U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST

CFDA # 84.359B
PR/Award # S359B080078
Grants.gov Tracking#: GRANT00473662

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.).

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
○ Preapplication
● Application
○ Changed/Corrected Application

* 2. Type of Application:
● New
○ Continuation
○ Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 06/10/2008

4. Applicant Identifier: 00003099

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Vanderbilt University

* b. Employer/Taxpayer Identification Number (EIN/TIN): 62-0476822

* c. Organizational DUNS: 9657171430000

d. Address:

* Street1: 937 Baker Building
Street2: Station B Box 357749
* City: Nashville
County:
* State: TN: Tennessee
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 37235

e. Organizational Unit:

Department Name: Teaching And Learning

Division Name: George Peabody College

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

Prefix:
* First Name: David
Middle Name: K
* Last Name: Dickinson
Suffix:

Title: Dept Chairperson Professor

Organizational Affiliation: Vanderbilt University

* Telephone Number: 615-343-4792
Fax Number:

* Email: david.k.dickinson@Vanderbilt.Edu

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84359

CFDA Title:

Early Reading First 84.359A and B: Full Application

*** 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.):

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

Enhanced Language Learning Success (ELL Success)

Attach supporting documents as specified in agency instructions.

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant TN-005

* b. Program/Project TN-005

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

17. Proposed Project:

* a. Start Date: 09/01/2008

* b. End Date: 08/31/2011

18. Estimated Funding ($):

* a. Federal	3,421,326.47
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,421,326.47

*** 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: John

Middle Name: T

* Last Name: Childress

Suffix:

* Title: Director

* Telephone Number: 615-322-3977

Fax Number:

* Email: john.childress@Vanderbilt.Edu

* Signature of Authorized Representative: Childress,John T

* Date Signed: 06/10/2008

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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: Vanderbilt 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	$ 419,906	$ 436,702	$ 443,029	$ 0	$ 0	$ 1,299,638
2. Fringe Benefits	$ 93,762	$ 97,513	$ 99,129	$ 0	$ 0	$ 290,405
3. Travel	$ 17,651	$ 24,177	$ 31,492	$ 0	$ 0	$ 73,320
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 568	$ 590	$ 614	$ 0	$ 0	$ 1,773
6. Contractual	$ 69,675	$ 77,492	$ 87,627	$ 0	$ 0	$ 234,794
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 279,512	$ 200,949	$ 185,990	$ 0	$ 0	$ 666,451
9. Total Direct Costs (lines 1-8)	$ 881,074	$ 837,424	$ 847,883	$ 0	$ 0	$ 2,566,382
10. Indirect Costs*	$ 304,232	$ 275,518	$ 275,192	$ 0	$ 0	$ 854,943
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,185,307	$ 1,112,942	$ 1,123,076	$ 0	$ 0	$ 3,421,326

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: 6/17/2006 To: __/__/____ (mm/dd/yyyy)
Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS
(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)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Vanderbilt 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

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	* TITLE Director
* APPLICANT ORGANIZATION Vanderbilt University	* DATE SUBMITTED

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

1. * Type of Federal Action:
- ☐ a. contract
- ● b. grant
- ☐ c. cooperative agreement
- ☐ d. loan
- ☐ e. loan guarantee
- ☐ f. loan insurance

2. * Status of Federal Action:
- ● a. bid/offer/application
- ☐ b. initial award
- ☐ c. post-award

3. * Report Type:
- ● a. initial filing
- ☐ b. material change

For Material Change Only:
year quarter
date of last report

4. Name and Address of Reporting Entity:

● Prime ☐ SubAwardee Tier if known:

* Name: Vanderbilt University

* Address:
937 Baker Building

Station B Box 357749

Nashville

TN: Tennessee

37235

Congressional District, if known:
TN-005

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

Department of Education

7. * Federal Program Name/Description: Early Reading First 84.359A and B: Full Application

CFDA Number, if applicable: 84359

8. Federal Action Number, if known:

9. Award Amount, if known:

10. a. Name and Address of Lobbying Registrant (if individual, complete name):
* Name: N/A
* Address:

b. Individual Performing Services (including address if different from No. 10a):

* Name:
N/A

N/A

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.

* Signature: Childress,John T

* Name:
John

T

Childress

Title: Director

Telephone No.:

Date: 06-10-2008

[redacted]

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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 Vanderbilt University
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: John Middle Name: T * Last Name: Childress Suffix: * Title: Director
* SIGNATURE: Childress,John T * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
David

K

Dickinson

*** Address:**
263 Wyatt Center

Nashville

TN: Tennessee

37203

USA: UNITED STATES

*** Phone Number:**
615-343-4792

Fax Number:

Email:
david.k.dickinson@Vanderbilt.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:

Please attach an explanation Narrative:

FileName	MimeType

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **M-1_ED_Abstract_Attachment.pdf**

Vanderbilt University

Enhanced Language and Literacy Success (ELL Success) is a collaboration among the Department of Teaching and Learning at Vanderbilt's Peabody College, the Center for Evaluation Research and Methodology at the Vanderbilt Institute for Public Policy Studies, the Metropolitan Nashville Public Schools (MNPS), the YMCA of Middle Tennessee, and the Nashville Public Library. ELL Success is designed to ensure that all children in our preschool classrooms have the language, conceptual knowledge and emergent literacy skills required for long-term literacy success. It will be based in 13 classrooms in 7 MNPS schools. Several schools serve significant numbers of families who speak languages other than English. ELL Success will build on Reading First successes and provide a model for ways to enhance the quality of preschool classrooms and better integrate them into the school system.

Opening the World of Learning (OWL), will provide the foundation for the project, with methods for encouraging and teaching emergent writing augmenting OWL. Efforts to ensure high quality instruction will include professional development delivered in large and small groups and coaching. Children's learning and instructional quality will be monitored and improvement efforts guided by findings. Classroom experiences will be designed to intentionally build children's language and literacy skills in English as the program is designed to ensure success of children from all language backgrounds while also celebrating the fact the some children know more than one language. Classrooms will foster the learning of English while they also provide families with books and strategies that help them support their children's first languages and use those language skills as a resource for learning English in school. Library programs will be designed to help foster home literacy and a summer program operated by the YMCA will be developed to reduce summer learning loss.

Project Narrative

Project Narrative

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ELL Success: Project Narrative

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Selection Criterion 1: Project Design

Selection Criterion 1, Factor 1: Research Base (See Appendix A for Endnotes)

Early reading includes abilities in three areas: print knowledge, phonological awareness and oral language (Torgesen and Burgess; Torgesen et al.; Lonigan, Burgess and Anthony; Whitehurst and Lonigan; Dickinson, McCabe, Anastasopoulos et al.). Knowledge of alphabet and vocabulary are two strong predictors of later reading abilities (Adams; Snow, Burns and Griffin). Language skills include vocabulary and more complex aspects of language including syntax, story recall and comprehension (Dickinson, McCabe, Anastasopoulos et al.; Scarborough; Scarborough; Scarborough; Fazio, Naremore and Connell; Vernon-Feagans et al.; Weaver and Dickinson). Skills acquired in another language transfer to English, with transfer being strongest for phonological awareness and letter knowledge. Transfer also is evident in discourse-level skills and reading comprehension (Dickinson, McCabe, Clark Chiarelli et al.; Lindsey, Manis and Bailey; Manis, Lindsey and Bailey). Vocabulary seems less amenable to transfer (Paez, Tabors and Lopez). These findings point to the need to support continued growth in children's home languages while focusing on building English at school.

The quality of support preschool children receive at home, with "home support" often including library use, predicts children's language and emergent literacy status over and above what is accounted for by income and education (Bracken and Fischel; Senechal et al.). Pre-K classrooms can make contributions beyond those of homes, because the effects of strong preschool experiences have been found at the end of kindergarten and continuing into third and fourth grades when controlling for home demographic factors (Dickinson and Tabors). Also, high quality programs for ELL children foster growth in phonological awareness that is even greater than that seen in classrooms with few ELL children (Dickinson et al.).

Early experiences with writing also support early literacy development. Name writing skill relates to letter identification and concept of word (Haney, Bissonnette and Behnken; Welsch, Sullivan and Justice; Bloodgood; Martens) and is the writing task in which children most quickly move toward conventionality (Levin et al.). Emergent writing helps children understand directionality, word units, letter features, and genre characteristics (Clay; Donovan; Korkeamaki and Dreher; Sulzby). Shared writing experiences involve segmenting words orally and selecting corresponding alphabetic symbols and also helping to build low SES preschoolers' phonological awareness, word writing, orthographic awareness, and letter knowledge (Aram and Biron). For ELL children, writing provides an opportunity for children to "slow down" and metacognitively examine metacognitively their growing understandings of the two languages they are learning to speak and write.

For children from low-income and minority backgrounds, research shows that learning loss often occurs during the summers after kindergarten (Entwisle and Alexander; Entwisle and Alexander; Harris et al.) and first grade (Henry et al.). Enrolling children in summer programs can reduce summer learning losses (Borman, Benson and Overman). Research has not focused on ELL children, but it is probable that significant language loss of English occurs for children after preschool if they are in homes where English is not the primary language.

Criterion 1, Factor 2, Purpose 1: Build On Existing Strengths to Create Excellent Programs

ELL Success will collaborate with the Metropolitan Nashville Public Schools (MNPS) to provide language, writing and literacy rich experiences to a 3 year total of 702 low-income, 4-year-old children enrolled in 13 Title 1 Pre-K classrooms in 7 Reading First schools in which 81% or more of the children are economically disadvantaged (see Appendix B). In 3 of these schools there are high numbers of ELL students, comprising 22% to 62% of the schools' populations. The percentage of ELL students being served by the MNPS has nearly doubled from 5% in 2000 to 9% in 2007 and this growth combined with the increase in the rapid growth in the total number of ELL children in MNPS Pre-K classrooms means that the system is facing dramatic growth in the overall number of ELL children.

All of the schools that will be involved in ELL Success are part of the MNPS Reading First initiative. Our project will provide a systematic attempt to connect the Pre-K program with the primary grade Reading First efforts in order to ensure that children have the skills and experiences needed to succeed as they enter Reading First classrooms. Our goal is to develop classrooms that are models of good practice, demonstrate effective ways of connecting with Reading First initiatives, and will serve as a showcase for other classrooms in the system.

Vanderbilt is seeking ERF funds to ensure that Pre-K teachers in these classrooms have the knowledge and resources to support oral language and literacy development of all children, including those learning a new language in school. We seek to ensure that all children acquire the English language abilities needed for long-term literacy success and that children who have the benefit of knowing another language retain and continue to develop that language. Bilingual competence contributes to long-term literacy while also fostering the ability of children to maintain strong family connections and positive sense of self (Moll and González).

In the past 2 years, Tennessee's Governor Bredesen, with strong bipartisan support from the General Assembly, provided 70 million new dollars to open 529 new Pre-K classrooms, which serve an additional 10,000 at-risk 4-year-olds. In MNPS, these funds resulted in the addition of Pre-K classrooms, adoption of district Pre-K standards aligned with Tennessee Pre-K standards, a standard curriculum, essential literature for all Pre-K classrooms, partnerships with high quality community-based child care centers to provide full-day full-year programming for some students, and the appointment of a district Pre-K director. All classrooms have a degreed teacher and an educational assistant to ensure teacher-child ratios of 1:10.

The primary thrust of this project is to support children's growth by providing high quality classroom experiences, but we recognize that homes and communities can play important roles in fostering and sustaining literacy skills. We will seek to enhance home support for literacy by helping families begin to use neighborhood libraries, which have been found to make independent contributions to preschool children's abilities (Senechal et al.) and therefore may help combat summer learning loss. To prevent summer loss we also will partner with MNPS and the YMCA. Pre-K graduates from ELL Success will be invited to attend a YMCA Summer Enrichment Program (SEP). The principals have reported that the YMCA holds great appeal for their families, making a summer program connected with it more appealing than one held in a public school setting. Further, the YMCA and libraries provide community-based settings that support the continuing educational and needs of children. (See Selection Criterion 1, Factor 3.)

Selection Criterion 1, Factor 2, Purpose 2: Goals, Curriculum and Procedures

Opening the World of Learning (OWL) will be our curriculum because it systematically teaches vocabulary, phonemic awareness, and letter knowledge in varied settings and in ways that align with Project Goal 1. After we present data indicating the efficacy of OWL, we detail the specific ways that OWL builds literacy and language competencies as we describe how our project will ensure that children make strong progress toward acquiring desired skills.

Success of other Early Reading First projects that have used OWL indicates that it can foster children's language and literacy abilities. The clearest evidence comes from the *The Liteacy Connection* (TLC), an ERF project based in Raleigh North Carolina (Yazejian). Strong growth was seen for children's receptive vocabulary in English (PPVT) and Spanish (TVIP) and for letter knowledge and phonological awareness. When the language growth of children in TLC was compared with that of children in *More at Four,* a statewide intervention program in North Carolina serving a similar population, TLC was found to have resulted in nearly double the PPVT gains for *More at Four*. TLC attendance also had a positive impact on kindergarten retention rates (Yazejian). An ERF project in Maine that is using OWL to serve children from 22 different language backgrounds has shown that all children were at national norms at the end of preschool (PPVT mean = 100.4) (Oldham and Lamm).

In this project, we will implement OWL in combination with methods that incorporate more opportunities for emergent writing and provide special supports for ELLS. Our project goals and plans for ongoing monitoring and independent assessment are provided below.

Table 1. Project Goal 1: Child Outcomes, Monitoring and Assessments

Project Goal 1: ELL Success will improve language and literacy outcomes for all students, including English Language Learners, by implementing high quality, age-appropriate language and literacy instruction. All children will demonstrate age-appropriate understandings and skills in the following areas:

a) English vocabulary and associated world knowledge: Ongoing progress in vocabulary learning will be tracked using *Words We Know* (WWK) (a curriculum based assessment tool.) Success in learning receptive and expressive vocabulary will be assessed using the *Peabody Picture Vocabulary Test* and the *Expressive One Word Picture Vocabulary Test* (EOWPVT), respectively.

b) Comprehension and production of connected discourse. Ongoing learning will be assessed using *Text We Understand* (TWU) (a curriculum based tool), and student outcomes will be verified using the *Woodcock Johnson III,* Oral Comprehension subtest.

c) Automatic letter recognition. Ongoing progress will be tracked with curriculum based measures: *Write-Start!* Field Assessment tool and *Letters We Know* (LWK). Child outcomes will be verified with: *PALS Pre-K* alphabet recognition and the *Woodcock Johnson III* Letter Word subtest.

d) Phonological awareness and segmentation, and knowledge of letter/sound correspondences: Ongoing progress will be monitored using the *Write Start!* Field Assessment tool. Child outcomes will be verified using the Rhyming and Initial Sounds subtests of the *Pre-K PALS* and the *Write Start! Writing Assessment* full battery.

e) Purposes and conventions of print. Child outcomes will be assessed with the *Pre-K PALS* Print and Word Awareness subtests and the *Write Start! Writing Assessment* full battery.

f) Children who speak a language other than English will continue to acquire competence in their first language: Though standardized tests are not available for all home languages, Spanish speaking students' L1 skills will be assessed with the Spanish version of the EOWPVT.

Goals 1a and *b*, related to vocabulary knowledge and to oral comprehension and production, will be addressed by implementing features of the OWL curriculum designed to support vocabulary, conceptual development and extended language skills. Each OWL unit guides teachers in introducing 100 new words chosen specifically to stretch children's vocabularies, have utility in everyday classroom life, and help children understand stories (Beck, McKeown and Kucan). Teachers are encouraged to use instructional techniques and activities that support oral language and vocabulary learning throughout the day.

OWL takes seriously the need to teach content that expands and deepens children's knowledge of the world. Each thematic unit (e.g., Friends; Growing Things) introduces and systematically develops core concepts over 4 weeks, enough time for children to encounter new ideas and words on multiple occasions and to apply new language and concepts as they engage with theme-related questions. Each unit features four to five high quality children's story books and expository books that introduce rich vocabulary and thematically linked concepts. Teachers learn to support vocabulary and language learning through large group *read aloud techniques* that vary across the multiple readings of narrative and expository books. Book discussions are linked to the unit theme and are designed to deepen children's content knowledge and associated vocabulary. Real objects and digital photos of shared class experiences are used to capture interest and ensure that all children (and especially ELLs) understand what is being discussed. Teachers also learn to plan and implement *small group lessons* that select and reinforce key concepts and to use *informal talk* during learning center activities, meals, and transitions to support oral language comprehension, production, and vocabulary learning.

We will augment OWL with RealeWriter (realebooks.com) bookmaking activities. While writing short books, children and teachers will have authentic reasons to use vocabulary and concepts introduced in OWL lessons. Books are produced on a computer and illustrated with digital photos of classroom activities or child drawings related to the theme. For ELLs, books will be written with text in English and translated into the child's home language. Individual copies of these teacher- and student-authored books will be computer generated, allowing every child to have his/her own copy. Parents and children will use digital cameras to take home-based photos that will be incorporated into books. Book making activities will increase the opportunity for home-school connections, for tailoring reading material to children's culturally based experiences, and for launching in-depth discussions about theme-related experiences.

It is often hard for teachers to know whether children are learning new words and language structures; therefore, ELL Success will use two curriculum based language measures. *Words We Know* (WWK) is a receptive vocabulary assessment tool that will be administered using Smartpen©, a pen that automatically records children's responses. After use, the pen is docked and responses are automatically uploaded to a data base that generates output for that child and links it to prior performances. Data will be sent automatically to the literacy coach who will print out the bar graph, share results with the teacher, and discuss strategies for supporting individuals. A second curriculum based measure, *Text We Understand* (TWU), will assess children's understanding of stories and conceptual knowledge by asking questions about stories that were read. The Smartpen© will also be used for this assessment. These tools provide an efficient means of monitoring children's vocabulary and comprehension progress so that teachers can individualize instruction.

Goal 1c. OWL teaches automatic letter recognition through game-like activities presented during *Songs, Word Play and Letters*, in *small group* activities, *centers time*, and in selected transitions between activities. There is variability in the sequence of letter learning among children, and OWL encourages a flexible approach. Children are taught to recognize letters and learn sound-symbol correspondence in a sequence that moves from stressing letters in children's names and the names of their friends (initial capital letter > lower case letters), to upper case letters, to lower case letters that match the shapes of upper case letters, to lower case letters that are distinctive.

A powerful means for children to learn and apply letter knowledge is through emergent writing (Aram and Levin). OWL will be augmented using writing techniques piloted by Rowe and Neitzel with low-income 3- to 5-year-olds. Teachers will demonstrate writing during group times and individual learning center activities using scaffolded writing (Bodrova and Leong), a technique found to be very effective in helping young writers focus on and begin to produce individual letters. The RealeWriter bookmaking activities (see *Goals 1a,b*) provide opportunities for children to write books about shared experiences at school. The *Write Start! Writing Assessment*, used for summative assessment, has a field version that teachers will be taught to use to help them track children's emerging letter knowledge.

Goal 1d, building phonological awareness abilities, will be addressed by focusing on rhyme, and word patterns in a daily group activities with *Songs, Word Play, and Letters*. Teachers also will foster phonological awareness by asking children to attend to sounds as part of transition activities ("If your name begins with /d/ ...."). During the year, OWL progressively helps children attend to sounds, moving from larger to smaller units (syllables > rhymes > onsets and rimes > initial phonemes > final phonemes). Children learn to isolate and blend sounds through large and small group games, transition activities and while writing. Scaffolded writing in groups and one on one will augment the supports provided by OWL by giving teachers a systematic way to help children segment and analyze words as they seek to transcribe speech into print. The *Write Start!* Field Assessment tool will provide teachers insight into children's emerging ability to analyze the sounds of language at the level of onsets, rimes and phonemes.

Goal 1e, learning print purposes and conventions, will be supported by OWL activities during *Songs, Word Play, and Letters* as teachers point out print features during shared reading of charts and big books containing favorite poems and songs. Teachers also will demonstrate writing purposes and conventions during shared writing that is part of routines like morning message or making choices of center time play activities. Children will observe and experiment with print conventions during center activities such as making signs for food in a grocery store or writing letters. The Rea????Writer book making activities described under *Goal 1a,b* will provide opportunities to use writing for functional purposes and the *Write Start!* Field Assessment tool will provide teachers insight into children's emerging understanding of how print functions.

Goal 1f, support for literacy development of ELL students, is intimately related to all of our efforts to support acquisition of English because strength in both languages fosters long-term literacy goals (Reese et al.). While our classrooms will immerse children in English print and oral language, we also will employ some techniques that allow children to use their home language resources to learn English. For example, we will send home Story Backpacks containing core OWL books written in English and children's home languages, a CD with read alouds of the books in English and home languages, and a CD player. This will allow parents and children to read books together in their home language while children are reading and discussing these books at school in English. Children's knowledge of book content will form a predictable base for learning English words and grammatical structures. Reading these books at home in the child's first language also will provide a powerful message about the value placed on the home language and will create a context for language learning that will help sustain the children's L1 competence. This method has been found to support both L1 and L2 learning and to validate home use of the family's first language (Roberts).

We also will: 1) send home books generated with the RealeWriter computer program and printed in English and children's home languages; 2) create a classroom culture that celebrates that power of knowing more than one language, 3) make efforts to value the rich variety of cultural backgrounds of the families; 4) provide opportunities outside of school with the Nashville Public Library (NPL) and the YMCA to foster language growth and lessen summer learning losses. (See *Project Goal 5.*) Teachers will receive professional development targeted at improving their understanding of second language learning and their abilities to work with ELL children. (See *Project Goal 3*). The EOWPVT-Spanish will be used to assess Spanish-speaking children's L1 language.

Selection Criterion 1, Factor 2, Purpose 3: High Quality Environments

To obtain improved child outcomes, ELL Success proposes to improve the language and print richness of classrooms. High quality print environments will be created by providing materials and professional development for using them effectively (see also *Project Goal 3*).

Table 2. Project Goal 2: Provision and Assessment of Print-Rich Environments

Project Goal 2: ELL Success will provide high quality language, literature, and print environments in classrooms. a) Environmental print: Environmental print will be available and incorporated into classroom activities and routines. The quality of the print environments will be monitored by literacy coaches on an ongoing basis. The *ELLCO Literacy Environment Checklist* results will verify success. b) Children's literature: High quality books, some in children's home languages, will be available throughout the classroom. Materials and teacher supports will be monitored by literacy coaches on an ongoing basis and evaluated by the *ELLCO Literacy Environment Checklist*, the *Literacy Activities Rating Scale* (book reading), and the book reading item on the anchored rating scale. c) Writing materials: Writing will be encouraged through well-stocked writing centers,

availability of writing implements in classroom areas, and teachers' large group demonstrations of writing. Narrative Record results completed 3 times a year and *ELLCO Literacy Activities Rating Scale* evaluation items for writing will verify that classrooms achieve top ratings for writing support.

In order to meet *Goal 2a*, print will be used to carry out of daily functions and for enjoyment. The print environment will be enriched with labels for activity centers, charts displaying the daily schedule, letter cards and games used during small groups and centers, and theme-related print incorporated into the dramatic play area. The classroom will contain environmental print written in English and children's home languages. The OWL curriculum ensures that multiple print-related activities occur and are linked thematically (e.g., reading a book about going shopping, making shopping lists in dramatic play). The physical materials needed for center activities will be purchased with ERF funds and replenished as needed.

To create a high quality literature environment, *Goal 2b,* OWL provides 27 high quality fiction books, 12 expository books, 9 predictable texts, and a big book that is a collection of poetry. ERF funds will be used to purchase 6 additional copies of 2 core curriculum books per unit. Twice a month each child will be able to take 2 of these books home in a Story Backpack (See *Goal 1f*). ERF funds also will be used to purchase, for classroom use, 4 to 5 additional children's books related to each OWL theme. Expository, narrative, and dual language books will be selected. In addition to theme-related books, all classrooms will have a well-stocked book center for informal reading during center time. Teachers will add to the classroom collection from well-equipped libraries available in the elementary school buildings.

Teachers will read daily in large and small groups and children will read books independently. As another way to experience children's literature, each classroom will be equipped with a listening center supplied with taped versions of books that children have heard read aloud. Children will be encouraged to listen to books during learning centers time.

To achieve *Goal 2c,* we will ensure that each classroom has a well-equipped writing center, and teachers will receive a stipend for purchasing consumable materials. In addition to traditional writing materials, ERF funds will be used to purchase technology needed for the production and distribution of child-authored books with both English and home language translations. Pre-K children will be introduced to computers and related materials as "tools" for writing and will be involved in using them to produce their own books. Materials supplied include a desktop computer for children's use (currently these are not available), a printer, printing supplies, RealeWriter software (www.realebooks.com), a classroom digital camera, and 2 or 3 very inexpensive digital cameras to be sent home with children on a rotating basis.

As explained in the section on professional development (Selection Criterion 1, Factor 2, Purpose 4, below), coaches will meet weekly with the program director. One topic of conversation will be teachers' use of OWL materials and provisioning of the classroom. These conversations will help coaches monitor the quality of the literacy environments informally and help teachers improve them by requesting materials or considering different ways of organizing space or materials. Coaching meetings will include discussion of the results from ongoing monitoring and the externally collected data.

Selection Criterion 1, Factor 2, Purpose 4: High Quality Professional Development

The effectiveness of ELL Success depends on high fidelity implementation of the curriculum and consistent use of strategies that foster language and literacy learning. To be effective, professional development (PD) must ensure teacher *understanding* of early literacy development, awareness of *how* they can foster specific developmental abilities, and *skill* with specific teaching strategies needed to implement the curriculum (Dickinson and Caswell). For this to occur, teachers need opportunities to learn new instructional skills, recognize the educative purposes of their instruction and interpret children's responses through a theoretical lens. This integration of skilled practice, knowledge and reflection is the goal of our PD component.

Table 3. Project Goal 3: Providing and Evaluating Teacher Professional Development

Project Goal 3: ELL Success will increase teachers' and assistants' knowledge of literacy development and their effectiveness in delivering research–based language and literacy instruction. Teachers and assistant teachers will acquire skill in:
a) implementing the curriculum, including all curriculum components, and teaching curriculum content using appropriate materials and instructional strategies;
b) teaching language and concepts during less structured times such as centers time and meals;
c) making adaptations according to the needs and responses of groups and individual children, with special attention to ELL children;
d) teaching writing to groups and individuals using scaffolded writing techniques;
e) motivating children to write by helping them create individually tailored books.
Success will be evaluated using the OWL Fidelity of Implementation checklists and a Narrative Record of teaching activity created and used previously by Schickedanz and Dickinson.

Based on the experiences of many projects that have implemented OWL, we recognize that it will take teachers time to achieve these goals; therefore we will address them incrementally. Our *goals for year 1 professional development* are that teachers and assistant teachers will: 1) structure of their day as recommended by OWL; 2) gain initial familiarity with curriculum material and content for units 3 to 6; 3) gain skill with OWL large group instructional settings; 4) begin to see how instructional methods build specific kinds of knowledge and skills; 5) gain facility teaching vocabulary and concepts; 6) become comfortable being coached and talking about their practice.

Our *goals for year 2 professional development* are that teachers and assistants will learn to: 1) maintain and deepen skills for full group instruction; 2) teach effectively in small groups, during centers time and informal settings by more effectively drawing children into conversations; 3) use scaffolded writing in group settings and for one-on-one writing; 4) use RealeWriter software to create individually tailored material for children to read; 5) acquire skill employing strategies that enable ELL children to participate fully in all settings; 6) gain facility adjusting instruction based on understanding of language and emerging literacy competencies.

Some of our *goals for year 3 professional development* will be generated based on fidelity of implementation data and results of summative assessments. One goal unique to year 3 is that teachers will gain skill articulating their beliefs and talking about practice as they share their practice and knowledge with non-project teachers who will visit their classrooms accompanied by literacy coaches. Some participating teachers also may share their practice and knowledge in professional development events arranged in collaboration with MNPS.

Teachers will receive 164 hours of high quality professional development each year. Our PD delivery model includes 4 components: full project *professional development workshops*, building level *study groups* of teachers led by the coach, and c*lassroom observations/demonstrations,* and *coaching sessions*. The full group will attend 2 days of PD at the beginning of each year. These will be followed by one full-day, large group PD workshop each semester. Workshops will provide overviews of teaching strategies and explore concepts related to literacy development and second language learning (full group time per year = 28 hours). *Study groups* will be held about three times a month during a 2-hour period at the end of the day, 1 hour of which is part of the regular school day (study groups per year = 54 hours). These sessions will be led by the coach and attended by the teachers and assistant teachers. Study groups will serve multiple functions: 1) provide an overview of the coming unit (activities, books, skills, and knowledge); 2) introduce methods for delivering specific OWL components (e.g., book reading strategies); 3) brainstorm solutions to challenges in scheduling and delivering the curriculum and identify needs for material supports; 4) teach and reinforce instructional strategies; 5) deepen knowledge of content that is being taught (e.g., science knowledge); 6) discuss individual children, how their language and literacy skills are emerging, and devise strategies for individualizing instruction. In year 1 the focus will primarily be on issues 1 – 3. In year 2, the focus will shift to the other topics as teachers master basic instructional strategies and gain skill relating knowledge of development to instructional techniques.

Literacy coaches will provide individualized support through weekly *coaching visits* (estimated time per year: 32 visits x 2.5 hours = 82 hours). Each visit will have an agreed-upon instructional skill as the focus of the coach's observations or demonstration lessons. By mutual agreement, the coach will sometimes videotape the teacher's lesson or the coach's demonstration lesson. Coaches will review tapes and select segments for discussion in *coaching feedback sessions* with teachers. These will occur after the coaching visit, during nap time. Teachers will be helped to become reflective and will work with the coach to set goals for their own growth.

PD also will be provided to *principals* in a 2-hour overview at the beginning of the project, and 3 times each year at meetings of the principals (5 hours per year). Weekly "Drop In" sheets will be supplied to principals informing them of things they should expect to be seeing in the classrooms and educational goals that should be informing the Pre-K teachers' practice.

The effectiveness of professional development (*Project Goal 3*) will be monitored in an on-going manner through discussion of literacy coaches' observations of teaching practices and planning. Recommended practices for each OWL component (e.g., book reading, small groups) have been specified on implementation checklists that will be used during initial trainings of teachers and coaches and will serve as a point of reference during weekly coaching meetings when different OWL components are discussed. These forms, now being used reliably by a research team based at Vanderbilt, will be used by the project's independent Assessment and Evaluation team on three occasions. Narrative Record data collected at the same time will provide fine-grained details about the teacher-child interaction, allowing us to assess the quality of instruction during group and informal times and to identify targets for professional development.

We recognize that the professional development needs of coaches are vital because they must integrate content and procedural knowledge while forming supportive, trusting relationships. High quality coaching is vital to the project's success. Literacy coaches will participate in professional development with teachers, and will also receive an additional 48 hours of professional development targeted directly to their needs each year.

Table 4. Project Goal 4: Supporting and Evaluating the Skills of Literacy Coaches

Project Goal 4: ELL Success will ensure that literacy coaches have a firm understanding of OWL, are able to note aspects of practice that teachers need help with, are able to articulate connections between strategies and development, and are able to form supportive relationships. Ongoing success will be monitored through weekly coaching sessions and monthly joint observations of a classroom and a videotaped coaching session with a curriculum specialist. Effectiveness will be evaluated by coding selected videotaped coaching sessions for instructional and relational skill.

A critical first step toward understanding how OWL should be implemented is for the leadership team (Co-PIs, project director, coaches, school liaison, curriculum specialists) to visit a program that has been effectively using OWL. There are several programs in the Atlanta region that are appropriate. We will plan to make a 2-day visit to one or two of these programs to gain first-hand information about program implementation. Literacy coaches will attend all professional development offered to teachers, and will receive additional professional development from Vanderbilt faculty (Dickinson, Rowe, Neitzel), project staff (project director, curriculum specialists), and the external ELL consultant. The PIs and other staff will meet with coaches regularly to discuss challenges, often using videotapes made by coaches to ground the discussion, and to set goals. In year 3, coaches' abilities to discuss practice will be deepened as they serve as key personnel in disseminating what we have learned by leading guided observations of selected classrooms for key MNPS personnel and by taking part in professional development events organized by MNPS.

Selection Criterion 1, Factor 2, Purpose 2: Goals, Curriculum,& Procedures (cont.)

A final project goal for ELL Success is to enhance home supports for language and literacy development and combat summer learning loss through collaborations with the Nashville Public Library (NPL) and the YMCA.

Table 5. Project Goal 5: Reducing Summer Learning Loss; Building Home Support

Project Goal 5: Summer learning loss will be reduced through participation in summer programs and use of library resources. Achievement of this goal will be evaluated by comparing spring child assessment scores with scores on assessments administered the next fall.

ELL Success will seek to draw parents into regular use of their branch libraries through a series of programs during the year and use this connection to help combat summer learning loss and sustain literacy activity as children enter school. We also will collaborate with the YMCA to provide a Summer Enrichment Program (SEP) to re-immerse children in an English language environment and refresh skills acquired in preschool. This program will support an MNPS effort to connect the Pre-K programs and Early Reading First with the primary grade Reading First program.

The library initiative is designed to help families become comfortable using neighborhood libraries. Research has found that library use can result in enhanced learning but that simply making services available may not translate into use by low-income groups (Neuman and Celano). NPL will draw on its current repertoire of strategies for engaging families of young children. A collaboration with NPL will begin in the winter with two Family Literacy nights held at the schools children attend. The first one will encourage reading and familiarize families with the library. Food will be served and each family will receive a kit with a book and information about the location of the nearest library with dates when interesting book-related events are occurring. The second family night will be *Bringing Books to Life*, a program that includes a puppet show and art activities related to a book. The book to be performed will be read in classrooms before the performance; extended families will be encouraged to attend. Food will be served and two more books will be given away. In the summer, another puppet show will be given as part of the SEP.

The YMCA summer program will build on its successful Project Starfish (a literacy program for K-3 students) to create a developmentally appropriate program in alignment with the OWL curriculum. The SEP provides engaging, hands-on activities in a language and print rich environment to reinforce the concepts learned in preschool and boost oral language and literacy skills. There will be story-sharing times and theme-related group lessons, learning centers and projects, and child-centered play time. During centers time, at least three structured theme-related activity choices will be offered and children will be supported by staff as they play with friends in areas including art, blocks, science, book reading, and dramatic play. Print will be included as part of routine group events using approaches similar to what children experienced in preschool. The SEP will make use of many of the materials and popular books that the children experience in preschool. The program will use familiar materials because this will help children recall and begin (re)using language that they learned while in preschool.

The SEP will have full access to the resources available at the YMCA Community Action Project (Y-CAP) Center where the program will take place including: 1) studios for fine arts, dance, and music; 2) facilities for health and nutrition activities; 3) indoor and outdoor spaces for physical fitness and sports activities; 4) a swimming pool and other water sport activities. In the afternoons, children will have opportunities for experiences in these areas, and each will be used as an occasion for staff to support language use and development. There will be least one field trip to Nashville's Adventure Science Center. All program staff will be trained to foster language use and growth. An 8:1 child to staff ratio will be maintained to ensure that the children's English language proficiency is supported through high quality socialization and interactive exchanges. Staff will meet 1 week prior to program implementation for training. The summer program also will provide two family literacy activities per summer session.

Selection Criterion 1, Factor 2, Purpose 5: Screening, Assessment, and Monitoring

The project will develop a comprehensive picture of children's language and literacy development as they enter the program from pretest data collected by the independent team of researchers who are handling our evaluation. (See Selection Criterion 5.) Information from these will be made available to the coaches and leadership team quickly. Coaches will discuss results with the teachers. Spring child assessment data collected by this team will be analyzed and made available to the leadership team as it plans for the following year. Curriculum based assessments will track children's acquisition of print knowledge (LWK), vocabulary (WWK), text understanding (TWU) and growth of writing ability and associated phonological awareness with the *Write Start!* Field Assessment tool (see *Project Goal 1*). The success of professional development efforts will be determined by externally conducted fidelity of implementation observations and Narrative Records on three occasions, the results of which will be shared with the coaches and the leadership team shortly after they are collected. Success meeting PD goals will be monitored by coaches, as described in *Project Goal 3.*

Selection Criterion 1, Factor 3: Coordination with Related Efforts

The target MNPS schools are positioned to become Centers of Excellence (see Appendix

B). Attendance exceeds 94%, all teachers are highly qualified to teach Pre-K and have B.A. degrees, and 8 also have M.A. degrees. Teachers average about 8 years of classroom experience, and only two schools lost a teacher last year. All are Reading First schools and their principals are supportive and eager to link Pre-K and elementary literacy coaches and to ease the Pre-K to kindergarten transition. Serving high percentages of economically disadvantaged children, all of the schools except Glenview, which has the highest percentage of ELL students, achieved No Child Left Behind (NCLB) targets in math, reading, and attendance in 2006-2007.

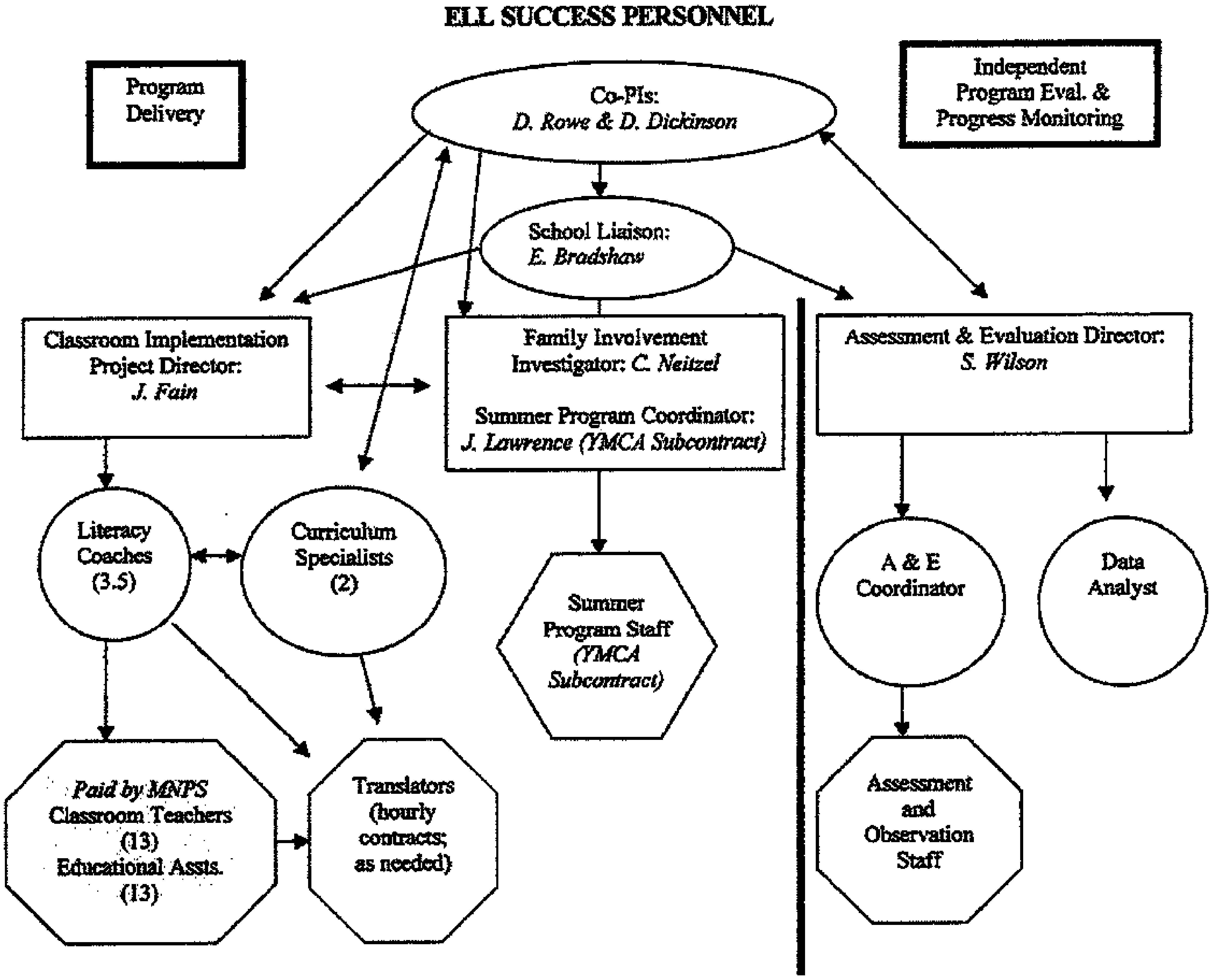
The community partners with whom we will work are well-established in their communities and recognized as providing high quality programming for children. The Nashville Public Library has multiple outreach programs for young children and their families. Their Bringing Books to Life program has served 8, 242 children and families. Family literacy sessions have been presented 30 times with 94% of participants reporting that they were more likely to use the library as a result. NPL has partnered with multiple community groups including with the MNPS Refugee English Program to reach immigrant and ELL population.

The YMCA also has worked successfully with the population we will serve, as revealed by Project Starfish, the experimental literacy education program for K-3 children that showed impressive gains in reading scores. The YMCA has strong connections to the international community and to the East Nashville Synergy Center, a group that provides services for the refugees who have relocated to Nashville. Because the YMCA outreach staff at the Synergy Center already work with families served by our target schools, they will be helpful in recruiting families to participate in the SEP.

Selection Criterion 2: Project Personnel

Vanderbilt University and MNPS abide by nondiscrimination policies and encourage applications from underrepresented groups. The Co-PIs will coordinate with MNPS to hire staff and ensure that job announcements are posted in minority publications. (See Table 6 below.)

Table 6: ELL Success Personnel and Roles


ELL SUCCESS PERSONNEL
Program Delivery
Co-PIs: D. Rowe & D. Dickinson
Independent Program Eval. & Progress Monitoring
School Liaison: E. Bradshaw
Classroom Implementation Project Director: J. Fain
Family Involvement Investigator: C. Neitzel
Summer Program Coordinator: J. Lawrence (YMCA Subcontract)
Assessment & Evaluation Director: S. Wilson
Literacy Coaches (3.5)
Curriculum Specialists (2)
Summer Program Staff (YMCA Subcontract)
A & E Coordinator
Data Analyst
Paid by MNPS Classroom Teachers (13) Educational Assts. (13)
Translators (hourly contracts; as needed)
Assessment and Observation Staff

Programmatic Personnel

Selection Criterion 2, Factor 1: Qualifications of Principal Investigators and Project Director

The principal investigators (Co-PIs) will provide overall guidance for all aspects of ELL Success. Deborah Wells Rowe, Ph.D., and David Dickinson, Ed.D., have exceptional qualifications to lead a project grounded in scientifically based reading research and early literacy practices. Both are nationally recognized scholars in early language and literacy development and instruction. Dr. Rowe (25% AY effort, plus 1 summer month) is an expert in early literacy learning and instruction, with a special focus on early writing. She was PI (with Carin Neitzel) of the Write Start! project, a 3-year longitudinal study of preschool writing in 7 child care classrooms. Dr. Dickinson (6.25% AY effort, plus 1/2 summer month), is an expert in early language and literacy development and professional development and is co-author of the OWL curriculum. Dickinson has directed several large intervention research projects, has supported a large Head Start program in implementing OWL, and is in contact with other ERF programs that have delivered OWL effectively. The Co-PIs will be responsible for implementation of the project, professional development, and collection and use of progress monitoring data.

The Project Director (100% FTE), Jeanne Fain, Ph.D., will be responsible for overall direction of the daily details of ELL Success as outlined in the management plan. She holds a doctorate in Language, Reading, and Culture and specializes in English as a Second Language and literacy instruction for early childhood and elementary students. She has extensive experience as a university instructor and classroom teacher of English Language Learners. She will: 1) oversee day-to-day implementation of the curriculum, 2) assist in program design and professional development with a special focus on ELL children, 3) supervise literacy coaches, 4) oversee ordering and production of classroom materials, and 5) provide budget oversight.

Selection Criterion 2, Factor 2: Qualifications of Other Programmatic Key Personnel

Carin Neitzel, Ph.D., is the project investigator responsible for the Summer Enrichment Program and school/home/community connections (12.5 % AY effort, plus 2 summer months). Her expertise is in family involvement and she conducts research on relations between family interactions and children's school learning. She has worked with Rowe to deliver and study a preschool literacy intervention (the Write Start! project). Dr. Neitzel will be responsible for overseeing parent meetings, the Story Backpack program, coordination with the library, and for the YMCA Summer Program.

Eleanor Bradshaw (100 days per year) will serve as School Liaison between our project, MNPS, and the YMCA. Ms. Bradshaw, most recently retired as principal of Glenview Elementary School, has overseen the implementation of Reading First curricula and assessments, managed school budgets, and supported ELL children and their families. Because our project is located in a large urban district, it is essential that we connect smoothly to existing school efforts. Ms. Bradshaw will work with MNPS building principals, teachers, and district staff to maintain communications and coordinate efforts to ensure: 1) integration of ELL Success with Reading First curricula, 2) implementation of assessments and professional development within school schedules, and 3) coordination of access of other MNPS and Tennessee Pre-K teachers to ELL Success classrooms as Centers of Excellence. She will serve as a liaison between our project, MNPS, and the YMCA to enroll students in SEP and transition them to MNPS kindergartens.

We will also employ two curriculum specialists: Tanya Flushman (50% FTE) and another to be hired. Both will have master's degrees in literacy and classroom experience. They will: 1) provide teachers and literacy coaches with special support for implementing the OWL curriculum and using RealeWriter software, 2) conduct curriculum based assessments, 3) attend coaching meetings to discuss child progress data and classroom instruction, and 4) support literacy coaches by co-observing classes and discussing videotapes of coaching sessions.

Four literacy coaches will be hired (3 full-time and 1 half-time coach working 10 months per year) to provide classroom teachers and their assistants continuous onsite mentoring and professional development. Full-time coaches will work with 3 to 4 classrooms in 2 buildings. The part-time coach will work in one building and will assist with collection of progress monitoring data. Qualifications for coaches will include at least a master's degree in reading education or a related field (reading specialist endorsements preferred) and at least 3 years of classroom teaching experience with preschools and English language learners.

Not included in this budget are 13 classroom teachers and 13 educational assistants in project classrooms who are supported by Metro Nashville Public Schools (MNPS). They are regular MNPS Pre-K faculty. All teachers have at least a B.S. in education and are certified by the Tennessee DOE, and teaching assistants are required to have at least a 2-year degree. As indicated in the support letters, principals and teachers want to participate in ELL Success.

Evaluation Personnel

Listed as key personnel, Sandra Wilson, Ph.D., (30% FTE), assessment and evaluation (A & E) director, is responsible for designing an independent evaluation that ensures objectivity and a high standard of data collection and analysis. (See Selection Criterion 5.) She is associate director and senior research associate at the Center for Evaluation Research and Methodology at the Vanderbilt Institute for Public Policy Studies. She was lead analyst for a previous Early Reading First project in Wayne County, Tennessee, has worked on two major Institute for Education Sciences preschool curriculum evaluation studies, and now is evaluating the effectiveness of the OWL curriculum in nine previously funded Early Reading First sites across the United States.

Dr. Wilson will supervise all staff working on the independent A & E team. Personnel will include an A & E coordinator (50% FTE) who will manage the day-to-day operations, coordinate with classroom teachers and the school liaison to schedule child assessments and classroom observations, and train and supervise the hourly assessment and evaluation staff responsible for the ongoing data collection and processing. A data analyst (25% FTE) will assist with timely processing and analysis of child assessment and classroom observation data. Persons hired for these positions will have doctoral level training, experience working on educational research projects, and demonstrate strong quantitative and qualitative skills.

Selection Criterion 2, Factor 3: Project Consultants and Subcontractors

Linda Espinosa, Ph.D., a nationally known expert on teaching preschoolers from diverse backgrounds and emerita professor of early childhood education at the University of Missouri, will consult with us for 5 days per year to support our work with ELL students. Once each year, she will make a 3-day site visit to project classroom and participate in a PD workshop. Four times a year she will participate in teleconferences. Three will include literacy coaches. The other meeting will be with the Leadership Team to discuss assessment and monitoring data provided by the A & E team. During the school year, we will hire language translators on an hourly contract basis to translate written books and materials sent home to parents, and to provide oral translations at parent meetings.

We will subcontract with J. Lawrence, executive director of YMCA of Middle Tennessee programs, to serve as the Summer Enrichment Program coordinator. Mr. Lawrence has 30 years of work with Nashville YMCA programs and extensive experience working with schools and local agencies that provide services to immigrant populations in Nashville. He will work closely with Dr. Neitzel to develop the curriculum for the summer program. He will be responsible for program publicity and enrollment; recruiting, hiring, and training of the summer program staff; and for administration of the program. SEP teaching staff will be paid as part of the YMCA subcontract. They will be recruited from local universities and from the Synergy Center which serves immigrants in the local area, with a priority on hiring staff familiar with each of the cultures and languages of the children participating in the program.

Selection Criterion 3: Adequacy of Resources

Selection Criterion 3, Factor 1: Support by Stakeholders

Appendix C contains letters of agreement from MNPS Executive Director, Grades Pre-K to 4, and from building principals indicating their support and willingness to participate in ELL Success. Principals contacted their Pre-K teachers and gained their agreement to participate. MNPS staff agree to implement the curriculum and to participate in professional development as outlined in this proposal. Also contained in Appendix C are letters of agreement from the YMCA and the Nashville Public Library.

Selection Criterion 3, Factor 2: Relation between Costs and Objectives

ELL Success will provide services to 702 children over 3 years for an average cost of $3,656 per child (total costs less indirect costs.). When only programmatic costs are considered, the average cost for serving 702 children is $2,651 per child. Over the course of the grant, the program delivery team will work in collaboration with the A & E team to track actual expenses and determine the per-student costs for delivering ELL Success. We will track those costs that would be incurred by others seeking to replicate the program, excluding expenses related to summative assessment that would not be part of a mature, functioning program.

Selection Criterion 4: Management Plan

Selection Criterion 4, Factor 1: Plan to Achieve Objectives on Time and Within Budget

Our management plan (Table 7) describes activities required to meet each of the 5 project goals, timelines and responsible staff. By January 1, 2009, ELL Success will begin full implementation. The following abbreviations are used: LT (leadership team), PI (principal investigators), PD (project director), SL (school liaison), CT (classroom teachers), LIB (library team, LC (literacy coaches), CS (curriculum specialists), AED (assessment & evaluation director), AEC (assessment & evaluation coordinator), SPC (summer program coordinator).

Table 7. ELL Success Management Plan

Years 1, 2, 3: September 2008 - August 2011

ORGANIZATIONAL ACTIVITIES		
Activity	*Project Year Initiate-Complete*	*Person Responsible*
Schedule bi-weekly leadership team meetings Develop policies governing project	*Y1* Oct.– Nov. *Y1* Oct.	PD LT
Develop job descriptions, advertise, hire personnel	*Y1* Sept-Nov	LT
Establish budget guidelines and procedures	*Y1* Oct.	LT
Schedule teacher PD activities; negotiate with MNPS	*Y1* Dec. *Y2,3* Aug; Jan.	PIs, SL
Establish schedule for assessment; negotiate with MNPS	*Y1* Oct. *Y2,3* Aug, Mar	AEC, SL
Goal 1: Support all children in developing age-appropriate language and literacy skills		
Align ELL Success with MNPS Pre-K standards	*Y1* Oct.	PD, SL, CS
Purchase OWL curriculum	*Y1* Sept	PD
Develop/revise guidelines for implementation of curriculum	*Y1* Sep-Oct *Y2,3* July	LT
Initiate twice monthly project meetings	*Y1* Sept. *Y 2, 3* Aug - May	LT, SL
Orient and update principals about OWL and progress toward goals	*Y1* Oct, Jan, May *Y2,3* Aug, Jan, May	SL, PIs, LC, CS
Inform principals of OWL curriculum plans and activities with twice monthly "principals' updates"	*Y 1* Jan – May *Y2,3* Aug - May	PD, LC, SL
Conduct parent meetings (Reading in Pre-K; Transition to K), and implement library-engagement program	*Y1* Mar, May *Y2,3* Oct., Feb. May	PD, SL, LC, CT, Neitzel
Implement school-home book lending program	*Y 1* Jan – Apr. *Y2,3* Sept. - May	CT, LC, PD
Conduct standardized child assessments	*Y1,2, 3* Oct. – Nov., Apr, May	AED, SL
Train/Refresh CS on curriculum-based assessments	*Y1* Sept. *Y2,3* Aug.	Rowe, PD, CS, LC
Conduct Write Start! Writing Assessment	*Y1,2,3* Sep. May	Rowe, CS, PD
Collect key information about home language use	*Y1, 2, 3* Sept.	LC, SL, CT
Conduct Write Start! Field Assessment	*Y1 Feb.* *Y2,3* Oct, Jan, March	Rowe, PD, CS, LC
LC provide feedback from Write Start! to teachers	*Y1* Feb *Y2,3* Oct, Jan, March	PD, CS, LC, Rowe

Conduct OWL curriculum-based assessments: Words We Know, Text We Understand, Letters We Know	*Y1* Oct, Feb, Mar, Ap *Y2,3* Oct, Nov, Jan, Feb, Mar, Apr	Dickinson, PD, CS, LC
LC provides feedback from curriculum-based assessment to teachers and plans instruction	*Y1,* Oct, Feb, Mar, Apr *Y2,3* Oct, Nov, Jan, Feb, Mar, Apr	Dickinson, PD, CS, LC
Deliver transition to K reports to parents, MNPS	*Y1,2, 3* May	SL, LC, CT
A&E independent evaluation reports delivered to LT	*Y1,2, 3* Jan., June	PD, AED
Evaluation results shared with full project including principals and teachers	*Y1,* Aug *Y2, 3* Feb, Aug	LT, SPC
LT, A&E team, ELL consultants meet to plan for program improvement based on assessment data	*Y1,2, 3* Oct, Jan, Mar, June	LT

***Goal 1 Benchmarks**: Performance measured in the spring will be age appropriate for:*

1. *Vocabulary (PPVT-III, EOWPVT, English): Yr 1: 80%, Y2: 90%, Y3: 95% of children*
2. *Discourse: (W-J: Comprehension): Y1: 75%, Y2: 85%, Y3: 90% of children*
3. *Print knowledge: (W-J: Letter-Word, PALS Alphabet) Y1: 85%, Y2: 90%, Y3: 95% of children*
4. *Phonological awareness(Pre-K PALS Beg. Sounds, Rhyme Awareness) Y1: 80%, Y2: 90%, Y3: 95% of children*
5. *Print Concepts: (Pre-K PALS Print & Word Awareness; Write Start! full assessment) Y1: 80%, Y2: 90%, Y3: 95% of children*
6. *ELLs reach age-appropriate levels in English: same assessments as above 1-5*
   Print knowledge and phonological awareness: Y1: 75%, Y2: 85%, Y3: 90% of children
   Vocabulary and discourse: Y1: 60%, Y2: 75%, Y3: 85% of children
   ELLs maintain age-appropriate Spanish: (EOWPVT) Y1: 75%, Yr2: 85%, Yr 3: 90% of children

Goal 2: Provide high quality language, literature, print and environments.

Conduct ELLCO observations and collect Narrative Records; provide feedback to LT to guide improvement	*Y1,2,3* Sept. - Oct, April - May	AED, SL
Order equipment, supplies and additional books	*Y1 Oct.* *Y1,2* July - Aug.	PD
Order technology, install (computers, printers, software)	*Y1* Oct.-Nov.	PD
Establish goals for each teacher's classroom environment	*Y1,2,3* Sept.	LT
Provide/replace books, writing material, listening centers, charts, computers, software, etc.	*Y1* Nov. *Y2,3* Aug.	PD, LC, CT
Inventory to replace/replenish OWL materials	*Y1,2,3* May	CT, LC
LT, A&E team, ELL consultants meet to plan for program improvement based on assessment data	*Y1,2, 3* Jan, June	LT

Goal 2 Benchmarks:

1. *Y1 Supplies delivered and installed by Jan (Y2,3: by Sept.)*
2. *Teachers will have a score of 95% or better on the ELLCO environmental scale (Y1 85%, Y2:95%; Y3: 100%)*

Goal 3: Increase teachers' and assistants' knowledge of literacy development and effectiveness in delivering research-based language and literacy instruction

LT, A&E team, ELL consultants meet to plan for program improvement based on assessment data	*Y1,2, 3* Jan, June	LT
Conduct initial PD for OWL implementation (in Y2 and 3 for new teachers)	*Y1* Nov-Dec *Y2,3* Aug.	PIs, PD, CS
Implement weekly coaching cycle and weekly coaching meetings at Vanderbilt	*Y1* Jan-May *Y2,3* Aug-May	PD,LC
Implement PD through after-school coach-led teacher study groups (2 times per month)	*Y1* Jan-May *Y2,3* Aug-May	PD, LC, CS
Implement PD through full day teacher training sessions (2 times Y1, 3 times Y2, 3)	*Y1* Jan-May *Y2,3* Aug-May	PIs, LC, CS

Goal 3 Benchmarks:

1. *Y1: 95% following expected schedule; 80% success on Fidelity ratings for Story Time, Morning Meeting, Songs Word Play, Letters, Let's Find Out. 70% for other settings*
2. *Y2: 100% using schedule, 90% ratings on Fidelity for large group, 85% for small groups, lunch, centers; Narrative record: evidence of intentional efforts to teach vocabulary, extend thinking*
3. *See also Goal 1 & 2 Benchmarks*

Goal 4: Increase literacy coaches' knowledge of literacy development and instruction, and effectiveness in providing on-site PD for teachers

Visit high quality site implementing OWL in Atlanta	*Y1* Sept.	PI, LC, CS, PD, SL
Attend and in Y2, 3 contribute to full day PD sessions with teachers	*Y1* Jan-May *Y2,3* Aug-May	PIs, LC, CS
Conduct weekly PD sessions with LCs	*Y1* Nov-May	PIs, PD, SL
LCs reflect on videotaped coaching sessions – weekly; those participating other than LC will vary week-to-week	*Y1*, Nov - May *Y2,3* Aug - May	LC, PD, CS, PI, SL
Attend ERF conferences	*Y1,2,3* Mar	LC, PD, PI
Prepare presentations and abstracts for conferences	*Y1,2,3* Mar - July	AED, PIs, LCs, CSs

***Goal 4 Benchmarks**: On qualitative analysis of coaching videos and log books:*

1. Coaches identify key interactions, discuss them using appropriate concepts:
   Y1: all consistently strong on print, and phonological awareness; mixed strength with language
   Y2, Y3 all consistently strong across all aspects of instruction
2. Coaches are able to provide specific, positive feedback about appropriate behaviors..
   Y1: general ability but some need for improvement; Y2,3: consistently strong
3. Coaches make effective presentations in PD sessions (Y 2) and at conferences (Y3)

Goal 5: Families Better Support Literacy; Summer learning loss is reduced for participating children

Plan for Summer Enrichment Program: work with YMCA, coordinate with Library	Yrs 1, 2 Feb - June	Neitzel, SPC, SL
Deliver 3 Library programs, 2 in school, 1 at the branch library	*Y1,2,3* fall, winter, spring	Neitzel, SL,
Preregister for Summer Enrichment Program	*Y1,2,3* April, May	Neitzel, SPC, SL
Conduct Summer Enrichment Program	*Y1,2,3* Aug	Neitzel, SPC, SL

Goal 5 Benchmarks:
Families attend parent nights: Y1: 40%, Y2, 3: 60% of families
Families enroll children in summer program: Y1: 40%, Y2: 50%, Y3: 60%

Selection Criterion 4, Factor 2: Feedback and Continuous Improvement

Progress toward achieving the ELL Success goals listed in Tables 1-5 and the implementation benchmarks previously described in Table 7, will be evaluated and used to make adjustments in program activities in an on-going manner. (See Selection Criterion 1, Factor 2, Purpose 2) As shown in the Management Plan (Table 7), independent evaluation reports, produced twice per project year, will report gains achieved by participating children, and link those gains to classroom observations. Twice per year, upon receipt of standardized test data from the A & E director, Curriculum Improvement meetings will be held with the leadership team, the YMCA liaison, and the ELL consultant. Soon after the observations are conducted, the A & E director also will provide interim reports on the classroom observations with recommendations for improvements. At least once each month, Co-PIs, curriculum specialists, and literacy coaches will review data provided collected by the A & E team, curriculum based measures, videotapes of teaching, and coaches' ongoing classroom observations, to identifying areas for improvement.

Selection Criterion 4, Factor 3: Time Commitments of Key Personnel

Project Personnel and their roles were described in Selection Criterion 2. The amount of effort of each is indicated in the section describing personnel. Our project includes experienced and highly qualified staff who are devoting the time needed to implement this project.

Selection Criterion 5: Project Evaluation

Selection Criterion 5, Factors 1 & 2: Evaluation Methods, Measures, Goals

The external project evaluation will be led by Sandra Wilson, Ph.D., of the Center for

Evaluation Research and Methodology (CERM) of the Vanderbilt Institute for Public Policy. CERM is an independent research center at Vanderbilt University, and the Co-PIs do not have affiliations there. The data collection schedule and instruments are outlined in Table 8. The planned evaluation activities will make use of: 1) child assessments conducted twice during preschool and once at the beginning of Kindergarten; 2) detailed classroom observations of implementation fidelity, classroom environment, and teacher instructional practices collected on multiple occasions; 3) the ongoing child data collected by teachers and coaches for continuous improvement. Detailed qualitative data from coaches on their specific coaching activities will round out the data collection for the evaluation. Reliability and validity for the measurement tools are summarized in the table.

Table 8. Data Collection Instruments and Schedule for External Evaluation

Goal	Tool	Timing	Reliability & Validity
Assessments of Children's Learning			
1a) Vocabulary	PPVT-III	Fall, Spring, Fall K	R: .91-.95 V: .63-.91
	EOWPVT– English	Fall, Spring, Fall K	R: .90 V: .19-.59
1b) Comprehension & Discourse	W-J Comprehension	Fall, Spring, Fall K	R: .82 V: see notes
1c) Letter Recognition	W-J Letter Word	Fall, Spring, Fall K	R: .87-.96 V: see notes
	PALS – Alphabet	Fall, Spring, Fall K	R: .99 V: .41-.71
1d) Phonological Awareness	PALS – Beginning Sounds, Rhyme Awareness	Fall, Spring, Fall K	R: .84-.99 V: .41-.71
	W-J: Spelling	Fall, Spring, Fall K	R: .84-.89 V: see notes
1e) Print Concepts	PALS – Print & Word Awareness	Fall, Spring	R: .71-.75 V: .41-.71
1f) Maintain L1	EOWPVT- Spanish	Fall, Spring	R: .90-.93 V: .64-.75
Classroom Observations, Fidelity of Implementation			
2 a – c) Classrm. Environment	ELLCO – Full Battery	Fall, Spring	R: .57-.92
3) Effective Teaching & PD	OWL Fidelity of Implementation	Fall, Winter, Spring	R: .90
	Narrative Record	Fall, Winter, Spring	R: .65-.82

4) Effective Coaching and PD	Videotaped Coaching Sessions	Fall, Late Winter	Qualitative: Inter-rater reliability will be established during coding
NOTES: R=reliability; coefficients represent range of those presented in test manual and may include internal consistency, test-retest, or inter-rater reliability. V=validity; coefficients represent range of those presented in test manual and may include concurrent, predictive, or construct validity. Woodcock-Johnson III has undergone extensive psychometric validation; the test manual contains detailed information on this highly valid collection of achievement tests.			

Because results of assessments made at the beginning of Pre-K, the end of Pre-K, and the beginning of kindergarten must be longitudinally comparable, the measures must be scalable across this age range. Given that, we have selected several subtests of the Woodcock Johnson Tests of Achievement (Woodcock, McGrew and Mather), the Peabody Picture Vocabulary Test (Dunn and Dunn), the Expressive One-Word Picture Vocabulary Test (Brownell), and the Phonological Awareness Literacy Screening (Invernizzi et al.). In addition , there are several ongoing assessments to be used as part of continuous improvement efforts. These include the OWL curriculum based assessments and the WriteStart! Writing Assessment described earlier. The specific activities to be performed in evaluating each of the 5 project goals are described below.

Project Goal 1: Student Outcomes. A series of overlapping analyses will establish whether ELL Success supports all children in developing age-appropriate language and literacy skills. First, the Government Performance & Results Act (GPRA) indicators required by ERF will be analyzed for each of the 3 cohorts.

1. The cost per ELL Success child who achieves significant gains in oral language skills as measured by the Peabody Picture Vocabulary Test (PPVT). This will be estimated from grant funding and information obtained from MNPS and will follow the methods used in the National Early Reading First Evaluation (Jackson et al.).
2. The percentage of ELL Success children who achieve significant gains on oral

language skills as measured by beginning and end of Pre-K scores on PPVT. Gains of 4 or more standard score points are considered significant.

3. The percentage of ELL Success children who demonstrate age-appropriate oral language skills as measured by the PPVT. A score of 85 or more standard score points is considered age-appropriate.
4. The average number of letters that ELL Success children are able to identify as measured by the Upper Case Alphabet Knowledge subtask on the PALS Pre-K assessment. Recognizing 16 letters is considered age appropriate.

The evaluation team also will examine other age-appropriate skills including: discourse, phonological awareness, and print concepts using assessments shown in Table 8 above. In all cases, statistical analysis will test for significant gains over the course of the project and will be conducted using multi-level regression models to account for the clustering of children within classrooms. Additional analyses will be conducted to compare ELL children with native English speakers.

Impact on Student Achievement. A second set of analyses is planned to establish the impact of ELL Success on children's achievement (*Project Goal 1*). The second posttest to be given at the beginning of the kindergarten year, the comparability of the selected instruments across the three assessments, and the use of three annual cohorts of children will enable the evaluation team to conduct a high-quality impact assessment of the program using a regression discontinuity design. Multi-level regression models will be used to compare treatment groups to comparison groups, with appropriate covariates for age and other demographic information. This design has been utilized with success in two evaluations of preschool programs (see, e.g., (Gormley et al.), and the recently released National Evaluation of ERF; (Jackson et al.)).

Project Goal 2: High Quality Environment. The evaluation team will collect the Early Language and Literacy Classroom Observation (ELLCO; (Smith and Dickinson)), a GPRA indicator, twice each school year to evaluate the quality of the preschool environment. Multi-level regression analyses with ELLCO scores predicting achievement gains will allow us to determine whether higher quality preschool environments translate into gains in student achievement.

Project Goal 3: Teacher Effectiveness. The A & E team will determine if ELL Success is implemented as intended in each participating classroom using quantitative and qualitative methods. First, the OWL Curriculum Implementation Fidelity instrument will be collected by the evaluation staff three times each year. While this information is part of the independent evaluation, these results also will be reported to school staff throughout the project as part of continuous improvement efforts.

In addition to the implementation checklist, the evaluation team will also collect Narrative Record observations three times during each project year. This is a continuous record of activities observed over a full day in the classroom. Periodic reports will be made to teachers and school administrators that compare actual teacher behaviors with what is recommended by the curriculum; this will allow teachers and school staff to identify specific areas in which improvement is needed, and areas with high quality implementation.

The goal of increasing teachers' and assistants' knowledge of literacy development and effectiveness in delivering research-based language and literacy instruction also will be evaluated using qualitative data obtained from coach logbooks as well as ongoing program monitoring collected by the A & E coordinator in collaboration with the school liaison and the project director. The qualitative indicators here focus on whether planned program development activities are conducted, levels of participation of the teachers and assistants in program development, and whether implementation benchmarks specified in the management plan are achieved on time.

Project Goal 4: Coaching Quality. Once literacy coaches have established a working relationship with teachers, they will videotape an observation session and the coaching session that follows. These paired sessions will be coded for the extent to which the coach identified appropriate issues to discuss, the quality of the conversation, and the ability of the coach to offer support while also making needed suggestions for improvement. These tapes will be collected about once every month and will be the topic of conversation in coaching sessions as well as a data source for the evaluation.

Project Goal 5: Summer Learning Loss Reduction. Ongoing program documentation collected by the A & E coordinator and SEP coordinator will track the participation of children and families in the summer program to ensure that benchmarks are being achieved. The A & E team will use end of Pre-K and beginning of kindergarten child assessments to study summer loss and to determine whether gains achieved in preschool were maintained over the summer before kindergarten.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **Appendx A thru D.pdf**

Attachment 2:
Title: Pages: Uploaded File: **Rate Agreement FINAL.pdf**

Attachment 3:
Title: Pages: Uploaded File: **Support Letters .pdf**

Attachment 4:
Title: Pages: Uploaded File: **Subcontract Budgets FINAL.pdf**

Attachment 5:
Title: Pages: Uploaded File: **Faith Based Survey EEO.pdf**

Appendix A

Endnote Citations

Project Narrative

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Appendix B: Student Demographic Information for Proposed Early Reading First, Title 1 Schools

School	Address	Attendance	Economically Disadvantaged	English Language Learners (ELL)	Children with Special Needs	Race
Alex Green Elementary	3921 Lloyd Road Whites Creek, TN 37189	94%	86%	0%	15%	Asian=1% Black=87% Hispanic=1% White=11%
Cora Howe Elementary	1928 Greenwood Ave. Nashville, TN 37205	96%	94%	49%*	8%	Asian=2% Black=66% Hispanic=21% White=12%
Cumberland Elementary	4247 Cato Road Nashville, TN 37218	95%	86%	0%	13%	Asian=0% Black=87% Hispanic=0% White=13%
Glenn Elementary	322 Cleveland Street Nashville, TN 37207	95%	96%	0%	9%	Asian=1% Black=96% Hispanic=1% White=2%
Glenview Elementary	1020 Patricia Drive Nashville, TN 37217	96%	97%	62%	6%	Asian=1% Black=15% Hispanic=40% White=43%**
Kirkpatrick Elementary	1000 Sevier Street Nashville, TN 37206	95%	98%	1%	8%	Asian=1% Black=86% Hispanic=3% White=10%
Stratton Elementary	310 Old Hickory Parkway Madison, TN 37115	95%	81%	22%	14%	Asian=2% Black=34% Hispanic=27% White=37%

* A significant number of black Cora Howe ELL students are refugees from Sudan. Many families are illiterate.

**A significant number of Glenview students (34%), classified as white, are refugees from Iraq and other middle Eastern countries.

Appendix B (cont.): Funding and Program Information for Proposed Early Reading First, Title 1 Schools

School	Primary Funding Source For Pre-K Classrooms	Hours, Days, Months	Pre-K Classrooms (4 yr. olds)	Pre-K Slots	Current Instructional Program
Alex Green Elementary	1 state expansion 2006-2007; 1 state lottery 2005-2006	8:00 to 2:00 M-F Aug 13 to May 25	2	36	Doors to Discovery
Cora Howe Elementary	1 with local funds; 1 with state lottery 2007-2008	8:00 to 2:00 M-F Aug 13 to May 25	2	36	Doors to Discovery
Cumberland Elementary	1 with state expansion 2006-2007; 1 with state lottery 2005-2006	8:00 to 2:00 M-F Aug 13 to May 25	2	36	Doors to Discovery
Glenn Elementary	2 with state Pre-K pilot funds	8:00 to 2:00 M-F Aug 13 to June 27	2	36	Doors to Discovery
Glenview Elementary	1 with local dollars; 1 with state expansion 2006-2007	8:00 to 2:00 M-F Aug 13 to May 25	2	36	Doors to Discovery
Kirkpatrick Elementary	2 with state Pre-K pilot funds	8:00 to 2:00 M-F Aug 13 to June 27	2	36	Doors to Discovery
Stratton Elementary	1 with state expansion funds 2006-2007	8:00 to 2:00 M-F Aug 13 to May 25	1	18	Doors to Discovery

Appendix B (Cont.): School Status and Teacher Information for Proposed Early Reading First, Title 1 Schools

Site	NCLB Status	Number of NCLB Benchmarks Missed 2006-07	Pre-K Teacher Qualifications	Teacher Turnover Rate for Pre-K
Alex Green Elementary	Corrective Action-Improving	0	BA=1 MA=1 Yrs of exper.=1, 10 Highly qualified=2	100% Restructured
Cora Howe Elementary	Good Standing	0	BA=2 Yrs of exper.= 17, 22 Highly qualified=2	50%
Cumberland Elementary	Good Standing	0	MA=2 Yrs of exper.= 7, 16 Highly qualified=2	0%
Glenn Elementary	Improvement 2-Improving	0	BA=2 Yrs of exper. = 1, 5 Highly qualified=2	50%
Glenview Elementary	Target	2	MA=2 Yrs of exper. = 2, 7 Highly qualified=2	0%
Kirkpatrick Elementary	Good Standing	0	MA=2 Yrs of exper. = 2, 4	0%
Stratton Elementary	Good Standing	0	MA=1 Yrs of exper. = 10 Highly qualified=1	0%
Subtotal	--	--	MA=8 teachers BA=5 teachers Ave. yrs of exper.= 8 Highly qualified=13	--

Appendix C

English Language Acquisition Plan [1]

ELL Success will work with a population that includes significant numbers of children whose home language is not English, with these children being concentrated in 3 schools. This population is growing, but some teachers have had limited help learning to work with ELL children. The majority of the children in our project will be low-income African-American children. While they are native speakers of English, their control of academic vocabulary as assessed by standardized tools (e.g., PPVT) often places them below national norms (Dickinson, St. Pierre and Pettengill; Zill and Resnick). In this section we describe our research-based approach to supporting ELL children. We plan to use both classroom and home-based methods (e.g., multimodal vocabulary instruction, a writing program, a book lending program, family library nights) that have been found to be especially beneficial for ELLs. We anticipate that these strategies will benefit all children in our project.

Home languages as resources for learning. Bilingual children bring a wealth of resources to the early childhood classroom. They possess strong metalinguistic awareness (DaSilva Iddings and McCafferty) that, if utilized, is valuable in early language learning. Additionally, having children in a classroom who know a language other than English can be a resource that supports the learning of all. For example, research (D.K. Dickinson et al.) has shown that in preschool classrooms with relatively more ELL children and teachers who received high scores on the ELLCO, all children showed greater fall-spring growth in metalinguistic development. In addition, bilingual children have been shown to have a greater degree of cognitive flexibility allowing them to better solve conceptual and word problems in mathematics (Zelasko, Antunez and National Clearinghouse for Bilingual Education Washington

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[1] See Appendix A for Endnote Citations.

DC.) and to learn a third language more easily than monolinguals (Jessner). ELL Success will draw on these capabilities.

Research is beginning to reveal the trajectory of early literacy development for children who know Spanish. Evidence is mounting that strength in Spanish when combined with solid English skills, benefits children's reading by the middle elementary grades (David K. Dickinson et al.), that there is transfer between languages in phonological awareness in preschool-aged children (Fischel et al.) and other reading abilities among older children (Paez and Rinaldi; Bialystok; Pearson and Mangione). Vocabulary is key to reading comprehension and tends to be an area of weakness for ELL children. Additionally, for young children, cross-language vocabulary transfer is limited (Tabors; Pearson and Mangione). Therefore, vocabulary learning will be a special focus of ELL Success.

Classroom supports for learning English. ELL children's literacy skills benefit from being in preschool classrooms that have an intentional focus on literacy (M. F. Collins; M. F. Collins; Lonigan and Farver; Tabors). Our project will use a structured English immersion approach. Student language and culture will be used throughout the day. Having strong first language skills and solid English abilities while recognizing and celebrating cultural diversity results in academic benefits (Tabors). Classroom activities recognizing children's diverse backgrounds will benefit ELL children by supporting their identity development, and helping families feel valued and perhaps more open to suggestions for fostering language learning at home. All children will benefit from a broadened understanding of diverse language practices among their peers.

While English will be the language used in the classroom, some children who initially have very limited English may use their native language. Evidence indicates that valuable learning can take place when this occurs if teachers provide appropriate supports for learning (Tabors). Although the majority of our teachers will be monolingual English speakers, they will be taught a few key words in their students' native languages to help support their learning.

The most powerful learning for students and teachers will occur as teachers interact with individual children using strategies that foster understanding and use of English. Teachers will use strategies beneficial to all children, but especially important for ELLs (Collins; Tabors; Lonigan and Farver). Teachers will learn to use multimodal strategies that engage ELL children in 1 – 1 or small group conversations using gestures and facial expressions, the repetition of new vocabulary and useful phrases and the expansion and recasting of children's utterances to model appropriate language (Reese, Goldenberg and Saunders). All of these strategies are directly encouraged by OWL. Teachers will be taught to allow children time to respond and to provide cognitive challenges to ensure that children's English limitations do not hold back learning (M. Collins). The OWL curriculum also is consistent with the recommended use of small groups and learning center for individualized instruction (Bernhard et al.). In addition, through professional development and coaching, teachers will be taught to attune to cognates between home and school languages to foster metalinguistic awareness (Bernhard et al.).

Book reading will be key to fostering language learning. Reading books multiple times with explicit vocabulary instruction has been found to be effective in supporting vocabulary learning of ELL children (Paez and Rinaldi). The classroom library will be augmented with culturally responsive books that draw on children's home cultures. This culturally responsive approach has shown evidence of increased student achievement (Zentella).

We will enrich each OWL unit with "Talk and Text Tubs" that will contain real objects, books and visuals for teachers to use in small groups and learning centers. The project also will provide each classroom with the *Oxford Picture Dictionary* and RealeWriter computer software for children to make classroom books related to themes (e.g. *RealeBooks*). These books will be written in English and translated into home languages. Every child will have a copy to take home to discuss with her/his family. A similar approach of creating "identity texts" proved very successful in a large scale study with ELL children in the Miami area (Phillips). Software will also be purchased to facilitate the translation of languages that do not use the English alphabet, (e.g. Arabic and Chinese). The goal of classroom technology will be to create visual representations of abstract concepts using computers and digital photographs. All classrooms will be provided with listening centers and books on tape so children can listen to stories.

A Summer Enrichment Program will be provided for ELL Success graduates to help prevent summer learning loss. This 2 week program, held at the YMCA, will provide opportunities for children to immerse themselves in English and participate in familiar Pre-K activities just before the beginning of the kindergarten year.

Home-school supports for English language learners. Homes also can support first and second language learning. The power of books to teach language will be extended by supplying parents with books translated into their home languages. Research has shown that children's English and native language skills were improved when parents received books in their home language prior to when those books were to be read in the classroom (Roberts). That model is central to our home book lending program. Twice per month children will check out Story Backpacks containing core OWL books translated into their home languages, a CD player, and audio recordings in English and home languages. This program will ensure that all families can share books with their children. Our RealeBook writing program will use the same basic strategy, with children taking home translated versions of books written at school. Our approach is to use classrooms to foster English and enlist parents in supporting native language growth.

Our project will employ skilled translators to work with the literacy coaches to translate books and materials, serve as interpreters for families, and help with family literacy activities. They will encourage families to take advantage of the Summer Enrichment Program occurring prior to kindergarten. The importance of reading to children will be reinforced at events provided by the Nashville Public Library and families will be invited to take advantage of the rich resources available in local branch libraries.

Professional development for teachers and coaches. Through professional development and readings, coaches and teachers will learn the typical developmental stages of children learning English as a second language. They will come to understand the role of the first language in second language development (Roberts), the role of L2 play (particularly pretend play) in language development, and an overall sense of how ELLs use language and for what purposes. Another major focus of professional development will be the role of home and school culture and climate on student achievement. Language minority children often bring with them culturally specific ways of knowing (Paez and Rinaldi). If teachers are unaware of the cultural backgrounds of students they may mistakenly believe that ELLs are having difficulty learning. Our project will work with MNPS language specialists, the Project Director (who is an ELL expert), and our external ELL consultant to design and deliver professional development that focuses on children who are learning English and those who speak African American Vernacular English. We will use videotapes of lessons to analyze in detail how teachers are teaching and responding to children.

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Harvard University, School of Education, 1976-1982

Temple University, 1972-1976; Philadelphia, PA

Oberlin College, 1967-1971; Oberlin, OH

EMPLOYMENT

2005 - Peabody School of Education, Vanderbilt University, Professor

2002 – 2005 Boston College, Lynch School of Education, Associate, Full Professor

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1988 - 1992 - Assistant and Associate Professor, Department of Education, Clark University

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1982-1983 Visiting Assistant Professor, School of Education, Boston University

1981-1982 Visiting Instructor in Child Development, Connecticut College

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EXTERNALLY FUNDED GRANTS (selected recent)

Dickinson, D.K. & Kaiser, A. (2006). Improving Language and Literacy Outcomes for Preschool Children at Highest Risk for Reading Problems Funded by the Institute for Educational Sciences, $2,990,500. over four years.

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BOOKS, ASSESSMENT TOOLS and CURRICULUM (selected recent)

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CHAPTERS AND REPORTS (selected recent)

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Assistant Professor of Early Childhood Education, Peabody College, Vanderbilt University, Department of Teaching and Learning, Nashville, Tennessee (1986-1993).

Associate Instructor, Indiana University, Bloomington, Indiana (1982-1983; 1985).

Research Assistant, Indiana University, Bloomington, Indiana (1983-1985).

Teacher, Kindergarten, Jefferson County Public Schools, Louisville, Kentucky (1977-1981).

SELECTED PUBLICATIONS

Rowe, D. W. (in press). Early written communication. In R. Beard, Myhill, M. Nystrand & Riley (Eds.), *SAGE Handbook of Writing Development*. London: Sage.

Rowe, D. W. (2008). The social construction of intentionality: Two-year-olds' and adults' participation at a preschool writing center. *Research in the Teaching of English*, 42(4), 387-434.

Rowe, D. W. (2008). Social contracts for writing: Negotiating shared understandings about text in the preschool years. *Reading Research Quarterly*, 43 (1), 66-95.

Rowe, D. W. (2008). Development of writing abilities in childhood. In C. Bazerman (Ed.), *Handbook of research on writing* (pp. 401-419). New York: Lawrence Erlbaum Associates.

Rowe, D. W. (2003). The nature of young children's authoring. In N. Hall, J. Larson, & J. Marsh (Eds.), *Handbook of Early Childhood Literacy* (pp. 258-270). Thousand Oaks, CA: Sage.

Yaden, D. B. Jr., Rowe, D. W., & MacGillivray, L. (2000). Emergent literacy: A matter (polyphony) of perspectives (pp. 425-454).. In M. L. Kamil, P. B. Mosenthall, P. D. Pearson, and R. Barr (Eds.), *Handbook of Reading Research, Volume III* (pp. 425-454). Mahwah, NJ: Erlbaum.

Rowe, D. W. (1998). The literate potentials of book-related dramatic play. *Reading Research Quarterly,* 33 10-35.

Rowe, D. W. (1994). *Preschoolers as authors: Literacy learning in the social world of the classroom.* Creskill, NJ: Hampton Press.

Rowe, D. W. (1994). Learning about literacy and the world: Two-year-olds' and teachers' enactment of a thematic inquiry curriculum. In D. Leu & C. Kinzer (Eds.), *Forty-third yearbook of the National Reading Conference* (217-229). Chicago: National Reading Conference.

Rowe, D. W. (1989). Author/audience interaction in the preschool: The role of social interaction in literacy learning. *Journal of Reading Behavior,* 21, 311-349.

Rowe, D. W. (1989). Preschoolers' use of metacognitive knowledge and strategies in self-selected literacy events. In S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction. Thirty-eighth yearbook of the National Reading Conference* (pp. 65-76). Chicago: National Reading Conference.

Rowe, D. W., & Harste, J. C. (1986). Metalinguistic awareness in writing and reading: The young child as curricular informant. In D. Yaden and S. Templeton (Eds.), *Metalinguistic awareness and beginning literacy: Conceptualizing what it means to read and write* (pp. 235-256). Portsmouth, NH: Heinemann.

SELECTED GRANTS

The Write Start! Project: An Investigation of 2- to 5-Year-Olds' Participation in Writing in Preschool Classrooms. (2007-2008). Co-principal investigator with Carin Neitzel. National Council of Teachers of English, Research Foundation ($12,060).

Learning to write in preschool: An investigation of transactions between children's interests, self-regulation strategies, and curriculum. (2005-2006). Co-principal investigator with Carin Neitzel. Peabody College Small Grant, Vanderbilt University ($7,880).

A study of school-based literacy experiences for two-year-olds. (1990-1991). Principal investigator. Vanderbilt University Research Council ($7,065).

Macro-contexts to facilitate learning. (1988-1990). Investigator. OERI ($450,000).

SELECTED PROFESSIONAL SERVICE ACTIVITIES

Co-Editor, *Journal of Early Childhood Literacy*

Co-Editor, *National Reading Conference Yearbook*

Carin Lynn Neitzel

Vanderbilt University, Department of Teaching and Learning

E-mail: carin.neitzel@vanderbilt.edu

EDUCATION

Ph.D.	Indiana University (Educational Psychology – Human Development), 2003
B.A.	Indiana University (Speech, Language, and Hearing Sciences), 1996

AREAS OF SPECIALIZATION

Children's academic self-regulation development

Parenting, parent-child interactions, family socialization processes

PROFESSIONAL EMPLOYMENT

Assistant Professor of Early Childhood Education, Peabody College, Vanderbilt University, Department of Teaching and Learning, Nashville, Tennessee (2003-present).

Associate Instructor, Indiana University, Bloomington, Indiana (1997-2003).

Research Assistant, Indiana University, Bloomington, Indiana (1997-2003).

Teacher, Kindergarten, Monroe County United Ministries, Bloomington, Indiana (1987-1997).

SELECT HONORS AND AWARDS

2003	Myrtle M. Scott Distinguished Developmentalist Award, Indiana University Department of Counseling and Educational Psychology
2002	Outstanding Associate Instructor Award, Indiana University School of Education
2002	Richard Pugh Research Methodology Fellowship, Indiana University School of Education

SELECT PUBLICATIONS

Neitzel, C., & Drennan, K. (under review) *Immigrant and non-immigrant children's social* *interactions and peer responses in mainstream preschool classrooms*.

Neitzel, C. (in press). Child characteristics, home social-contextual factors, and children's academic peer interaction behaviors in kindergarten. *Elementary School Journal.*

Neitzel, C., Alexander, J. M., & Johnson, K. E. (in press). Children's early interest based activities in the home and subsequent information contributions and pursuits in kindergarten. *Journal of Educational Psychology.*

Stright, A. D., Yang, M. S., & Neitzel, C. (in press). Acculturation, parenting, and child adjustment to kindergarten: Hmong families in the United States. *Journal of Educational Psychology.*

Chafel, J. A., & Neitzel, C. (2008). "And no flowers grow there and stuff": Young children share their thoughts about poverty. *Sociological Studies of Children and Youth, 13.*

Liebham, M. E., Alexander, J. M., Neitzel, C., Johnson, K. E., & Reis-Henrie, F. (2005). Parenting behaviors associated with the maintenance of preschoolers' interests: A prospective longitudinal study. *Journal of Applied Developmental Psychology.*

Chafel, J. A., & Neitzel, C. (2005). Young children's ideas about the nature, causes, justification, and alleviation of poverty. *Early Childhood Research Quarterly,* 20 (4), 433 - 450.

Chafel, J., & Neitzel, C. (2004). Young children's ideas about poverty: Gender, race, setting, and socioeconomic status differences. *Advances in Early Education and Day Care,* Vol. 13. 3-37. Greenwich, CT: JAI Press.

Johnson, K. E., Alexander, J. M., Spencer, S., Leibham, M. E., & Neitzel, C. (2004). Factors associated with the early emergence of intense interests within conceptual domains. *Cognitive Development.* 19 (3), 325-343.

Neitzel, C., & Stright, A. D. (2004). Parenting behaviors during child problem solving: The role of child temperament, mother education and personality, and the problem-solving context. *International Journal of Behavioral Development*, 28 (2), 166 - 179.

Neitzel, C., & Stright, A. D. (2003). Relations between mothers' scaffolding and children's academic self-regulation: Establishing a foundation of self-regulatory competence. *Journal of Family Psychology, 17*, 147 - 159.

Stright, A. D., & Neitzel, C. (2003). Beyond parenting: Coparenting and children's classroom adjustment. *International Journal of Behavioral Development, 27*, 31 - 40.

Stright, A. D., Neitzel, C., Sears, K. G., & Hoke-Sinex, L. (2001). Instruction begins in the home: Relations between parental instruction and children's self-regulation in the classroom. *Journal of Educational Psychology, 93*, 456 - 466.

RESEARCH GRANTS

Learning to Write in Preschool: An investigation of Transactions Between Children's Interests and Self-regulation Strategies and Curriculum. (2005-2006) Co-Principal investigator (with Debbie Rowe). Peabody College, Vanderbilt University ($7,880).

Study of Elementary School Students' Academic Self-Instruction, Regulation, and Evaluation. (2006-2007) Principal investigator. Peabody College, Vanderbilt University ($9,880).

Interest and Involvement: A Study of the Pathways to Preschool Children's Strategies for Learning and Domain Knowledge (2007-2008) Principal investigator. Peabody College, Vanderbilt University ($9,450).

The Write Start! Project: An Investigation of 2- to 5-Year-Old's Participation in Writing in Preschool Classrooms (2007-2008) Co-Principal investigator (with Debbie Rowe). National Council of Teachers of English ($12,440).

SANDRA JO WILSON, Ph.D.

Associate Director • Senior Research Associate • Vanderbilt University

EDUCATION

- Ph.D., Policy Development and Program Evaluation, Vanderbilt University, 2000.
- M.S., Industrial and Organizational Psychology, San Diego State University, 1992.
- B.A., Psychology and Organizational Studies, University of California, Davis, 1988.

EMPLOYMENT

2006 –	Associate Director, Senior Research Associate, *CERM, Vanderbilt University*
1999 – 2006	Research Associate, *Center for Evaluation Research and Methodology*
1996 – 1998	Research Assistant, *Center for Mental Health Policy*
1994 – 1997	Research Assistant, *Center for Crime and Justice Policy*1992 – 1994

MAJOR PROFESSIONAL ACTIVITIES AND AWARDS

- U. S. Department of Education, Scientific Reviewer, 2008- .
- Advisory Committee, Education Coordinating Group, Campbell Collaboration, 2005- .
- Institute for Education Sciences, Department of Education, Scientific Reviewer, 2003- .
- Winner of the 2003 Pro Humanitate Award, Child Welfare Policy Center.

RESEARCH GRANTS AND CONTRACTS

- Pearson Learning Group: "Examining the Effectiveness of Opening the World of Learning Preschool Curriculum in Early Reading First Programs," 2007-2008 ($109,361).
- National Institute of Child Health and Human Development: "Meta-analysis of Risk for School Failure," R01-HD047301, 2005-2008 ($594,512).

May 2008

- American Institutes for Research/Temple University: "Systematic Review of School-based Social Information Processing Programs," 2006 ($13,054).

EVALUATION PROJECTS

- Wayne County, Tennessee Early Reading First Project. Evaluator.
- Nashville Urban Partnership (NUPACE) to Prevent Youth Violence, Evaluator.
- Small Learning Communities Project, Nashville Public Schools, Evaluation Consultant.

SELECTED PUBLICATIONS

Wilson, S. J., & Lipsey, M. W. (2007). School-based interventions for aggressive and disruptive behavior: Update of a meta-analysis. *American Journal of Preventive Medicine, 33 (2S),* S130-S143.

Lipsey, M. W., Landenberger, N. A., & Wilson, S. J. (2007). *Effects of cognitive behavioral programs for criminal offenders.* Campbell Collaboration systematic review available at: CampbellCollaboration.org.

Wilson, S. J., & Lipsey, M. W. (2006). *The effects of school-based social information processing interventions on aggressive behavior: I Universal Programs.* Campbell Collaboration systematic review available at: CampbellCollaboration.org.

Wilson, S. J., & Lipsey, M. W. (2006). *The effects of school-based social information processing interventions on aggressive behavior: II Selected/Indicated Programs.* Campbell Collaboration systematic review available at: CampbellCollaboration.org.

Schwartz, J. B., & Wilson, S. J. (2006). The art (and science) of building an evidence portfolio. *Contemporary Issues in Communication Science and Disorders, 33,* 37-41.

Wilson, S. J., & Lipsey, M. W. (2006). The effectiveness of school-based violence prevention programs for reducing disruptive and aggressive behavior: A meta-analysis. *International Journal on Violence and Schools, 1,* 38-50.

Wilson, S. J. (2005). Are mainstream programs for juvenile delinquency less effective with minority youth than majority youth? A meta-analysis of outcomes research. In L. Alexander & P. Solomon (Eds.), *The research process in the human services: Behind the scenes.* New York: Wadsworth.

Wilson, S. J. (March, 2005). Ungdomskriminalitet: Forebyggende tiltag virker, selvom de ikke er kulturelt tilpassede [Danish language article; meta-analysis of delinquency programs for minority youth]. *Social Forskning: Etniske Minoriteter – et Nyt Proletariat?* pp. 66-71.

Wilson, S. J., Lipsey, M. W., & Derzon, J. H. (2003). The effects of school violence prevention programs on aggressive and disruptive behavior. *Journal of Consulting and Clinical Psychology, 71,* 136-149.

Wilson, S. J., Lipsey, M. W., & Soydan, H. (2003). Are mainstream programs for juvenile delinquency less effective with minority youth than majority youth? A meta-analysis of outcomes research. *Research on Social Work Practice, 13,* 3-26.

Wilson, S. J., & Lipsey, M. W. (2000). Wilderness challenge programs for delinquent youth: A meta-analysis of outcome evaluations. *Evaluation and Program Planning, 23,* 1-12.

Needs Assessment Consortium. *Final Report of the 1996 Nashville Needs Assessment.* Nashville, TN: Center for State and Local Policy, Vanderbilt Institute for Public Policy Studies.

Matt, G. E., & Wilson, S. J. (1994). Describing the frequency of marijuana use: Fuzziness and context-dependent interpretation of frequency expressions. *Evaluation and Program Planning, 17,* 357-369.

JEANNE GILLIAM FAIN

Language & Literacy

Department of Curriculum & Instruction

Arizona State University

P.O. Box 872011

Tempe, Arizona 85287-2011

Phone: (480) 390-5399

E-mail: jeanne.fain@asu.edu

EDUCATION

Ph.D. University of Arizona (Language, Reading, and Culture), 2003

M.Ed. Arizona State University (Elementary Education), 1993

B.S. Grand Canyon University (Elementary Education), 1990

AREAS OF SPECIALIZATION

Biliteracy learning and instruction

Early literacy learning and instruction

Second Language Acquisition

PROFESSIONAL EMPLOYMENT

Adjunct Faculty, Language & Literacy Program, Curriculum & Instruction, Arizona State University (2007-present)

Senior Lecturer, Multilingual & Multicultural Initial Teacher Certification Coordinator. Arizona State University, Tempe, Arizona (2007-2005).

Lecturer, Sheltered English Immersion, Arizona State University, Tempe, Arizona (2004-2005).

Graduate Assistant, Language, Reading, and Culture. University of Arizona. Tucson, Arizona. (2000-2001)

Teacher, Kindergarten, First Grade Chandler Unified School District, Chandler, Arizona (1990-1997).

PROFESSIONAL AWARDS AND HONORS

2007 Centennial Award Nomination (ASU Teaching and Community Service Award

2005 Last Lecture Nomination (ASU Teaching Award)

2001 Nominated for Outstanding Graduate Assistant (University of Arizona)

2000 Graduate Registration Scholarship (University of Arizona)

PUBLICATIONS

Fain, J.G. (press). "Um, they weren't thinking about their thinking:" children's talk about issues of oppression. (Special Issue/Eds. Francisco Rios & Chris Faltis). *Multicultural Perspectives.*

Fain, J.G. (2008). Grappling with Teaching Practice for Linguistically Diverse Learners. In Enz, B., Kortman, S., & Honaker, C. *Managing the Classroom: Creating a Culture for Teaching and Learning*. Kendall-Hunt Publishing. Dubuque, IA.

Fain, J.G. (2008). Bilingual and Urban Children talking about Children's Literature: Through the Eyes of a Researcher. *School Talk*, 13, 2.

Martínez-Roldán, C., & Fain, J. G. (2007). Early literacy instruction for linguistically and culturally diverse students. In B. Guzetti (Ed.), *Early literacy*. Praeger Perspectives.

Fain, J.G. & Horn, R. (2006). Bilingual Families' Talk about Language Diversity and Culture. *Language Arts,* 83, 310-320.

GRANTS

NCTE Teacher Research Grant. (2005-2008). Co-principal investigator with Julia Lopez Robertson and Robin Horn. National Council of Teachers of English, Research Foundation ($12,500.00).

Curriculum & Instruction Faculty-Doctoral Research Award.(2005). Principal Investigator. Curriculum & Instruction Research.

SELECTED PROFESSIONAL SERVICE ACTIVITIES

Member, Editorial Board, *Worlds of Words*

Member, Board of Advisors, Worlds of Words

Member, Board Member, Arizona Literacy Teacher Educators

Guest Reviewer, *Journal of Teacher Education*

ORIGINAL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN #: 1620476822A2

DATE: January 30, 2007

INSTITUTION:
Vanderbilt University
Office of Contract and Grant Accounting
VU Station B #351591
2301 Vanderbilt Place
Nashville TN 37235-1591

FILING REF.: The preceding
Agreement was dated
June 17, 2006

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

SECTION I: FACILITIES AND ADMINISTRATIVE COST RATES*

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

	EFFECTIVE PERIOD				
TYPE	FROM	TO	RATE(%)	LOCATIONS	APPLICABLE TO
PRED.	07/01/04	06/30/05	51.0	On-Campus	Organized Research
PRED.	07/01/05	06/30/06	52.0	On-Campus	Organized Research
PRED.	07/01/06	06/30/07	53.0	On-Campus	Organized Research
PRED.	07/01/07	06/30/08	53.5	On-Campus	Organized Research
PRED.	07/01/04	06/30/05	28.0	Off-Campus	Orgn. Research (A)
PRED.	07/01/05	06/30/08	28.3	Off-Campus	Orgn. Research (A)
PRED.	07/01/04	06/30/08	26.0	Off-Campus	Orgn. Research (B)
PRED.	07/01/04	06/30/05	51.0	On-Campus	Instruction
PRED.	07/01/05	06/30/08	53.0	On-Campus	Instruction
PRED.	07/01/04	06/30/05	36.0	On-Campus	Other Spon Act
PRED.	07/01/05	06/30/08	37.0	On-Campus	Other Spon Act
PROV.	07/01/08	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending June 30, 2008.		

(A) Off-Campus, Adjacent: Location within 50 miles commuting distance of the University.

(B) Off-Campus: Location beyond 50 miles commuting distance of the University.

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

INSTITUTION:
Vanderbilt University
Office of Contract and Grant Accounting

AGREEMENT DATE: January 30, 2007

SECTION I: FRINGE BENEFITS RATES**

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

TYPE	EFFECTIVE PERIOD FROM	TO	RATE(%)	LOCATIONS	APPLICABLE TO
FIXED	07/01/07	06/30/08	21.8	Medical Cntr	NonClin Fac/Sr Staff
FIXED	07/01/07	06/30/08	21.6	Medical Cntr	Clinical Fac 1 (1)
FIXED	07/01/07	06/30/08	15.7	Medical Cntr	Clinical Fac 2 (2)
FIXED	07/01/07	06/30/08	10.2	Medical Cntr	Clinical Fac 3 (3)
FIXED	07/01/07	06/30/08	9.9	All	Part Time/Temporary
FIXED	07/01/07	06/30/08	14.5	All	Supplemental
FIXED	07/01/07	06/30/08	20.7	Univ Central	Fac/Sr Staff/Summer
FIXED	07/01/07	06/30/08	24.3	Medical Cntr	Staff
FIXED	07/01/07	06/30/08	25.5	Univ Central	Staff
PROV.	07/01/08	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending June 30, 2008.		

(1) Clinical Faculty 1 means annual compensation of less than $170,000

(2) Clinical Faculty 2 means annual compensation greater than or equal to $170,000 but less than $300,000.

(3) Clinical Faculty 3 means annual compensation equal to or greater than $300,000.

**DESCRIPTION OF FRINGE BENEFITS RATE BASE:

INSTITUTION:
Vanderbilt University
Office of Contract and Grant Accounting

AGREEMENT DATE: January 30, 2007

SECTION II: SPECIAL REMARKS

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

TREATMENT OF PAID ABSENCES:
Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims 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. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Fringe Benefits include: FICA, Retirement, Flexible Reimbursement Account, Disability Insurance, Life Insurance, Employee Tuition Remission, Occupational Health Clinic, Unemployment Insurance, Workers' Compensation, Health Plus and Health Insurance.

Equipment means an article of nonexpendable tangible personal property having a useful life of more than one year, and an acquisition cost of $3,000 or more per unit.

Effective 07/01/99, tuition benefits for family members other than employees are unallowable.

APPLICATION OF INDIRECT COST RATES TO DOD CONTRACTS/SUBCONTRACTS:

In accordance with DFARS 2231.303, no limitation (unless waived by the institution) may be placed on the reimbursement of otherwise allowable indirect cost rates incurred by an institution of higher education under a DOD contract awarded on or after November 30, 1993, unless the same limitation is applied uniformly to all other organizations performing similar work. It has been determined by the department of Defense that such limitation is not being uniformly applied. Accordingly, the following rates do not reflect the application of the 26% limitation on administrative indirect costs imposed by OMB Circular A-21.

PRED.	07/01/04	to	06/30/05	54.0%	On-Campus	Organized Research
PRED.	07/01/05	to	06/30/06	55.0%	On-Campus	Organized Research
PRED.	07/01/06	to	06/30/07	56.0%	On-Campus	Organized Research
PRED.	07/01/07	to	06/30/08	56.5%	On-Campus	Organized Research
PRED.	07/01/04	to	06/30/05	31.0%	Off-Campus	Orgn. Research (A)
PRED.	07/01/05	to	06/30/08	31.3%	Off-Campus	Orgn. Research (A)
PRED.	07/01/04	to	06/30/08	29.0%	Off-Campus	Orgn. Research (B)

PROV. 07/01/08 Until Amended Use Same rates and conditions as those cited for fiscal year ending June 30, 2008.

INSTITUTION:
Vanderbilt University
Office of Contract and Grant Accounting

AGREEMENT DATE: January 30, 2007

SECTION III: GENERAL

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

B. ACCOUNTING CHANGES:
This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the 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:

Vanderbilt University
Office of Contract and Grant Accounting
(INSTITUTION)

Lauren J. Brisky
(SIGNATURE)

Lauren J. Brisky
(NAME)

Vice Chancellor for Administration & CFO
(TITLE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

Department of Health and Human Services
(AGENCY)

Darryl W. Mayes
(SIGNATURE)

Darryl Mayes
(NAME)

Director
Division of Cost Allocation
(TITLE)

KARL F. DEAN
MAYOR

METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY

NASHVILLE PUBLIC LIBRARY
615 CHURCH STREET
NASHVILLE, TN 37219

June 3, 2008

To whom it may concern:

The Nashville Public Library is excited about partnering with Vanderbilt University for the Early Reading First grant.

Bringing Books to Life (BBTL) is a preschool literacy initiative of the Nashville Public Library created in 2004 with assistance from experts in the field of preschool education. It emphasizes the importance of developing literacy skills by educating teachers, preschool children and families, while making the library relevant to their everyday lives. Designed around the library's award-winning marionette shows, BBTL is committed to promoting a whole-child approach to literacy education. Through both qualitative and quantitative measures, BBTL has proven time and time again to be a resounding success, filling a definite need within Davidson County. BBTL is funded by the Nashville Public Library Foundation (DUNN# 363235750)

The components of this program we plan to use for the benefit of this grant are:

Puppet Truck

The Puppet Truck takes the Library's marionette shows out into the Nashville community, bringing a high quality, live puppet performance of a literature-based show to children. Prior to the performance, children become familiar with the story through a variety of in-class experiences. The Puppet Truck will make 8 visits per year for a total of 24 performances over 3 years.

Loving & Learning Family Literacy Workshop

Loving & Learning workshops are designed to make reading aloud fun and educational for children and their families. Non-text-based techniques for sharing books and stories are modeled, making the workshop particularly helpful for non-English speaking or low-literacy populations. All workshop attendees are sent home with a Family Literacy Kit and book to reinforce the workshop's goals. BBTL staff will conduct 8 Loving & Learning workshops each year for a total of 24 over 3 years.

Family Literacy Celebration

The Family Literacy Celebration brings the whole family to neighborhood branch library for an evening of stories, songs, and pizza. Library staff is on hand to register families for library cards. BBTL staff will host 4 Literacy Celebrations per year for a total of 12 over 3 years.

The target populations of BBTL are preschool or pre-K agencies in Davidson County and their clients. A concerted effort is made to work with agencies that serve children who may attend low-performing schools in Davidson County.

We are a strong community partner and look forward to working with Vanderbilt University on this project.

Sincerely,

Elyse Adler

Elyse Adler
Research & Special Projects Administrator
Nashville Public Library

METROPOLITAN
Nashville
PUBLIC SCHOOLS
2601 Bransford Ave. Nashville, TN 37204 615/259-8768 Fax: 615/214-8651
nancy.meador@mnps.org

Nancy Flatt Meador, Ed.D.
Executive Director, PreK-4
Teaching & Learning

May 28, 2008

Drs. David Dickinson & Deborah Wells Rowe
Department of Teaching & Learning
Vanderbilt University
230 GPC
Nashville, TN 37203

Dear David and Deborah:

We are pleased to partner with you and the Vanderbilt team to apply for a grant to fund the ELL Success program under the Early Reading First Program of the U.S. Department of Education. Your proposed plan to implement the *Opening the World of Learning (OWL)* curriculum along with an emphasis on emergent writing builds on the strengths of Metropolitan Nashville Public Schools' (MNPS) existing Pre-K program. We are especially interested in how it will help our teachers recognize and support the special strengths and needs of all 4-year-olds, including those who are English Language Learners. Many of the Pre-Ks you hope to work with are in Reading First schools, and we look forward to coordinating our Pre-K program with the existing Reading First programs. We also support your plans to remain in contact with Pre-K graduates through summer mailings and a 2-week Summer Enrichment Program at the YMCA. I have talked with central office staff from the ELL and Early Childhood Education divisions and with the building principals, and all are enthusiastic about this collaboration.

As part of this grant application, MNPS will provide you with access to 13 Pre-K classrooms; will fund classroom space and basic educational materials and a certified teacher and assistant for each classroom. We will try to provide work space in one of the schools for the School Liaison. We understand that the grant will provide: 4 Master's level literacy coaches to work with the ELL Success teachers; all materials needed to implement the *OWL* curriculum, a classroom computer and peripherals for producing computer generated books, translation services, and additional meetings with parents. We will help you arrange times for ongoing professional development for our teachers, their assistants, and for building principals.

We look forward to this opportunity to work with you to develop a cutting-edge Pre-K program that can serve as a model for other MNPS classrooms and those around the state of Tennessee.

Sincerely,

Nancy F. Meador

Nancy F. Meador

METROPOLITAN
Nashville
PUBLIC SCHOOLS
2601 Bransford Ave. · Nashville, TN 37204 · 615/259-8400

May 30, 2008

Drs. David Dickinson & Deborah Wells Rowe
Vanderbilt University
230 Appleton Place, #330 Peabody
Nashville, TN 37203

Dear Deborah and David,

We are writing this letter as a combined means of expressing support for ELL Success, the Early Reading First project that Vanderbilt University is proposing to create in collaboration with the Metropolitan Nashville Public Schools (MNPS). Our enthusiasm flows from the fact that this project will help us build on the hard work we have invested in our Reading First programs, our pride in what we have accomplished, and our desire to connect this work to our pre-K programs. The plans Vanderbilt has presented hold great promise to help ensure that all children who enter our kindergartens are prepared to benefit from our K-12 program. Having a literacy coach working so closely with our teachers will be a great asset and we will make the coach in our school welcome by providing a needed workspace.

We understand that changes in curricula and instructional methods are challenging and require strong leadership. To ensure success of the ambitious endeavor, we commit to: a) ensuring that classrooms have sufficient instructional time to deliver the curriculum, b) helping facilitate teachers in staying for additional paid professional development time up to 3 days a month, and for full day professional development experiences in August and multiple times during the year, and c) taking advantage of Vanderbilt's efforts to help us become personally familiar with the curriculum so that we can most effectively oversee the pre-K classrooms. Our schools each bring different strengths and opportunities to this venture.

We are in support of this endeavor and will work with Vanderbilt to ensure its success. Many of us have had the opportunity to speak with our teachers and they have also expressed their support to the project. We welcome this opportunity to further enrich our schools and the lives of our children.

Signed,

(b)(6)

(b)(6)

YMCA of
Middle Tennessee
Youth Development Center

We build
strong **kids,** strong **families,**
strong **communities.**

May 30, 2008

Drs. David Dickinson & Deborah Wells Rowe
Vanderbilt University
GPC Box #230
Nashville, TN 37203

Dear David and Deborah,

We at the Urban Services YMCA are pleased to partner with you and the Vanderbilt team to apply for a grant to fund the ELL Success program under the Early Reading First Program of the U.S. Department of Education. I have talked with other YMCA administrators and staff; all are enthusiastic about this collaboration. We support your plans for a 2-week Summer Enrichment Program held at the YMCA to prevent summer learning loss and ease children's transition to school. Your proposed plan builds nicely on the strengths of the Urban Services YMCA and its mission to provide quality programs for at-risk youth in Nashville. I will coordinate YMCA summer program services for the target population as it pertains to your project guidelines and expectations. In addition, I bring experience in working with Nashville's international community and will assist in providing outreach services when necessary.

As part of this grant application subcontract, the YMCA will provide you with the YMCA Community Action Program Center space (Y-CAP) and resources, and a trained staff for the two-week program. An effort will be made to have at least half the staff bilingual and familiar with the cultures of participating children. As coordinator, I will handle all administrative tasks associated with management and implementation of the summer enrichment program (i.e. staff hires; transportation arrangements; services for meals and snacks; materials purchases and field trip plans, etc.). I also will work closely with investigator Dr. Carin Neitzel to develop the curriculum for the summer program.

This summer program (weekdays, 9:00am -3:00pm) will serve as an exciting and fun way to alleviate summer learning loss and get students ready for the school year. In keeping with the project's goals, the two weeks prior to the start of school, the students will be immersed in a variety of educational and recreational activities to sharpen skills and English language proficiency. Socialization and interactive educational programming that includes thematic academic lessons and activities, in alignment with the *Opening the World of Learning* (OWL) curriculum to be implemented in the preschool classrooms, as well as a program of arts and fun fitness activities will be provided.

We look forward to this opportunity to work with you to develop a cutting-edge Pre-K summer enrichment program that can serve as a model for other community-school partnerships around the state of Tennessee.

Sincerely,

J. Lawrence

J. Lawrence
Executive Director
Urban Services YMCA, Nashville

"Helping Youth Reach New Heights"
213 McLemore Street, Nashville, TN 37203 615.255.9622 Fax: 615.255.7848
Our Mission: A worldwide charitable fellowship united by a common loyalty to Jesus Christ for the purpose of helping persons grow in spirit, mind and body.

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION A & B, BUDGET PERIOD 1

Organizational DUNS: 363235750
Budget Type: Subaward/Consortium
Name of Organization: shville Public Library Founda

Start Date: 9/1/2008 End Date: 8/31/2009 Budget Period: 1

A. Senior/Key Person

Prefix	First Name	Middle Name	Last Name	Suffix	Project Role	Base Salary ($)	Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Sal & FB) (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
											Total Senior/Key Personnel	$0	$0	$0

B. Other Personnel

Number of Personnel		Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Sal & FB) (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
	Post Doctoral Associates						$0		
	Graduate Students						$0		
	Undergraduate Students						$0		
	Secretarial/Clerical						$0		
							$0		
							$0		
							$0		
							$0		
							$0		
							$0		
0	Total Number Other Personnel					Total Other Personnel	$0	$0	$0
						Total Salary, Wages and Fringe Benefits (Section A+B)	$0	$0	$0

C. Equipment Description
List items and dollar amount for each item exceeding $5,000

	Equipment Items	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1				$0
2				$0
3				$0
4				$0
5				$0
6				$0
7				$0
8				$0
9				$0
10				$0
	Total Equipment	$0	$0	$0

D. Travel

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1) Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)			$0
2) Foreign Travel Costs			$0
Total Travel Costs	$0	$0	$0

E. Participant/Trainee Support Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Tuition/Fees/Health Insurance			$0
2. Stipends			$0
3. Travel			$0
4. Subsistence			$0
5. Other			$0
Number of Participants/Trainees ☐ Total Participant/Trainee Support Costs	$0	$0	$0

F. Other Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Materials and Supplies	$2,450		$2,450
2. Publication Costs			$0
3. Consultant Services			$0
4. ADP/Computer Services			$0
5. Subawards/Consortium/Contractual Costs			$0
6. Equipment or Facility Rental/User Fees			$0
7. Alterations and Renovations			$0
8. Staff for Literacy & Family Nights - 2 staff @ $25 * 11 visits	$550	$0	$550
9. Marionette Shows/Puppet Truck $125/visit * 8 visits	$1,000	$0	$1,000
10. Oversight/Coordination	$800	$0	$800
Total Other Direct Costs	$4,800	$0	$4,800

G. Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Direct Costs (A thru F)	$4,800	$0	$4,800

H. Indirect Costs

	Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base ($)	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1						$0
2						$0
3						$0
4						$0
			Total Indirect Costs	$0	$0	$0

Cognizant Agency Name:

Name and Telephone Number of Individual Responsible for Negotiating your Indirect Cost Rate

POC Name: POC Phone:

I. Total Direct and Indirect Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Direct and Indirect Costs (G + H)	$4,800	$0	$4,800

J. Fee

Federal ($)

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION A & B, BUDGET PERIOD 2

Organizational DUNS: 363235750
Budget Type: Subaward/Consortium
Name of Organization: hville Public Library Founda

Start Date: 9/1/2009 End Date: 8/31/2010 Budget Period: 2

A. Senior/Key Person(s)

Prefix	First Name	Middle Name	Last Name	Suffix	Project Role	Base Salary ($)	Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Sal. + FB) (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
											Total Senior/Key Personnel	$0	$0	$0

B. Other Personnel

Number of Personnel		Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Sal. + FB) (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
	Post Doctoral Associates						$0		
	Graduate Students						$0		
	Undergraduate Students						$0		
	Secretarial/Clerical						$0		
							$0		
							$0		
							$0		
							$0		
							$0		
0	Total Number Other Personnel					Total Other Personnel	$0	$0	$0
						Total Salary, Wages and Fringe Benefits (Sections A+B)	$0	$0	$0

C. Equipment Description
List items and dollar amount for each item exceeding $5,000

	Equipment items	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1				$0
2				$0
3				$0
4				$0
5				$0
6				$0
7				$0
8				$0
9				$0
10				$0
	Total Equipment	$0	$0	$0

D. Travel

Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)			$0
2. Foreign Travel Costs			$0
Total Travel Costs	$0	$0	$0

E. Participant/Trainee Support Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Tuition/Fees/Health Insurance			$0
2. Stipends			$0
3. Travel			$0
4. Subsistence			$0
5. Other			$0
Number of Participants/Trainees — Total Participant/Trainee Support Costs	$0	$0	$0

F. Other Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Materials and Supplies	$2,450		$2,450
2. Publication Costs			$0
3. Consultant Services			$0
4. ADP/Computer Services			$0
5. Subawards/Consortium/Contractual Costs			$0
6. Equipment or Facility Rental/User Fees			$0
7. Alterations and Renovations			$0
8. Staff for Literacy & Family Nights - 2 staff @ $25 * 11 visits	$550		$550
9. Marionette Shows/Puppet Truck $125/visit * 8 visits	$1,000		$1,000
10. Oversight/Coordination	$800		$800
Total Other Direct Costs	$4,800	$0	$4,800

G. Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Direct Costs (A thru F)	$4,800	$0	$4,800

H. Indirect Costs

	Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base ($)	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1						$0
2						$0
3						$0
4						$0
			Total Indirect Costs	$0	$0	$0

Cognizant Agency Name:

Name and Telephone Number of Individual Responsible for Negotiating your Indirect Cost Rate

POC Name: POC Phone:

I. Total Direct and Indirect Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Direct and Indirect Costs (G + H)	$4,800	$0	$4,800

J. Fee

Federal ($)

RESEARCH & RELATED BUDGET - (TOTAL FED + NON-FED) - SECTION A & B, BUDGET PERIOD 3

Organizational DUNS: 363235750
Budget Type: Subaward/Consortium
Name of Organization: shville Public Library Founda

Start Date: 9/1/2010 End Date: 8/31/2011 Budget Period: 3

A. Senior/Key Person

Prefix	First Name	Middle Name	Last Name	Suffix	Project Role	Base Salary ($)	Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Sal + FB) (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
											Total Senior/Key Person	$0	$0	$0

B. Other Personnel

Number of Personnel		Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Sal + FB) (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
	Post Doctoral Associates						$0		
	Graduate Students						$0		
	Undergraduate Students						$0		
	Secretarial/Clerical						$0		
							$0		
							$0		
							$0		
							$0		
							$0		
							$0		
0	Total Number Other Personnel					Total Other Personnel	$0	$0	$0
						Total Salary, Wages and Fringe Benefits (Section A+B)	$0	$0	$0

C. Equipment Description
List items and dollar amount for each item exceeding $5,000

	Equipment Items	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1				$0
2				$0
3				$0
4				$0
5				$0
6				$0
7				$0
8				$0
9				$0
10				$0
	Total Equipment	$0	$0	$0

D. Travel

Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)

		Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1.	Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)			$0
2.	Foreign Travel Cost			$0
	Total Travel Costs	$0	$0	$0

E. Participant/Trainee Support Costs

		Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1.	Tuition/Fees/Health Insurance			$0
2.	Stipends			$0
3.	Travel			$0
4.	Subsistence			$0
5.	Other			$0
	Number of Participants/Trainees — Total Participant/Trainee Support Costs	$0	$0	$0

F. Other Direct Costs

		Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1.	Materials and Supplies	$2,450		$2,450
2.	Publication Cost			$0
3.	Consultant Services			$0
4.	ADP/Computer Services			$0
5.	Subawards/Consortium/Contractual Costs			$0
6.	Equipment or Facility Rental/User Fees			$0
7.	Alterations and Renovations			$0
8.	Staff for Literacy & Family Nights - 2 staff @ $25 * 11 visits	$550		$550
9.	Marionette Shows/Puppet Truck $125/visit * 8 visits	$1,000		$1,000
10.	Oversight/Coordination	$800		$800
	Total Other Direct Costs	$4,800	$0	$4,800

G. Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Other Direct Costs (A thru F)	$4,800	$0	$4,800

H. Indirect Costs

	Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base ($)	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1.						$0
2.						$0
3.						$0
4.						$0
	Total Indirect Costs			$0	$0	$0

Cognizant Agency Name:

Name and Telephone Number of Individual Responsible for Negotiating your Indirect Cost Rate:

POC Name: POC Phone:

I. Total Direct and Indirect Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Direct and Indirect Costs (G + H)	$4,800	$0	$4,800

J. Fee

Federal ($)

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - Cumulative Budget All Periods

	Total Federal ($)	Total Non-Federal ($)	Totals ($)
Section A. Senior/Key Personnel	$0	$0	$0
Section B. Other Personnel	$0	$0	$0
Total Number Other Personnel			0
Total Salary, Wages and Fringe Benefits (A+B)	$0	$0	$0
Section C. Equipment Description	$0	$0	$0
Section D. Travel	$0	$0	$0
1. Domestic	$0	$0	$0
2. Foreign	$0	$0	$0
Section E. Participant/Trainee Support Costs	$0	$0	$0
1. Tuition/Fees/Health Insurance	$0	$0	$0
2. Stipend	$0	$0	$0
3. Travel	$0	$0	$0
4. Subsistence	$0	$0	$0
5. Other	$0	$0	$0
Section F. Other Direct Costs	$14,400	$0	$14,400
1. Materials and Supplies	$7,350	$0	$7,350
2. Publication Costs	$0	$0	$0
3. Consultant Services	$0	$0	$0
4. ADP/Computer Services	$0	$0	$0
5. Subawards/Consortium/Contractual Costs	$0	$0	$0
6. Equipment or Facility Rental/User Fees	$0	$0	$0
7. Alteration and Renovations	$0	$0	$0
8. Other 1	$1,650	$0	$1,650
9. Other 2	$3,000	$0	$3,000
10. Other 3	$2,400	$0	$2,400
Section G. Direct Costs (Sections A thru F)	$14,400	$0	$14,400
Section H. Indirect Costs	$0	$0	$0
Section I. Total Direct and Indirect Costs	$14,400	$0	$14,400
Section J. Fee	$0		

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) SECTION A & B, BUDGET PERIOD 1

Organizational DUNS: 163397284
Budget Type: Subaward/Consortium
Name of Organization: YMCA

Start Date: 9/1/2008 End Date: 8/31/2009 Budget Period: 1

A. Senior/Key Personnel

Prefix	First Name	Middle Name	Last Name	Suffix	Project Role	Base Salary ($)	Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Sal & FB) (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
	J		Lawrence		Summer Progr					$24,000	$1,800	$25,800	$25,800	$0
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
											Total Senior/Key Personnel	$25,800	$25,800	$0

B. Other Personnel

Number of Personnel		Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Sal & FB) (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
	Post Doctoral Associates						$0		
	Graduate Students						$0		
	Undergraduate Students						$0		
	Secretarial/Clerical						$0		
							$0		
4	Bi-Lingual Teachers			3.00	$7,200	$540	$7,740	$7,740	$0
10	Teachers			7.50	$12,000	$900	$12,900	$12,900	$0
4	Bus Drivers			1.00	$1,800	$135	$1,935	$1,935	$0
							$0		
							$0		
18	Total Number Other Personnel					Total Other Personnel	$22,575	$22,575	$0
						Total Salary, Wages and Fringe Benefits (Section A+B)	$48,375	$48,375	$0

C. Equipment Description

List items and dollar amount for each item exceeding $5,000

	Equipment items	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1				$0
2				$0
3				$0
4				$0
5				$0
6				$0
7				$0
8				$0
9				$0
10				$0
	Total Equipment	$0	$0	$0

D. Travel

Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)			$0
2. Foreign Travel Costs			$0
Total Travel Costs	$0	$0	$0

E. Participant/Trainee Support Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Tuition/Fees/Health Insurance			$0
2. Stipends			$0
3. Travel			$0
4. Subsistence			$0
5. Other			$0
Number of Participants/Trainees — Total Participant/Trainee Support Costs	$0	$0	$0

F. Other Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Materials and Supplies	$5,800	$0	$5,800
2. Publication Costs			$0
3. Consultant Services			$0
4. ADP/Computer Services			$0
5. Subawards/Consortium/Contractual Costs			$0
6. Equipment or Facility Rental/User Fees	$1,000	$0	$1,000
7. Alterations and Renovations			$0
8. Lunch/Snacks $5/child * 100 children * 10 days	$5,000	$0	$5,000
9. Transportation 4 busses @ $300/wk * 2 weeks	$2,400	$0	$2,400
10. Fuel & Insurance for Buses	$2,300	$0	$2,300
Total Other Direct Costs	$16,500	$0	$16,500

G. Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Direct Costs (A thru F)	$64,875	$0	$64,875

H. Indirect Costs

	Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base ($)	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1.						$0
2.						$0
3.						$0
4.						$0
			Total Indirect Costs	$0	$0	$0

Cognizant Agency Name:

Name and Telephone Number of Individual Responsible for Negotiating your Indirect Cost Rate

POC Name: POC Phone:

I. Total Direct and Indirect Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Direct and Indirect Costs (G + H)	$64,875	$0	$64,875

J. Fee

Federal ($)

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION A & B, BUDGET PERIOD 2

Organizational DUNS: 163397284
Budget Type: Subaward/Consortium
Name of Organization: YMCA

Start Date: 9/1/2009 End Date: 8/31/2010 Budget Period: 2

A. Senior/Key Personnel

Prefix	First Name	Middle Name	Last Name	Suffix	Project Role	Base Salary ($)	Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
	J		Lawrence		Summer Progr		3.00			$24,720	$1,854	$26,574	$26,574	$0
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
											Total Senior/Key Personnel	$26,574	$26,574	$0

B. Other Personnel

Number of Personnel		Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
	Post Doctoral Associates						$0		
	Graduate Students						$0		
	Undergraduate Students						$0		
	Secretarial/Clerical						$0		
							$0		
5	Bi-Lingual Teachers			3.75	$9,270	$695	$9,965	$9,965	$0
12	Teachers			9.00	$14,832	$1,113	$15,945	$15,945	$0
5	Bus Drivers			1.25	$2,318	$174	$2,492	$2,492	$0
							$0		
							$0		
22	Total Number Other Personnel					Total Other Personnel	$28,402	$28,402	$0
						Total Salary, Wages and Fringe Benefits (Section A+B)	$54,976	$54,976	$0

C. Equipment Description
List items and dollar amount for each item exceeding $5,000

	Equipment items	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1				$0
2				$0
3				$0
4				$0
5				$0
6				$0
7				$0
8				$0
9				$0
10				$0
	Total Equipment	$0	$0	$0

D. Travel

Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)

1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)			$0
2. Foreign Travel Costs			$0
Total Travel Costs	$0	$0	$0

E. Participant/Trainee Support Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Tuition/Fees/Health Insurance			$0
2. Stipends			$0
3. Travel			$0
4. Subsistence			$0
5. Other			$0
Number of Participants/Trainees — Total Participant/Trainee Support Costs	$0	$0	$0

F. Other Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Materials and Supplies	$4,120	$0	$4,120
2. Publication Costs			$0
3. Consultant Services			$0
4. ADP/Computer Services			$0
5. Subawards/Consortium/Contractual Costs			$0
6. Equipment or Facility Rental/User Fees	$1,107	$0	$1,107
7. Alterations and Renovations			$0
8. Lunch/Snacks $5/child * 125 children * 10 days - escalated at 3%	$6,438	$0	$6,438
9. Transportation 5 busses @ $309/wk * 2 weeks	$3,090	$0	$3,090
10. Fuel & Insurance for Buses	$2,961	$0	$2,961
Total Other Direct Costs	$17,716	$0	$17,716

G. Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Direct Costs (A thru F)	$72,692	$0	$72,692

H. Indirect Costs

	Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base ($)	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1.						$0
2.						$0
3.						$0
4.						$0
			Total Indirect Costs	$0	$0	$0

Cognizant Agency Name

Name and Telephone Number of Individual Responsible for Negotiating your Indirect Cost Rate

POC Name POC Phone

I. Total Direct and Indirect Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Direct and Indirect Costs (G + H)	$72,692	$0	$72,692

J. Fee

Federal ($)

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION A & B, BUDGET PERIOD 3

Organizational DUNS: 163397284
Budget Type: Subaward/Consortium
Name of Organization: YMCA

Start Date: 9/1/2010 End Date: 8/31/2011 Budget Period: 3

A. Senior/Key Person

Prefix	First Name	Middle Name	Last Name	Suffix	Project Role	Base Salary ($)	Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Sal & FB) (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
	J		Lawrence		Summer Progr		3.00			$25,462	$1,910	$27,372	$27,372	$0
												$0		
												$0		
												$0		
												$0		
												$0		
												$0		
											Total Senior/Key Personnel	$27,372	$27,372	$0

B. Other Personnel

Number of Personnel		Cal. Months	Acad. Months	Sum. Months	Req. Salary ($)	Fringe Ben. ($)	Total (Sal & FB) (Fed + Non-Fed) ($)	Federal ($)	Non-Federal ($)
	Post Doctoral Associates						$0		
	Graduate Students						$0		
	Undergraduate Students						$0		
	Secretarial/Clerical						$0		
							$0		
6	Bi-Lingual Teachers			4.50	$11,458	$859	$12,317	$12,317	$0
14	Teachers			10.50	$17,823	$1,337	$19,160	$19,160	$0
6	Bus Drivers			1.50	$2,864	$215	$3,079	$3,079	$0
							$0		
							$0		
26	Total Number Other Personnel					Total Other Personnel	$34,556	$34,556	$0
						Total Salary, Wages and Fringe Benefits (Section A+B)	$61,928	$61,928	$0

C. Equipment Description
List items and dollar amount for each item exceeding $5,000

	Equipment item	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1				$0
2				$0
3				$0
4				$0
5				$0
6				$0
7				$0
8				$0
9				$0
10				$0
	Total Equipment	$0	$0	$0

D. Travel

Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)

1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)			$0
2. Foreign Travel Costs			$0
Total Travel Costs	$0	$0	$0

E. Participant/Trainee Support Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Tuition/Fees/Health Insurance			$0
2. Stipends			$0
3. Travel			$0
4. Subsistence			$0
5. Other			$0
Number of Participants/Trainees — Total Participant/Trainee Support Costs	$0	$0	$0

F. Other Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1. Materials and Supplies	$4,244	$0	$4,244
2. Publication Costs			$0
3. Consultant Services			$0
4. ADP/Computer Services			$0
5. Subawards/Consortium/Contractual Costs			$0
6. Equipment or Facility Rental/User Fees	$1,220	$0	$1,220
7. Alterations and Renovations			$0
8. Lunch/Snacks $5/child * 150 children * 10 days	$7,956	$0	$7,956
9. Transportation 6 busses @ $300/wk * 2 weeks	$3,819	$0	$3,819
10. Fuel & Insurance for Buses	$3,660	$0	$3,660
Total Other Direct Costs	$20,899	$0	$20,899

G. Direct Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Other Direct Costs (A thru F)	$82,827	$0	$82,827

H. Indirect Costs

	Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base ($)	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
1.						$0
2.						$0
3.						$0
4.						$0
			Total Indirect Costs	$0	$0	$0

Cognizant Agency Name:

Name and Telephone Number of Individual Responsible for Negotiating your Indirect Cost Rate:

POC Name: POC Phone:

I. Total Direct and Indirect Costs

	Federal ($)	Non-Federal ($)	Total (Fed + Non-Fed) ($)
Total Direct and Indirect Costs (G + H)	$82,827	$0	$82,827

J. Fee

Federal ($)

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) Cumulative Budget All Periods

	Total Federal ($)	Total Non-Federal ($)	Totals ($)
Section A Senior/Key Personnel	$79,746	$0	$79,746
Section B Other Personnel	$85,533	$0	$85,533
Total Number Other Personnel			66
Total Salary, Wages and Fringe Benefits (A+B)	$165,279	$0	$165,279
Section C Equipment Description	$0	$0	$0
Section D Travel	$0	$0	$0
1. Domestic	$0	$0	$0
2. Foreign	$0	$0	$0
Section E Participant/Trainee Support Costs	$0	$0	$0
1. Tuition/Fees/Health Insurance	$0	$0	$0
2. Stipend	$0	$0	$0
3. Travel	$0	$0	$0
4. Subsistence	$0	$0	$0
5. Other	$0	$0	$0
Section F Other Direct Costs	$55,115	$0	$55,115
1. Materials and Supplies	$14,164	$0	$14,164
2. Publication Costs	$0	$0	$0
3. Consultant Services	$0	$0	$0
4. ADP/Computer Services	$0	$0	$0
5. Sub-awards/Consortium/Contractual Costs	$0	$0	$0
6. Equipment or Facility Rental/User Fees	$3,327	$0	$3,327
7. Alteration and Renovations	$0	$0	$0
8. Other 1	$19,394	$0	$19,394
9. Other 2	$9,309	$0	$9,309
10. Other 3	$8,921	$0	$8,921
Section G Direct Costs (Sections A thru F)	$220,394	$0	$220,394
Section H Indirect Costs	$0	$0	$0
Section I Total Direct and Indirect Costs	$220,394	$0	$220,394
Section J Fee	$0		

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: Vanderbilt University

Applicant's DUNS Name: 9657171430000

Federal Program: Early Reading First 84.359A and B: Full Application

CFDA Number: 84.359

1. Has the applicant ever received a grant or contract from the Federal government?

   ☑ **Yes** ☐ **No**

2. Is the applicant a faith-based organization?

   ☐ **Yes** ☑ **No**

3. Is the applicant a secular organization?

   ☑ **Yes** ☐ **No**

4. Does the applicant have 501(c)(3) status?

   ☑ **Yes** ☐ **No**

5. Is the applicant a local affiliate of a national organization?

   ☐ **Yes** ☑ **No**

6. How many full-time equivalent employees does the applicant have? (Check only one box.)

   ☐ **3 or Fewer** ☐ **15-50**

   ☐ **4-5** ☐ **51-100**

   ☐ **6-14** ☑ **over 100**

7. What is the size of the applicant's annual budget? (Check only one box.)

   ☐ **Less Than $150,000**

   ☐ **$150,000 - $299,999**

   ☐ **$300,000 - $499,999**

   ☐ **$500,000 - $999,999**

   ☐ **$1,000,000 - $4,999,999**

   ☑ **$5,000,000 or more**

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **M-3_Budget_Attachments.pdf**

Personnel ($1,299,638) Costs escalated at 4% per year

1. Co-Principal Investigator, Deborah Rowe: (oversee all aspects of the project). 25% AY effort in years 1 & 2; 12.5% AY effort in year 3 plus 1 summer month effort each year. Year 1 is $29,755. Total over 3 years = $81,744.
2. Co-Principal Investigator, David Dickinson: (participate in Leadership Team, primary responsibility for OWL professional development). 6.25% AY effort plus ½ month summer effort each year. Year 1 is $15,033. Total over 3 years = $46,926.
3. Project Director: Jeanne Fain (Implementation and day-to-day oversight of project) 1.00 FTE. Year 1 is $55,366. Total over 3 years = $172,833.
4. School Liaison, Eleanor Bradshaw: (Coordinate efforts with MNPS) 100 Days. Year 1 is $37,688. Total over 3 years = $117,840.
5. Carin Neitzel, Investigator: (oversee family connections, Summer Enrichment Program) 12.5% AY effort, plus 2 summer months effort each year. Year 1 is $21,976. Total over 3 years = $68,599.
6. Curriculum Specialists/Graduate Students: (support OWL and writing program, ongoing assessment) 2 graduate students at .50FTE. Year 1 is $32,666. Total over 3 years = $101,970.
7. Literacy Coaches: (provide on-site coaching & professional development) 3.5 coaches 10 months each year. Year 1 is $155,554. Total over 3 years = $485,576.
8. Student Workers: (procure and prepare classroom materials) $12/hr for 20 hrs/wk for 32 weeks. Year 1 is $7,680. Total over 3 years = $23,973.
9. Sandra Wilson, Assessment & Evaluation Director: (design & supervise independent evaluation) .30 FTE each year. Year 1 is $18,826. Total over 3 years = $58,767

10. Assessment & Evaluation Coordinator: (manage day-to-day operations of independent evaluation) .50 FTE each year. Year 1 is $30,200. Total over 3 years = $94,272.
11. Data Analyst: (analysis of child and program data) .25 FTE each year. Year 1 is $15,100. Total over 3 years = $47,136.

Fringe Benefits ($290,405) Costs escalated at 4% per year

Fringe benefits are calculated at 20.5% faculty, 25.6% for staff and 0.0% for students.

Travel ($73,321) Costs escalated at 4% per year

1. Visit to Successful OWL Implementation site: 10 staff members total of $3,186 **year 1 only.**
2. Early Reading First conference @ $1,500 each - 7 staff year 1; 4 staff years 2 & 3 = $23,230.
3. Conference Travel for dissemination @ $1,500/trip 16 trips over 3 years = $25,584.
4. Local mileage for Literacy Coaches and A & E staff for travel between school sites. Estimate 50 miles round trip * $0.505/mile * 157 trips over 4 months in year 1 = $3,965. In years 2 & 3, increase to average of 325 trips/year; $8,577 in year 2 and $8,779 in year 3.

Supplies ($224,433) Costs escalated at 4% per year

1. Curriculum materials ($65,140): OWL curriculum materials for 13 classrooms $51,350 in year 1 only; restock curriculum components – year 2 = $6,760; year 3 = $7,030.
2. Lending Library/Story Backpack Materials ($41,170): Backpacks, OWL books, CD players with audio CDs. $31,690 in year 1; replacements in year 2 = $4,647; year 3 = $4,833.
3. Other Classroom Materials and Supplies ($66,524): Consumable materials for OWL activities; setting up and restocking writing centers - $66,524 for 3 years.
4. Listening Centers ($3,835): $150*13 classroom plus $400 for CDs in year 1. Replacement materials are $728 in year 2 and $757 in year 3.

5. Computers & peripherals ($29,400): Classroom technology package for book writing and assessment; 1 PC, 1 color printer, 1 SmartPen - $11,752 for 13 classrooms; Coaches' technology; laptops, LCD projectors, speakers, and SmartPens = $15,450 for 4 coaches; 1 color printer shared by coaches for classroom materials($250); CS and LT will share 1 computer for video editing ($2000).
6. Audio/Video Equipment & Supplies ($9,068): Equipment for LC and CS recording of instruction and coaching - 5 video cameras & tripods ($2,300), 1 wireless ($200); digital cameras for photos used in child-authored books ($1,300); disposable digital cameras for family check out for book photos ($780); digital audio recorders for translators ($400); DV tapes & DVDs in year 1 ($630) Year 1 total $5,610. Replacements Year 2 = $1,695; Year 3 = $1,763.
7. Testing & Assessment Materials ($9,296): Test kits and booklets ($6,596) **year 1 only**; training, assessment, and observational materials @ $900 per year = $2,700 over 3 years.

Contractual **($234,794)**

YMCA – $220,394 – All costs are escalated at 3% per year

1. J. Lawrence 0.25 FTE – Summer Program Coordinator - $77,400
2. Camp Staff: Bilingual teaching staff (4 in year 1, 5 in year 2 and 6 in year 3) at $15/hr for 120 hrs/yr; Teachers (10 in year 1, 12 in year 2, and 14 in year 3) at $10/hr for 120 hrs/yr and Bus Drivers (4 in year 1, 5 in year 2 and 6 in year 3) at $10/hr for 45 hrs/yr = $79,565.
3. Fringe Benefits – FICA at 7.5% - $1575 in year 1, $1982 in year 2, $2864 in year 3
4. Program Supplies - $4000/year - $12,364 for 3 years
5. Food for Children - $5 * 10 days * 100 children in year 1 = $5000. In year 2, 125 children = $6438; in year 3, 150 children = $7956

6. Bus expenses - $300/wk * 2 weeks * 4 buses in year 1 plus fuel and insurance = $4100. In year 2, 5 buses = $6051; in year 3, 6 buses = $7479
7. Facility Usage/Field Trips/Swimming - $1000 in year 1, $1107 in year 2, and $1220 in year 3

Nashville Public Library – $14,400 – No cost escalation factor

1. Literacy Kits – 7 schools*25 families*$14/family*3 years = $7350
2. Family Literacy Nights – 7 schools * $25/staff *2 staff * 3 years = $1050
3. Family Literacy Celebration – 4 locations*$25/staff*2 staff*3 years = $600
4. Marionette Show at Schools – 7 schools*$125/visit*3 years = $2625
5. Summer Y-Camp – Puppet Truck - $125*3 years = $375
6. Oversight and Coordination - $800/year*3 years = $2400

Consultants ($84,549) – No cost escalation on consultants

1. ELL Consultant, Linda Espinosa: 5 days/year @ $1,000/day plus $1,750 travel for 3 days = $6,750/yr. Total is $20,250 over 3 years.
2. Translators @ $35/hour for translating written materials and attending meetings – $60,410 over 3 years. Local travel for translators to meetings 1/month for 4 months in year 1 ($707) 1/month for 9 months in years 2 and 3 ($1591 * 2 = $3182).

Other ($360,458) – Costs escalated at 4% per year

1. Child-level testing expenses (independent evaluation): Pre and Posttest of PreK, 2 sessions/child – $23,400 plus 60 hrs of assessment training & 60 hrs of observation training - $2,160 in year 1. Years 2 & 3 add pretest of kindergarten, 2 sessions/child and posttest of kindergarten, 1 session/child – $19,890 = $45,450/year in years 2 & 3.
2. Reliability Sessions: 4 days @ $144/day = $576/year = $1,728 over 3 years.
3. Class-level data collection: 13 class * 3 days/yr * $144/day = $5,616/yr = $16,848 over 3 yrs.

4. Data Entry and Processing: $144/day for 15.5 days in year 1 ($2,880) and 18 days in years 2 & 3 ($3, 240/yr) = $9,360 over 3 years.
5. Food and educational materials for all professional development and family functions: 21 meetings in yr 1 ($15,344); 42 in yr 2 ($22,010) & 40 in yr 3 ($21,377) = $58,731.
6. Duplicating, Postage, Long Distance Telephone: Duplicating of assessment, survey and professional development materials, correspondence with consultant, parents and team members - $10,950 over 3 years.
7. Teacher Professional Development: Funds are budgeted to pay teachers, aids, and substitutes to allow for full day and after school professional development sessions. $16,631 for the 4 months in year 1 and a total of $69,437 over 3 years.
8. Graduate Student Tuition and Health Insurance: Partial tuition and full health insurance are included for graduate students, consistent with University policy. Year 1 tuition is $9,475/student escalated at 6%. Year 1 insurance is $2,326/student escalated at 10%.

Indirect Costs: ($854,944) – The indirect cost rate is 37% of Modified Total Direct Costs. MTDC base excludes graduate student tuition and subcontract dollars in excess of $25,000 per subcontract. **MTDC** Year 1 = $822,250 Year 2 = $744,644 Year 3 = $743,765

Total Direct Costs

Year 1 = $ 881,075 Year 2 = $837,424 Year 3 = $847,884 Total = $2,566,383

Total Indirect Costs

Year 1 = $304,232 Year 2 = $275,518 Year 3 = $275,193 Total = $854,944

Total Cost to Sponsor

Year 1 = $1,185,307 Year 2 = $1,112,943 Year 3 = $1,123,076 Total = $3,421,326