Instructional strategies will be demonstrated by the coach during monthly professional development workshops and weekly classroom consultation sessions. Tier 2 will include a three-credit graduate-level course specifically designed to address approaches for language development, foundational linguistic skills, English language acquisition instructional strategies and theories for developing English proficiency.

Timeline and Measurement Tools: The SEELLS plan for enhanced language acquisition will support the development of English language proficiency for LEP children (TESOL, 2003, 2001; Thomas & Collier, 2002). During registration, parents will be asked to complete a home language survey to indicate their child's possible need for LEP services. The Pre-Language Assessment Scales (Pre-LAS; Duncan & De Avila, 1998) will be administered as an initial screening measure to determine each child's need for support. The Pre-LAS and an informal

observational tool based on the TESOL Pre-K ELP Standards Document (TESOL, 2006) will be used in authentic classroom contexts, serving as progress monitoring measures of oral language and vocabulary development to inform individualized instruction.

Appendix C - References

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Cynthia W. Hutchinson

(b)(6)

Education

2001 – present	Ed.D., Reading Development, University of Virginia
1994	Endorsement, Early Childhood Special Education, Virginia Commonwealth University
1981	M.Ed., Special Education, Emotional Disturbance, Virginia Commonwealth University
1980	B.S., Special Education, Virginia Commonwealth University

Certificate/Licensure

Commonwealth of Virginia, Collegiate Professional Teaching Certificate, Special Education – Emotional Disturbance, Mental Retardation, issued, 1980

Positions and Employment

February, 2006 to present

Virginia Commonwealth University, Richmond, Virginia

- Faculty, Project Coordinator, Richmond Early Reading First (RERF) 2-06 to 7-07
- Faculty, Professional Development Coordinator, Partnership for Excellence in Early Language and Literacy Skills (PEELLS) 8-07 to present

August, 1987 – January, 2006

First Presbyterian Church, Richmond, Virginia

- Director, First Presbyterian Preschool

September, 1983 to February, 1987

Tabernacle Baptist Church, Richmond, Virginia

- Director, Tabernacle Child Care Center

University Teaching Experience

January, 2008 – May, 2008

Virginia Commonwealth University

- Faculty, TEDU 500, *The Literacy-Rich Preschool Classroom*

September, 2007 –December, 2007

Virginia Commonwealth University

- Faculty, TEDU 500, *Introduction to Early Language and Literacy*

July, 2007

Virginia Commonwealth University

- Adjunct faculty, TEDU/ENG 351, *Children's Literature I*

January, 2007 – May, 2007

Virginia Commonwealth University

- Adjunct faculty, READ 600, *Analysis and Remediation of Reading Disabilities*, Falling Creek Elementary School

January, 2006 – May, 2006

Virginia Commonwealth University

- Adjunct faculty, taught *Exemplary Literacy Instruction* in Richmond County, Virginia

September, 2005 – December, 2005

University of Virginia, Curry School of Education

- Tempo Instructor, Richmond, Virginia
- Taught *Early Reading Development* in Louisa County, Virginia

July, 2005

University of Virginia, Reading First Academy Instructor

- Taught Kindergarten level, 1 week

June, 2005

Virginia Commonwealth University, Reading First Academy Instructor

- Taught Kindergarten level, 1 week

September, 2004 – December, 2004

University of Virginia, Curry School Of Education, Tempo Instructor, Richmond, Virginia

- Taught *Word Study* in Colonial Heights, Virginia

June, 2004

University of Virginia, Curry School of Education

- Adjunct Faculty, Reading First Academy Instructor, Richmond, Va.
- Taught Kindergarten level, 2 weeks

February, 2004 – May, 2004

University of Virginia, Curry School of Education

- Tempo Instructor, Richmond, Va.
- Taught *Foundations of Reading* in Colonial Heights, Virginia

July, 2003

University of Virginia, Curry School of Education, Adjunct Faculty,
Reading First Academy Instructor, Richmond, Va.

- Taught Kindergarten and First Grade levels, 2 weeks

November, 2002 to March, 2003

University of Virginia, Curry School of Education

- Tempo Instructor, *Early Reading Development*, Richmond City Public School, Woodville Elementary School

Presenter/Consultation/Evaluator

March, 2008

Presenter, Early Reading First FY 2007 New Grantee Meeting, New Orleans, LA, "Permanent Models" of Scientifically-based Early Literacy Instruction: Approaches and Strategies to Promote Sustainability

September, 2007

Presenter, Virginia Educational Research Association Conference, Charlottesville, Va., Assessment of the Classroom Language and literary Environment and its Influence on Early Learning and Literacy Outcomes

March 16, 2007

Presenter, Sacred Heart Center, Richmond, Virginia Developmentally Appropriate Practices, Birth – Age 8. Led workshop on DAP for preschool and school-age staff at Sacred Heart Center.

November, 2006

Presenter, Richmond Area Reading Council, Richmond, Virginia Teaching Phonemic Awareness to Pre-Kindergarten Children through Shared Reading and Writing Activities. Presented research base and findings from pilot research project.

October, 2006

Presenter, Virginia Commonwealth University Child Development Center Current national and state trends/initiatives for quality early childhood education focused on early literacy instruction.

July, 2006

Presenter, Shining Stars Conference, Virginia Beach, Virginia Creating Centers of Excellence. Presented on research based early literacy instruction and best practices.

December, 2005

Reading Consultant, Richmond County, Virginia, focus was to improve the literacy program across grades K-5 in Richmond County Elementary School.

February, 2005

Presenter, Reveille Weekday School, Preschool Curriculum workshop

February – April, 2004

Program Accreditation Validator, NAEYC

Biographical Sketch - Christopher Chin, Ph.D.

EDUCATION

2001-Ph.D., Psychology and Neuropsychology - Georgia State University
Dissertation: "The relations of phonological awareness and visual naming speed to beginning reading skills in at-risk children."
1996-M.A., Psychology, Georgia State University
1992-B.A., Psychology-Flagler College

RECENT POSITIONS AND EMPLOYMENT

2007-present Virginia Commonwealth University, Assistant Director for Research, The Literacy Institute, School of Education
2007-present Virginia Commonwealth University, Adjunct Professor, Department of Teaching and Learning, School of Education
2004-present Virginia Literacy Foundation, Program Evaluation Consultant
2002-present Virginia Commonwealth University, Adjunct Professor, Department of Psychology, College of Humanities and Sciences
2005-present Dominion Achievement Center, Co-founder and Co-director
2004-present Dominion Behavioral Healthcare, Licensed Clinical Psychologist/Pediatric Neuropsychologist
2004-2007 Virginia Commonwealth University, Early Reading First Program Evaluator, The Literacy Institute, School of Education (promoted to Assistant Director for Research)
2002-2005 Children's Hospital, Licensed Pediatric Neuropsychologist, Department of Clinical and Neuropsychology
2000-2002 Yale University School of Medicine, Child Psychology Fellow, Yale Child Study Center

RELEVANT GRANTS AND FUNDING

2007-present Principal Investigator -- "Northside Reading Foundations (NoRF)"
Grant from the Robins Foundation, Partnership for Families Northside
2006-present Program Evaluator -- "Richmond's Partnership for Excellence in Early Language and Literacy Skills (PEELLS)"
Early Reading First Grant -- U.S. Department of Education
2004-present Program Evaluator -- "Richmond Early Reading First (RERF) Project"
Early Reading First Grant - U.S. Department of Education
2007-2008 Principal Investigator - "Self-study Training and Accreditation Readiness Program (STAR): Evaluation of Child Outcomes -- Year Two."
Grant from United Way of Greater Richmond & Petersburg & the Chamber, Success by 6
2005-2006 Program Evaluator - "Self-study Training and Accreditation Readiness Program (STAR): Pilot Evaluation of Child Outcomes"
Grant from the United Way of Greater Richmond and Petersburg, Success By 6

- 1999-2001 Principal Investigator-“Understanding reading problems in at-risk children.”
Individual National Research Service Award - National Institute of Mental Health

OTHER RELEVANT RESEARCH AND EVALUATION EXPERIENCE

- 2004-present Independent Program Evaluation, Assessment Consultant projects include: Self-study Training Accreditation Readiness–United Way of Greater Richmond and Petersburg, Success By Six; Richmond’s Northside Partnership for Families; Quality Adult Literacy Data Project (QuAL-D)–Virginia Literacy Foundation
- 1999-2000 Assessment Coordinator; Senior Graduate Research Assistant
“A developmentally based preventive reading intervention for children placed at risk for reading disabilities.” (84.324M) -Grant from the Department of Education. Departments of Psychology and Education, Georgia State University, Atlanta, Georgia
- 1996-2000 Senior Graduate Research Assistant
“Treatment of developmental reading disorders.” (R01 HD 30970)
Grant from the Nat’l Inst. of Child Health and Human Development
Department of Psychology, Georgia State University, Atlanta, Georgia
- 1996-1997 Research Team Co-leader -The Asian Mental Health Project
Department of Psychology, Georgia State University, Atlanta, Georgia

RECENT MANUSCRIPTS AND PUBLICATIONS

Chin, C.E., Morris, R.D., Sevcik, R.A., and Fredrick, L. Latent variable modeling of the relations of phonological awareness and visual naming speed to subsequent reading skills in young at-risk children. Manuscript in preparation.

Chin, C.E., Morris, R.D., Sevcik, R.A., Morris, M.K., Norris, F., and Fredrick, L. The relations of phonological awareness and visual naming speed to beginning reading skills in at-risk children. Manuscript submitted to Journal of Learning Disabilities.

Reed-Victor, E., Chin, C.E., and Shaffer, C. Personality contributions to early language development and social-emotional adjustment. Manuscript submitted to Early Child Development and Care.

Cirino, P.T., Chin, C.E., Sevcik, R.A., Morris, R.D., & Wolf, M. (2002). Measuring socioeconomic status: Reliability and preliminary validity for different approaches. Merrill-Palmer Quarterly.

Chin, C.E., Ledesma, H.M.L., Cirino, P.T., Sevcik, R.A., Morris, R.D., Frijters, J.C., & Lovett, M.W. (2001). Relation between Kaufman Brief Intelligence Test and WISC-III scores of children with reading disability. Journal of Learning Disabilities. 34 (1), 2-8.

Milan, M.A., Chin, C.E., & Nguyen, Q.X. (1999). Practicing psychology in forensic settings: Assessment, treatment, and substance abuse programs. In A. Hess and I.B. Weiner (eds.), The Handbook of Forensic Psychology, 2nd Edition. John Wiley & Sons.

RECENT CONFERENCE PRESENTATIONS

Chin, C.E., Rhodes, J., Hutchinson, C., & Reed-Victor, E. (2008). Permanent models of scientifically-based early literacy instruction: Approaches and strategies to promote sustainability. Presented at the FY 2007 Early Reading First New Grantee Meeting, New Orleans, Louisiana.

Chin, C.E. (2008). "Ready" early care and education programs: Evidence from the research. Presented at the Regional Forum for School Readiness, Optimal Outcomes for Children from Birth to Five, Richmond, Virginia.

Xu, Y. & Chin, C.E. (2008). Examining the impact of learning contexts on reading development of children with different linguistic backgrounds. Presented at the American Educational Research Association 2008 Annual Meeting, New York, New York.

Chin, C.E., Hutchinson, C., Rhodes, J., & Reed-Victor, E. (2007). Assessment of the classroom language and literacy environment and its influence on child outcomes. Presented at the 2007 Virginia Educational Research Association Conference, Charlottesville, Virginia.

Yaoying, X. & Chin, C.E. (2007). Challenges in the assessment of child outcomes within private preschool programs. Presented at the 2007 Virginia Educational Research Association Conference, Charlottesville, Virginia.

Reed-Victor, E., Rhodes, J., & Chin, C.E. (2006). Personality contributions to early language development and social emotional adjustment. Presented at the 13th European Conference on Personality, Athens, Greece.

Chin, C.E. (2004). Anxiety and Psychosocial Issues in Children and Adolescents Post-trauma. Presented at the Virginia Association of Rehabilitation Nurses Conference, Richmond, Virginia.

Chin, C.E. (2004). Promoting Adaptive Coping in Children and Adolescents. Presented to the Parents Council of Private and Parochial Schools, Richmond, Virginia.

Chin, C.E. and Elmore, L. (2003). Maintaining Professional Boundaries with Patients (Children and Families). Presented at Children's Hospital Clinical Skills Day.

Suozzi, J. and Chin, C.E. (2003). Challenging Behavior and Pediatric Populations. Presented at Children's Hospital Clinical Skills Day.

Ledesma, H.M.L., Chin, C.E., Cirino, P.T., Sevcik, R.A., & Morris, R.D. (1999, February). Relations between the K-BIT and the WISC-III in children with reading disability. Poster presented at the 1999 Annual Conference of the International Neuropsychology Society, Boston, Massachusetts.

Chin, C.E., Cirino, P.T., Sevcik, R.A., & Morris, R.D. (1998, May). Socioeconomic status: Reliability within and across measures. Poster presented at the 1998 Georgia Psychological Association Annual Convention, St. Simons Island, Georgia.

Chin, C.E., Nguyen, Q.X., Mirsalimi, H., Anderson, L. P., & Schlottman, M. E. (1997, August). Asian mental health: Factors influencing attitudes toward seeking psychological services. Poster presentation at the 1997 American Psychological Association Annual Conference, Chicago, Illinois.

CURRICULUM VITAE ABBREVIATED – Evaluator

**Xu, Yaoying, Ph.D.
Assistant Professor**

Virginia Commonwealth University, School of Education
Oliver Hall Room 4046, 1015 West Main Street
P.O. Box 842020, Richmond, Virginia 23284-2020
Phone Number: 804-828-5298
Fax: 804-225-3554
Email: yxu2@vcu.edu

Education

- | | |
|------------|---|
| May, 2003 | University of Nevada, Ph.D., Early Childhood Special Education
Las Vegas, Nevada |
| Dec., 1999 | University of Nevada, M.Ed., Early Childhood/Special Education
Las Vegas, Nevada |
| Aug., 1990 | Huazhong University of Science and Technology, Post-Bac Certification, Higher
Education Teaching. Wuhan, China |
| July, 1989 | Tongji Medical University, Post-Bac Certification, College Medical English
Teaching. Wuhan, China |
| Aug., 1988 | Huazhong University of Science and Technology, BA., English Language and
Literature. Wuhan, China |

Academic Appointments

- | | |
|--------------|--|
| 2006-Present | Virginia Commonwealth University, School of Education, Richmond, VA.
Assistant Professor. |
| 2004-2006 | University of Wisconsin-Milwaukee, Milwaukee, Wisconsin
Assistant Professor |
| 2003-2004 | University of Nevada, Las Vegas, Nevada
Visiting Assistant Professor |
| 1999-2003 | University of Nevada, Las Vegas, Nevada
Graduate Assistant |

Service Activities

- President-Elect, Virginia Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC), 2007-2008
- Member, the Council for Exceptional Children (CEC) 1999-Present.
Teacher Education Division, Division of Early Childhood, Division for Culturally and Linguistically Diverse Exceptional Learners
- Member, American Educational Research Association (AERA), 2005-Present
- Member, the Association for Childhood Education International (ACEI), 2003-Present

Special Awards, Fellowships, and Other Honors

- Virginia Commonwealth University school Of Education Award for Distinguished Scholarship,

2007-2008 academic year

- Early Childhood Longitudinal Study-Birth Cohort (ECLS-B) Training Seminar, U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, January 2008
- Research Workshop Fellowship, CEC Early Career Research Workshop, 2006
- UWM School of Education Institute for Excellence in Urban Education (IEUE) research award, March 2006
- UWM Graduate school research award, July 2005
- UWM Early Childhood Research and Special Education Reading Seminar award, 2005
- University of Wisconsin-System Institute on Race and Ethnicity Award
- The Distinguished Dissertation of the College of Education, University Of Nevada, Las Vegas, 2004
- Certificate of Distinction for Exemplary Performance on the Doctoral Comprehensive Examination, 2002 (University of Nevada, Las Vegas)
- GREAT (Graduate Research Assistantship) Scholarship, 2000, 2001, 2002, Graduate College, University of Nevada, Las Vegas

Grants

Co-Principal Investigator (2007). *Developing Dynamic Classroom Measurement for Young English Language Learners*. Research Initiation Award (RIA), School of Education, Virginia Commonwealth University, submitted in March 2007. Funded in spring 2007, \$5,000.

Co-Principal Investigator (2007). *Comparing English language learners and English-only remedial readers in reading comprehension: The effects of response to intervention (RTI)*. School of Education Research Grant, Virginia Commonwealth University. Funded in January 2007, \$5,000.

Principal Investigator (2007). *Increasing Non-traditional Students' Engagement in Academic Work with TabletPC Feedback in a Hybrid Special Education Graduate Course*. Virginia Commonwealth University Center of Teaching for Excellence. Funded in January 2007; \$2,700.

Principal Investigator (2006). *Examining mother-infant interactions through linked assessment and intervention*. Institute for Excellence in Urban Education (IEUE), School of Education, University of Wisconsin-Milwaukee. Funded March 2006, \$15,000.00.

Principal Investigator (2006). *Reexamining the appropriateness of assessment tools in identifying disabilities of young children with diverse cultural and linguistic backgrounds*. Institute on Race and Ethnicity, University of Wisconsin System, Funded summer 2006, \$3,500.00.

Co-Director (2005). U.S. Department of Education, Personnel Preparation to Improve Services and Results for Children with Disabilities; Combined Priority for Personnel Preparation: CFDA 84.325K: *Preparation and retention of early intervention/early childhood special education personnel for high-poverty, linguistically-diverse communities (Project EI/EC PREP)*. Funded January 1, 2006, \$200,000 per year for 4 years.

Principal Investigator (2005-2006). University of Wisconsin-Milwaukee Graduate School Research Award: *Empowering families of premature, low-birth-weight infants*. Funded July 1, 2005, \$15,000 for one year.

Online Program Developer (2005). *Early childhood special education collaborative online master's program*. University of Wisconsin System/Waisman Center. Funded March 2005, \$30,000.00 each year for three years.

Selected Publications

- Xu, Y. (accepted). Developing meaningful IFSP outcomes through a family-centered approach: The ABCX model. *Young Exceptional Children*.
- Xu, Y., & Filler, J. (accepted). Facilitating family involvement and support for inclusive early childhood education. *The School and Community Journal*.
- Xu, Y. (accepted). Children's social play sequence: Parten's classic theory revisited. *Early Child Development and Care*.
- Drame, E., & Xu, Y. (in press). Examining sociocultural factors in response to intervention models. *Childhood Education*.
- Xu, Y., Gelfer, J. I., Sileo, N., Filler, J., & Perkins, P. (in press). Effects of peer tutoring on children's positive social interactions. *Early Child Development and Care*.
- Xu, Y. (in press). Effects of family involvement on the development of infants with low birth weight. *International Journal of Psychology Research*, NOVA Science Publishers, Inc.
- Xu, Y., Drame, E. (2008). Culturally appropriate context: Unlocking the potential of response to intervention for young English language learners, *Early Childhood Education Journal*, 35, 305-311.
- Xu, Y. (2007). Empowering culturally diverse families of young children with disabilities: The double ABCX model. *Early Childhood Education Journal*, 34(6), 431-437.
- Wang, C., Lo, Y., Xu, Y., & Wang, Y. (2007). Constructing the search for a job in academia: From the perspectives of self-regulated learning and social cognitive career theory. *Journal of Vocational behavior*, 70, 574-589.
- Filler, J., & Xu, Y. (2006/2007). Including children with disabilities in early childhood education programs: Individualizing developmentally appropriate practices. *Childhood Education*, 83(2), 92-98.
- Xu, Y. (2006). Toddlers' emotional reactions to separation from their primary caregivers: Successful home-school transition, *Early Childhood Development and Care*, 176(6), 661-674.
- Xu, Y., Gelfer, J. I., & Perkins, P. (2005). Using peer tutoring to increase children's social interactions in early schooling. *TESOL Quarterly*, 39(2), 83-106.
- Xu, Y., & Filler, J. (2005). Linking Assessment and Intervention for Developmental/Functional Outcomes of Premature, Low-birth-weight Children, *Early Childhood Education Journal*, 32(6), 383-389.
- Xu, Y. (2005). Educating young learners in urban schools and communities. In F. Obiakor & F. D. Beachum (Eds.), *Urban Education for the 21st Century: Research, Issues, and Perspectives* (pp.114-138). Springfield, IL: Charles C. Thomas.
- Xu, Y. (2004). Teacher portfolios: An effective way to assess teaching performance and enhance learning. *Childhood Education*, 80(4), 198-201.
- Gelfer, J. I., Xu, Y., & Perkins, P. (2004). Developing portfolios to evaluate teacher performance in early childhood education. *Early Childhood Education Journal*, 32(2), 63-68.
- Xu, Y., Gelfer, J. I., & Filler, J. (2003). An alternative undergraduate teacher preparation program in early childhood education. *Early Child Development and Care*, 173(5), 489-497.

Faculty Curriculum Vitae: Evelyn Reed-Victor, Ph.D.

Office Address Virginia Commonwealth University
P.O. Box 842020, Richmond, VA 23284-2020
(804) 827-2653, ereedvic@vcu.edu

Licensure VA Collegiate Professional Certificate
Early Childhood Special Education, English, Journalism

Education
1998, PhD, Special Education, College of William and Mary, Williamsburg, VA.
1973, MEd, Community Counseling, Salem College, Salem, MA.
1970, BA, Language Arts Education, University of Florida, Gainesville, FL.

Academic Appointments and Other Significant Work Experience

2004-present Virginia Commonwealth University (VCU), Associate Professor
1998- 2003 VCU, Assistant Professor of Education, Early Childhood Special Education
2006-present, VCU, Co-Principal Investigator, Partnership for Excellence in Early Language & Literacy, Early Reading First, US Department of Education Grant
2005-present VCU, Principal Investigator, Metro Ready: University Community Partnerships for Preparation of Early Intervention Personnel, US Department of Education Grant
2004-present VCU, Co-Principal Investigator, Richmond Early Reading First, US Department of Education Grant
2000- 2006 VCU, Co-Director, Urban Partnerships Linking Personnel Preparation and Practice for Infants and Young Children with Low Incidence Disabilities, US Department of Education Grant
2000- 2004 VCU, Principal Investigator, Training & Technical Assistance Center for Personnel Serving Students with Disabilities and Young Children at Risk for School Failure, VA Department of Education Grant
1998- 2000 VCU, Co-Director, New Connections Interdisciplinary Graduate Personnel Preparation Project, US Department of Education Grant
1995- 1997 College of William and Mary, Special Education Fieldwork Supervisor
1983- 1987 Hampton University, Co-Director, Mainstreaming Model, Handicapped Children's Early Education Model Demonstration Project, US Department of Education Grant

Consultation and Professional Activities

2006-present Editorial Board, Journal of Children in Poverty
2005-present PI, STAR Child Outcomes Evaluation, Richmond & Petersburg United Way Contract
2003-2005 Consultant, Early Childhood Assessment & Curriculum, Henrico County Schools and Chesterfield County Schools
2003-2004 Consultant, Early Childhood Special Education for Homeless Children Initiative, Project HOPE, VA Department of Education and College of William and Mary
2001- 2004 Research Collaborator, Child Temperament and Personality across Contexts; National Science Foundation Planning Grant for Interdisciplinary Research
2001 Consultant, Professional Development/Distance Education Project, VA IHE Consortium on Early Education of Infants & Young Children with Special Needs

Administrative

- 1994 - 1995 York County Schools, Student Services Program Specialist
1993 - 1994 VA Department of Education, 619 Preschool Grant Coordinator
1971 - 1972 Gloucester MA Community Action Program, Associate Director, Youth Tutoring Youth

Early Intervention and Teaching

- 1991 - 1993 Gloucester Public Schools (VA), Early Childhood Special Education Teacher
1981 - 1983 Hampton University, Preschool Mainstreaming Resource Teacher, Handicapped Children's Early Education Model Demonstration Project
1975 - 1981 Developmental Services Center, Champaign, IL, Early Interventionist

Refereed Publications

- Pelco, L.E., & Reed-Victor, E. (2007). Self-regulation and learning-related social skills: Intervention ideas for elementary school students. Preventing School Failure, 51(3), 36-41.
- Reed-Victor, E. (2004). Individual differences and early school adjustment: Teacher appraisals of young children with special needs. Early Child Development & Care, 174(1), 59-79.
- Pelco, L.E., & Reed-Victor, E. (2003). Understanding and supporting differences in child temperament: strategies for early childhood settings. Young Exceptional Children, 6(3), 2-11.
- Reed-Victor, E., & Stronge, J.H. (2002). Homeless students and resilience: Staff perspectives on students in school, family, and community contexts. Journal of Children in Poverty, 8(2), 159-183.
- Ball, C., Pelco, L.E., Havill, V., & Reed-Victor, E. (2001). Confirmatory Factor Analysis of the Temperament Assessment Battery for Children - Revised: Parent Form. Journal of Psychoeducational Assessment.
- Reed-Victor, E. & Pelco, L.E. (1999). Helping homeless students build resilience: What the school community can do. Journal for a Just and Caring Education 5(1), 51-71.
- Reed-Victor, E., & Stronge, J.H. (1997). Building resiliency: Constructive directions for homeless education. Journal of Children in Poverty, 3(1), 67-92.

Books and Chapters

- Reed-Victor, E. & Stronge, J.H. (2001). Diverse teaching strategies for diverse learners: Homeless children, In H. Hodges, Ed., More Diverse Teaching Strategies for Diverse Learners. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reed-Victor, E. (2000). Resilience and homeless students: Supportive adult roles. In J.H. Stronge & E. Reed-Victor (Eds.). Educating Homeless Students: Promising Practices, pp. 99-114. Larchmont, NY: Eye on Education.
- Stronge, J.H. & Reed-Victor, E., Eds. (2000). Educating Homeless Students: Promising Practices. Larchmont, NY: Eye on Education.

Recent Refereed Papers

- Reed-Victor, E., & Hooper, B. (2007). Community engagement: From recruitment to retention in personnel preparation. USDE OSEP Project Directors Meeting, Washington, DC.
- Reed-Victor, E., Xu, Y., & Hooper, B. (2007). Community scholars in personnel preparation. International Teacher Education Division (CEC). Milwaukee, WI.
- Reed-Victor, E., Rhodes, J. & Chin, C. (2006). Personality contributions to early language development and social-emotional adjustment. European Conference on Personality 13, Athens Greece.
- Reed-Victor, E., Pelco, L.E., & Myatt, B. (August, 2005). Effortful control dimensions, executive attention, and language development: Relationships in early childhood for diverse children. 12th European Conference on Developmental Psychology, Tenerife, Spain.
- Reed-Victor, E., Pelco, L.E., & Victor, J.B. (2004). Developmental change in effortful control and executive attention. XII European Conference on Personality, Groningen, Netherlands.
- Popp, P., Reed-Victor, E., & Myers, M. (April, 2004). A growing challenge: Young children with disabilities experiencing homelessness. International Council for Exceptional Children Conference. New Orleans, LA.
- Reed-Victor, E., & Hooper, B. (March 16, 2004). Broader & deeper: Documenting family mentorships in interdisciplinary personnel preparation. Office of Special Education Programs (US Department of Education) Conference. Alexandria, VA.
- Popp, P., Reed-Victor, E., Power-deFur, L., & Myers, M. (October, 2003). A growing challenge: Children & youth with disabilities experiencing homelessness. National Association for the Education of Homeless Children & Youth Conference. Crystal City, VA.
- Reed-Victor, E., & Pelco, L.E. (August, 2003). Parent-rated effortful control and preschoolers' performance on attention tasks. XIth European Conference on Developmental Psychology. Milan, Italy.
- Hains, A., Reed-Victor, & Fire, N. (2002). Harnessing the internet: Meeting essential learning needs in the early childhood field. International Division for Early Childhood Conference. San Diego, CA.
- Reed-Victor, E., Cox, A., & DeKruif, R. (2002). UPLINK: Personnel preparation and practices for young children with low-incidence disabilities. International Division for Early Childhood Conference. San Diego, CA.
- Hains, A., Dinnebell, L., Fire, N., & Reed-Victor, E. (2002). State-Wide approaches to collaborative ECSE online instruction. 2002 Teacher Education Division (CEC) Conference. Savannah, GA.
- Reed-Victor, E., Pelco, L.E., & de Kruif, R.E. (2002). Young children's individual differences and teacher-child relationships. XI European Conference on Personality, Jena, Germany.
- Reed-Victor, E., & Pelco, L.E. (2001). Measures of child temperament, personality and adjustment: Applications in resilience research and practice. International Conference of the Division for Early Childhood (CEC), Boston, MA.
- Reed-Victor, E., & Pelco, L.E. (2001). Child temperament and personality: Contributions to early school competence. Xth European Conference on Developmental Psychology, Uppsala, Sweden.

Appendix B

Mark E. Emblidge, Ph.D.

The Literacy Institute
Virginia Commonwealth University
413 Stuart Circle, Suite 303
Richmond, VA 23220
Phone: 804-237-8909
Fax: 804-237-8901
E-mail: (b)(6) or
meemblidge@vcu.edu

EDUCATION:

2005 Ph.D. University of Virginia, Education
2004 M.Ed. University of Virginia
1975 BA Gordon College, Wenham, MA, Political Science

**ACADEMIC APPOINTMENTS AND
OTHER SIGNIFICANT WORK EXPERIENCE:**

2006 – Present Co-Principal Investigator, Early Reading First Grant, U.S. Department of
Education
2004 – Present Affiliate Professor, Director, The Literacy Institute, Virginia Commonwealth
University
2004 – Present Manager, Co-Principal Investigator, Early Reading First Grant, U.S.
Department of Education
1999 – Present Founding Director, Communities In Schools of Virginia
1987 – Present Founding Director, Virginia Literacy Foundation
1987 – 1999 Executive Director, Entertainment Industry's Foundation for Communities In
Schools, Inc.
1987 – 1990 Consultant, Communities In Schools of Great Britain
1987 – 1988 Consultant, George Mason University
1980 – 1982 Director, King Fellows Program, King College
1975 – 1980 Director of Admissions, Montreat College

POLITICAL/FUNDRAISING EXPERIENCE:

2006 Pre-k – 12 Transition Director, Virginia’s Governor Elect, Tim Kaine

2002 Education Policy Advisor, Mark Warner for Governor Campaign

1985 – 1986 National Finance Consultant, Democratic Leadership Council

1985 Transition Director, Mary Sue Terry, Attorney General of Virginia’s Office

1983 – 1984 National Finance Director, John Glenn for President Campaign

1982 – 1983 National Finance Director, Democratic Congressional Campaign Committee

1981 State Finance Director, Chuck Robb for Governor Campaign

EDUCATION POLICY EXPERIENCE:

2006 – Present President, Virginia State Board of Education

2006 – Present Member, Virginia P-16 State Council

2006 – Present Member, Government Affairs Committee, National Association of State Boards of Education (NASBE)

2006 – Present Member, International Literacy Institute Steering Group, Georgetown University/UNESCO.

2006 Member Selection Committee, Virginia Association for State Superintendents

2005 – Present Member, Advisory Commission, Virginia Schools for the Deaf and Blind

2004 – Present Member, Southern Regional Education Board (SREB)

2002 – 2006 Vice President, Virginia State Board of Education

2001 – 2004 Member, Board of Trustees, King College

1994 – 2002 Member, Richmond School Board
1998 – 2001 Chairman

1995 – 2003 Member, National Institute for Literacy Board
1998 – 2003 Chairman

ORIGINAL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN #: 54-6001758

DATE: January 22, 2008

INSTITUTION:
Virginia Commonwealth University
914 West Franklin Street
PO Box 843076
Richmond VA 23284-3076

FILING REF.: The preceding Agreement was dated April 9, 2007

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.	07/01/07	06/30/09	49.0	On-Campus	Organized Research
PRED.	07/01/09	06/30/11	49.5	On-Campus	Organized Research
PRED.	07/01/07	06/30/11	26.0	Off-Campus	Organized Research
PRED.	07/01/07	06/30/11	34.0	On-Campus	Instruction
PRED.	07/01/07	06/30/11	26.0	Off-Campus	Instruction
PRED.	07/01/07	06/30/11	30.0	On-Campus	Other Spon Act
PRED.	07/01/07	06/30/11	26.0	Off-Campus	Other Spon Act
PROV.	07/01/11	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending June 30, 2011.		

*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, student 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:
Virginia Commonwealth University

AGREEMENT DATE: January 22, 2008

SECTION I: FRINGE BENEFITS RATES**

RATE TYPES: FIXED		FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)	
<u>TYPE</u>	<u>EFFECTIVE PERIOD</u>		<u>RATE (%)</u>	<u>LOCATIONS</u>	<u>APPLICABLE TO</u>
	<u>FROM</u>	<u>TO</u>			
FIXED	07/01/06	06/30/07	33.5	All	Fclty & Clsfd Emplys
FIXED	07/01/06	06/30/07	7.9	ALL	Hourly Employees
FIXED	07/01/07	06/30/08	33.9	All	Fclty & Clsfd Emplys
FIXED	07/01/07	06/30/08	7.9	All	Hourly Employees
PROV.	07/01/08	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending June 30, 2008.		

****DESCRIPTION OF FRINGE BENEFITS RATE BASE:**
Salaries and wages.

INSTITUTION:
Virginia Commonwealth University

AGREEMENT DATE: January 22, 2008

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES:

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

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.

Fringe Benefits include: FICA, Retirement, Life Insurance, Health Insurance, Unemployment Compensation, Faculty-staff Tuition Waivers, Disability Insurance, Workers' Compensation and Cash Match Plan.

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.

INSTITUTION:
Virginia Commonwealth University

AGREEMENT DATE: January 22, 2008

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 charging 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-21 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing 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:

Virginia Commonwealth University

(INSTITUTION)

(SIGNAT)

(NAME)

John M. Bennett
Senior Vice President for Finance and Administration

(TITLE)

(DATE)

2/19/2008

ON BEHALF OF THE FEDERAL GOVERNMENT:

Department of Health and Human Services

(AGENCY)

(SIGNATURE)

Darryl Mayes

(NAME)

Director

Division of Cost Allocation

(TITLE)

January 22, 2008

(DATE) 0448

HHS REPRESENTATIVE: Jay Mervis

Telephone: (202) 401-2808



Monroe Park Campus

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y

School of Education
Dean's Office

Oliver Hall
1015 West Main Street
P.O. Box 842020
Richmond, Virginia 23284-2020

804 828-3382
Fax: 804 828-1323
TDD: 1-800-828-1120

May 19, 2008

The Honorable Margaret Spellings
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Spellings:

On behalf of the School of Education at Virginia Commonwealth University, I am very pleased to support the Early Reading First grant application being submitted by The Literacy Institute at Virginia Commonwealth University. Virginia Commonwealth University, particularly the School of Education, take its responsibility seriously in giving back to our community. I can think of no better way for us to do this than to work with our public schools and their pre-school programs to help assure that all children enter kindergarten ready to read.

I am familiar with Early Reading First and strongly believe that its focus of building scientifically based reading programs for pre-school children is a critically important foundation for the development of reading skills from kindergarten forward.

I welcome the opportunity to support SEELLS and to help make it a model for our state and nation.

Sincerely,

Beverly J. Warren, Ed.D., Ph.D., FACSM
Dean



RICHMOND PUBLIC SCHOOLS

Early Head Start/Head Start Program
301 North Ninth Street – 12th Floor
Richmond, VA 23219-1927
Telephone: (804) 780-7794
Fax: (804) 780-7605

June 3, 2008

The Honorable Margaret Spellings
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Spellings:

On behalf of the Richmond Public Schools Early Head Start/Head Start Program, it is my pleasure to write a letter to support the partnership between Virginia Commonwealth University (VCU) and Richmond Public Schools in their pursuit of the Early Reading First grant. Grant funding such as this will be an added benefit to 236 Head Start students at ACDC, Carver, Martin Luther King, Jr., Miles Jones and Woodville schools.

We are in support of this program because it will assist us in creating centers of excellence that provide high quality preschool education focusing on early language and literacy development. The program will provide additional training to the Head Start teaching staff that will equip them with scientifically-based reading research tools and strategies to provide early language and literacy development to our students. This additional training will be delivered through a structured and intensive professional development program which includes the opportunity for teachers to earn an Early Literacy Certificate. This will strengthen the language and literacy instruction already being provided to our students. The program will assist us in improving the Head Start students' oral language development, phonological awareness, print awareness and alphabet knowledge. This lays the foundation for future reading success.

We look forward to this exciting partnership to provide Head Start children with the fundamental knowledge and skills necessary for optimal reading development and success.

Sincerely,

Carolyn M. Tyler
Coordinator of Head Start

RICHMOND CITY PUBLIC SCHOOLS



DEBORAH JEWELL-SHERMAN, ED.D.
SUPERINTENDENT

June 4, 2008

Christopher E. Chin, Ph.D
Assistant Director for Research
The Literacy Institute
Virginia Commonwealth University
3600 West Broad Street., Suite 669
Richmond, VA 23230-4930

Dear Dr. Chin:

It is my pleasure to write this letter supporting the partnership between Virginia Commonwealth University (VCU) and Richmond Public Schools (RPS) to conduct the proposed Supporting and Ensuring Early Language and Literacy Success (SEELLS) Project to be submitted for funding under the US Department of Education's Early Reading First grant application process. This proposed project will be conducted with children and RPS teachers in 13 Head Start classrooms in five RPS schools: The Adult Career Development Center, G. W. Carver, Martin Luther King, Jr., Miles Jones, and Woodville from September 2008 – August 2011. Richmond Public Schools welcomes the opportunity to enhance the early literacy instruction that is already provided in these schools through more intensive, ongoing professional development for teachers and instructional assistants as well as through literacy coaching and mentoring. We value the opportunities for families to receive additional support to participate in their children's early literacy development.

Below is a description of what RPS will provide to the project:

- Participation by the 13 teachers and 13 instructional assistants in ongoing, monthly professional development as well as opportunities for them to participate in tuition-free graduate level courses related to early literacy.
- Participation by the 13 teachers and 13 instructional assistants in the ongoing coaching and mentoring activities provided by project staff.
- Support for recruiting parents to participate in the project, including family literacy activities and events with teachers and instructional assistants.
- Provide facilities and children's meals for the Summer School Program.
- Participation from the Department of Instruction staff in regular, ongoing management, and coordination meetings related to SEELLS implementation.
- Support in developing and implementing a data sharing and tracking system to evaluate the short- and long-term impact of the project components.

"The Capital Choice in Public Education"

301 North Ninth Street • Richmond VA 23219-1927 • tel: 804.780.7700
fax: 804.780.4122 • e-mail: djewelk@richmond.k12.va.us

RICHMOND CITY PUBLIC SCHOOLS



DEBORAH JEWELL-SHERMAN, Ed.D.
SUPERINTENDENT

The following will be provided by RPS but reimbursed by VCU through the Early Reading First Grant:

- A part-time RPS-SEELLS Coordinator to ensure effective coordination/integration of various SEELLS project activities with ongoing activities of RPS and RPS Head Start and to promote sustainability of project successes;
- Kindergarten teachers and preschool teachers for the SEELLS Summer School Program, including participation of Kindergarten teachers in the spring, summer, and fall transition activities of the program;
- Regular substitutes for preschool teachers and instructional assistants for monthly professional development workshops and Summer School Transition Training Program;
- Bus transportation for children enrolled in the SEELLS Summer Program.

We are eagerly anticipating working with VCU to implement this important program. We urge the US Department of Education to fully fund this project, which will significantly strengthen early literacy instruction and skills for some of our district's most educationally at-risk preschool children.

Sincerely,

A handwritten signature in black ink, appearing to read "Deborah Jewell-Sherman", with a long horizontal line extending to the right.

Deborah Jewell-Sherman, Ed.D.
Superintendent

"The Capital Choice in Public Education"

301 North Ninth Street • Richmond VA 23219-1927 • tel: 804.780.7700
fax: 804.780.4122 • e-mail: djewell@richmond.k12.va.us

June 3, 2008

The Honorable Margaret Spellings
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202



United Way of Greater
Richmond & Petersburg

Dear Secretary Spellings:

On behalf of Success By 6, the regional partnership for early childhood development, I support the Early Reading First grant application submitted by The Virginia Literacy Institute at Virginia Commonwealth University. The greater Richmond region is committed to improving the school readiness of its children through community collaboration, data-driven decision making, innovative approaches, and research-based practices. Virginia Commonwealth University and The Virginia Literacy Institute are essential partners to this regional effort contributing expertise and a value for community partnerships.

By partnering with existing community partners, like Success By 6, Richmond Public Schools, and the Richmond Public Library, which are able to contribute to the infrastructure, monetary or in-kind supports for SEELLS, The Virginia Literacy Institute is promoting the long-term sustainability of SEELLS and the professional development of early care and education teachers. By addressing families in children's literacy development and targeting the professional development of teachers, SEELLS is addressing two goals in our regional plan for school readiness:

- Ready Families ensure safe and stable environments, promote the health of their children, identify themselves as **child's first teacher**, and provide steady and supportive relationships.
- Ready Early Care and Education Services are affordable and accessible providing **high quality learning environments** for young children including children with unique developmental or other special needs.

Success By 6 lends its full support to this application and looks forward to continuing to impact the school readiness of our region's children in partnership with VCU.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Couto Sipe".

Barbara Couto Sipe
Assistant Vice President, Children, Youth, and Families
Success By 6, Director of Planning and Community Mobilization

RICHMOND 2001 Maywill Street Suite 201 P.O. Box 11807 Richmond, VA 23230-8007 804.771.5820 804.225.7344 fax

PETERSBURG 135 South Adams Street P.O. Box 227 Petersburg, VA 23804-0227 804.861.9330 804.861.0156 fax

PR/Award # S359B080019

e0

www.yourunitedway.org



Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **4603-Mandatory_SEELLS_buget_narrative__06-06-08_FINAL.doc**

Early Reading First SEELLS Budget Narrative

1. Personnel: Yr. 1 \$573,652, Yr. 2 \$595,025, & Yr. 3 \$617,546. All salaries include a 2% increase in yr. 1 & estimated 4% increases in yrs. 2 & 3, beginning in December as mandated by VCU & the state of Virginia. Unless otherwise noted, all salaries are for 12 months. Salaries are based upon current pay for staff already employed by VCU or based upon pay rates of employees with similar job responsibilities for positions to be filled. Lead PI, 50% of full-time, \$50,873 – responsible for overall project oversight, management of day-to-day operations, & supervision of program staff; Co-PI, 20% of full-time, \$18,156 – responsible for professional development & ECSE consultation; Co-PI, 10% of full-time, \$13,694 – responsible for family literacy & administration; Professional Development Coordinator, 88% of full-time, \$51,343 – provides day-to-day coordination of Literacy Coaches & implementation of professional development components; Family Literacy Coordinator, 50% of full-time, \$26,057 – provides training & coordination of Family Literacy Educators & coordinates implementation of family events and related activities; Literacy Coaches, 4 @ 100% time, \$48,000 each – provide PD & coaching to teachers; Family Literacy Educators, 2 @ 100% of time, \$40,000 each – provide community-based parent education in early literacy; Administrative Director, 10% of full-time, \$8,303 – responsible for day-to-day oversight of budget & human resources activities & manages fiscal & support staff; Fiscal Technician, 50% of time, \$17,431 – handles all routine bookkeeping activities & personnel forms/procedures & coordinates fiscal & personnel activities with appropriate University departments; Administrative Assistant, 60% of time, \$18,989 – places orders & maintains inventories for supplies & materials, takes minutes at meetings, & conducts other administrative work; Project Assistant, 30 hrs./wk., part-time classified, \$25,480 – provides support to Lead PI, Professional Development Coordinator, & Family Literacy

Coordinator, Evaluator, 12.5% for 9 mos. (two course buy-outs) and 50% time for 3 summer mos., \$26,200 – oversees all evaluation/assessment activities, supervises Graduate Assistants & Assessment Assts., analyzes data, writes & presents evaluation reports; Assessment Assistants, 750 hrs. x \$14/hr, conduct child assessments when needed; Graduate Assistants, 1 masters level as program assistant, \$14,667 & 1 doctoral level as evaluation assistant, \$17,333.

2. Benefits: Yr. 1 \$166,218, Yr. 2 \$172,767, & Yr. 3 179,678. Full-time benefits are calculated at 33.9%: yr.1 \$160,930, yr. 2 \$167,268, & yr. 3 \$173,959; part-time benefits are calculated at 7.9%: yr.1 \$5,288, yr. 2 \$5,499, & yr.3 \$5,719.

3. Travel: Yr. 1 \$24,570, Yr. 2 \$17,370, & Yr. 3 \$17,370. Local mileage for Grad. Assts.(2) & Assess. Assts. (2) (.505 cents/mi. x 1,000 mi. = \$2,020/yr.); ERF Conference (\$1,200 x 6 key staff = \$7200, yr. 1 only); other conferences & meetings for key project staff professional development & presentations on ERF project (\$1,200 x 6 key staff = \$7,200/yr.); conferences & training for other staff (\$500 x 8 staff = \$4,000/yr.); bus transportation for families to attend special events (\$2,075 x 2 = \$4,150/yr.).

4. Equipment: No capitalized equipment (\$5,000 or above) budgeted for this grant.

5. Supplies: Yr. 1 \$204,273, Yr. 2 \$72,209, & Yr. 3 \$72,209. Estimates for costs of supplies are based upon current expenditures for similar items. Office & training supplies (\$5,000/yr.); instructional materials – art, craft, paper supplies (\$8,000/yr.); take-home books aligned with curriculum (1 bk./mo./child \$9 x 11 mos. x 236 = \$23,364/yr.); classroom libraries aligned with curriculum (120 bks. x 13 class. x \$15 = \$23,400 yr.1; replacements & additions 30 bks./yrs. 2 & 3, \$5,850/yr.); big books (12/yr. x \$30 x 13 class. = \$4,680 yr.1; 6 bks./yrs. 2 & 3, \$2,340/yr.); multicultural books (20 bks. x 13 class. x \$15 = \$3,900, yr. 1; 7 bks./class, yrs. 2 & 3, \$1,365/yr.); Houghton Mifflin curriculum support materials (\$13,000 yr. 1 & \$3,900 yrs. 2 & 3);

manipulatives, puzzles, blocks, puppets to support units ($\$1,200 \times 13$ class. = $\$15,600$ yr. 1; yrs. 2 & 3, $\$200/\text{class.} = \$2,600/\text{yr.}$); puppet theaters ($\$250 \times 13$ class. = $\$3,250$ yr.1); family materials & supplies – *Raising a Reader* books & related materials ($\$35,504$ yr.1, $\$2,000/\text{yrs. 2 \& 3}$); purchased pamphlets, books, & literacy materials for parent checkout ($\$153.84 \times 13$ class. = $\$2,000/\text{yr.}$); supplies & educational materials for 24 family events/yr. ($\$7,280/\text{yr.}$); professional development materials & supplies for Tier 1 and Tier 2 ($\$4,150/\text{yr.}$); uncapitalized equipment for 13 classrooms – desktop computers, printers, scanners ($\$800 \times 13$ class. = $10,400$, yr.1), peripherals for special needs children ($\$1,000/\text{yr.1}$, $\$500/\text{yrs. 2 \& 3}$), literacy software for young children ($\$20 \times 11$ units $\times 13$ class. = $\$2,860$ yr. 1, $\$600/\text{yrs. 2 \& 3}$); digital cameras ($\200×13 class. + 1 staff = $\$2,800$ yr. 1; $\$200/\text{yrs. 2 \& 3}$, replacements), CD players, headsets ($\$200 \times 13$ class. = $\$2,600 + \$200/\text{yrs. 2 \& 3}$, replacements); 7 tablet laptop PCs for use by staff in collecting evaluation data & for other communications needs + 1 desktop computer for office ($8 \times \$2500 = \$20,000$ yr.1); printers ($2 \times \$250 = \500 yr.1); video equip. for use with CLASS assessment /professional development component – video cameras, cases, & tripods (13 class. $\times \$450 = \$5,850$ yr.1), microphones/headphones/video editing software ($\$1,575$ yr.1), MiniDVs for cameras ($\$1,700/\text{yr.}$); assessment supplies – ELLCO Toolkits/User Guides ($\$660$ yr.1, $\$360$ yrs. 2 & 3), PPVT III test kits (4) & test forms ($\$1,300$ y.1, $\$500$ yrs. 2 & 3), IGDIs materials & stimulus cards ($\$500$ yr.1, $\$100$ yrs. 2 & 3), Pre-LAS 2000 kits (2) & accessories ($\$1,100$ yr.1, $\$100$ yrs. 2 & 3), CLASS Manuals ($4 \times \$50 = \200 yr.1), CLASS Training DVD Reliability I, II, & Drift for Evaluator to train Grad. Assts. ($\$2,000$ yr.1); CLASS scoring sheets for 3 observations/class/yr. ($\$25/10$ per pk. = $\$100/\text{yr.}$)

6. Contractual: Yr. 1 $\$88,520$, Yr. 2 $\$71,050$, & Yr. 3 $\$71,050$. Training stipends for Teachers and Instructional Assts. (aides) to attend summer training institute, 18 Teachers (includes 5

Kindergarten teachers) x \$500 = \$9,000/yr. & 13 Instruct. Assts. x \$300 = \$3,900/yr.; tuition for Tier 2 professional development graduate courses (20 Teachers/Assts. x \$500 x 2 courses/yr. = \$20,000/yr.) & tuition for Graduate Assts. (1 in-state @ \$4,452 & 1 out-of-state @ \$8,875 plus 2 x \$2673 for summer = \$32,000/yr) – no indirect charged on tuition; CLASS assessment training, consultation, & resource library subscriptions – Reliability & Train-the-Trainers 4-day workshop for Lead PI & Evaluator (\$2,150, yr.1), Reliability Training and Training on MTP Model, including how to train teachers & coaches, attended by Professional Development Coordinator and Co-PI for 5 days (\$660 ea. for 2 days + \$2,000 ea. for 3 days = \$5,320); ongoing consultation from CLASS staff to PIs, Evaluator, & Professional Development Coordinator (\$300 x 15 calls = \$4500, yr. 1), subscription for Video Library for all teachers & SEELLS staff (\$1,950/yr.), temporary Video Library accounts for each GA trained in CLASS (\$20 x 2 = \$40/yr.); MOOSES Data Collection – data collection software license (\$1,000, yr.1), setup & technical support (\$2,500, yr.1); ELLCO Training (\$2,000, yr.1); childcare/babysitting for 24 family events (\$4,160/yr.).

All procurement for the SEELLS project will be handled in accordance with EDGAR Part 74.40 – 74.48. Procurement activities will be overseen by the Procurement Department of Virginia Commonwealth University, in accordance with EDGAR and the laws and regulations of the Commonwealth of Virginia. SEELLS does not plan to contract with any faith-based organizations, so EDGAR Part 80.36 will not apply.

7. Construction – N/A

8. Other: Yr. 1 \$292,317 Yr. 2 \$243,162, & Yr. 3 \$246,169. Furnishings and fixtures charged to outfit offices for SEELLS staff (\$16,000, yr. 1) & rent & utilities (\$27,200/yr.), no indirect charged on rent; postage and shipping (\$300/yr.); phone charges inc. installation in yr.1 (\$10,000

yr.1, \$5,400 yr.2, & \$5,400 yr.3); copying & printing for training materials, program brochures, & parent flyers (\$5,000/yr.); facilities & fees for off-site professional development for teachers & events for families, e.g. museums, science/botanical centers, historical sites (\$2,500/yr.); SEELLS annual planning retreat, facilities and other fees (\$500/yr.); refreshments & paper products for 24 family events/yr. (\$12,000/yr.); gift certificates used as incentives for parent participation (236 parents @ \$5,000/yr.); gifts/prizes for children (236 children @ \$500/yr.); gift certificates used as incentives for teacher participation (26 teachers @ \$5,200/yr.); literacy center furnishings as needed in classrooms (\$31,250, yr.1).

Subaward with Richmond Public Schools – RPS-SEELLS Project Coordinator to coordinate SEELLS activities with RPS activities & serve as on-site liaison between the SEELLS project & RPS central administration & SEELLS sites, 32 hrs./wk, no benefits (\$40,000/yr.); summer school bus transportation (4 days/wk. x 5 wks. = \$60,000/yr. based upon \$1.92/mi. and \$24.86/hr current charge plus estimated increase due to expected rise in fuel prices); Parent Resource Center Mobile Unit to take family literacy programs into neighborhoods, fuel & driver (\$7,000/yr.); summer school teachers (26 x \$22.18/hr. x 6 hrs. x 4 days x 5 wks. = \$69,202 yr.1, \$71,970 yr.2, & \$74,849, yr.3 with 4% pay increase); substitute teachers for summer school training (\$22.18/hr. x 2 hrs. x 15 teachers = \$665 yr.1, \$592 yr.2, & \$720 yr. 3 with 4% pay increase). No indirect charged on subaward after the first \$25,000.

	Year 1:	Year 2:	Year 3:	
9. Total Direct Costs	\$1,349,550	\$1,171,583	\$1,204,022	
10. Total Indirect Costs @ 26%	\$ 286,646	\$237,333	\$244,986	
11. Training Stipends – N/A				
12. Total Costs	\$1,636,196	\$1,408,916	\$1,449,008	= \$4,494,120