



*Houghton Mifflin PRE-K:
Where Bright Futures Begin*

Early Reading First Grant Writing Support

SECTION I: Summary of Key Information FY 2004 Application for the Early Reading First Program

CFDA Number: 84.359A – Pre-Application
CFDA Number: 84.359B – Full Application

The Early Reading First Program Guidance is available on the Department of Education's website at: <http://www.ed.gov/programs/earlyreading/legislation.html> .

What Projects Must Do

All Early Reading First projects must provide the following activities:

1. **Classroom environment** _ Provide preschool-age children with **high-quality oral language and print-rich environments** in which to acquire oral language skills, phonological awareness, print awareness, and alphabet knowledge. Applicants particularly serve primarily children from low-income families, including meeting the diverse needs of children with limited English proficiency or who have special needs, with accommodations as appropriate for children with disabilities.
2. **Professional development** _ Provide **professional development** for staff that is based on scientifically based reading research knowledge of language, cognitive, and early reading development that will assist in developing the preschool-age children's_
 - ÿ oral language (expressive and receptive language, including vocabulary development);
 - ÿ phonological awareness (rhyming, blending, segmenting);
 - ÿ print awareness;
 - ÿ alphabet knowledge (letter recognition).
3. **Services and instructional materials** _ Identify and **provide activities and instructional materials** that are based on scientifically based reading research for use in developing language, cognitive, and early reading skills.
4. **Screening assessments** _ Acquire, provide training in the use of, and implement **screening reading assessments** or other appropriate measures that are based on scientifically based reading research to determine whether preschool-age children are developing the language, cognitive, and early reading skills they need for later reading success.
5. **Integration** _ Integrate those instructional materials, activities, tools, and measures into the applicant's overall program(s).
6. **Coordinate with Reading First** _ If they are located in a school district that receives a subgrant under the Reading First program, coordinate their Early Reading First activities with the school district's Reading First activities to ensure continuity for children between the PRE-Kindergarten program and kindergarten through grade three reading instruction.

7. **Report Annually** _ Submit to the Department of Education annual performance reports that describe, at a minimum:
 - The research-based instruction, materials, and activities being used in the preschool programs supported with Early Reading First funds;
 - The types of preschool programs supported with Early Reading First funds, and the number and ages of children served by those programs;
 - The number and qualifications of the program staff who provide language, cognitive, and early reading instruction under those preschool programs and the type of ongoing professional development provided to that staff; and
 - The results of the grantee's evaluation of the success of the activities supported with Early Reading First funds in enhancing the language, cognitive, and early reading development of the preschool-age children served by the project.

8. **Cooperate with any Evaluation** _ Participate fully in any evaluation of the Early Reading First program carried out by the Department of Education.

The Secretary encourages applicants to propose comprehensive approaches in designing their Early Reading First programs to ensure that preschool-age children will possess the reading readiness skills they will need in school. For example, research shows that the following are important ingredients in young children's acquisition and retention of language, cognitive, and early reading skills:

- **Intensity of services** _ Studies show that there is a relationship between the intensity of services provided to children and the outcomes they demonstrate. Think about how to increase the *intensity* of the existing preschool education services that focus on language and cognitive development, in addition to increasing the quality of the instruction, early learning environment, and professional development.
- **Building Children's Background Knowledge and Thinking Skills** – The more children know about their world, the easier it is for them to read and learn when they get to school. Efforts to build children's vocabulary are more successful when children have engaging, challenging and exciting things about which to communicate. Think about how to weave content (for example, science, math, or geography) throughout your preschool program to enrich both children's language and early reading skills as well as their background knowledge.

Application Process. The grant competition will include a pre-application and full application. All applicants will submit a pre-application that includes the following—

- Up to ten double-spaced pages addressing the following two selection criteria
 - ÿ Quality of the Project Design.
 - ÿ Quality of the Project Services.

Early Reading First Program Pre-application; Phase 1

PRE-APPLICATION PROCEDURES AND INSTRUCTIONS

Applicants must submit an Abstract, the equivalent of 1 double-spaced page; a Pre-Application Narrative, the equivalent of no more than an additional 10 double-spaced pages addressing the pre-application selection criteria; and the materials indicated in the Pre-Application Final Checklist.

PRE-APPLICATION SELECTION CRITERIA, INVITATIONAL PRIORITIES AND THE COMPETITIVE PRIORITY

Applicants should propose an approach that is comprehensive, feasible, and grounded in scientifically based research on effective strategies and professional development in the areas of language, cognitive, and early reading development. This should be evident in the activities, materials and curricula the applicant proposes implementing in the Early Reading First project, the research basis in which the program design is grounded, the approach the applicant will use to ensure that children have attained necessary foundational skills for success during the kindergarten year and later in the elementary grades, and the description of the strategies the applicant will use for ensuring success for all children, especially those with special needs and with limited English proficiency.

The Secretary is especially interested in:

- preschool programs that operate full-time, full-year early childhood educational programs, at a minimum of 6.5 hours per day, 5 days per week, 46 weeks per year, and that serve children for the two consecutive years prior to their entry into kindergarten.
- projects in which at least 75 percent of the children enrolled in the preschool qualify to receive free or reduced priced lunches; or at least 75 percent of the children enrolled in the elementary school in the school attendance area in which that center is located, qualify to receive free or reduced priced lunches.

SECTION II:
HOUGHTON MIFFLIN
Guidance to Address
Pre-application Selection Criteria

ABSTRACT

Start with the name of the applicant and any partners. If necessary, state the location and provide a very brief overview of the need. State the number of centers to be developed into “Preschool Centers of Educational Excellence”. Detail that service will be provided *at least* five days per week, six and a half hours per day, and forty-six weeks per year. Commit to serve students at least two years prior to Kindergarten.

Commit to a high quality, research-based program in which goals are aligned with the Early Reading First statutory guidelines. Address services, instructional materials, activities, and commit to explicit instruction. Name any specific programs, curriculum or strategies designed to develop oral language, phonological awareness, print awareness, and alphabet knowledge.

Address professional development including the use of Early Reading First Coaches or other mentors. Address assessments and the intent to use assessment data in decision-making about instruction and program development.

QUALITY OF THE PROJECT DESIGN.

(0-70 POINTS)

Note: Use the organizing references from the Selection Criteria in your narrative (i.e., Selection Criterion 1, Factor 1 and the key elements that are used in the example below). This allows reviewers to easily locate required content.

The same questions are used for the pre-application and the full application. The guidance in this document applies to both. The pre-application will be much more abbreviated and may refer to the research and models outlined here.

Selection Criterion 1, Factor 1: Proposed project represents exceptional approach for meeting statutory purposes and requirements.

Purpose 1: To integrate such scientific reading research-based instructional materials and literacy activities (from Purpose 2) with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services.

Existing preschool program(s)

Identify the applicant, the community(ies) to be served, and the specific centers to be served (recommended limit is 5 centers). E.g.,

ABC Public Schools (ABC PS) is the nation's 18th largest school district, serving the inner city population of *City* with 55,000 students. Following a screening process, ABC PS selected five early education centers to become Preschool Centers of Educational Excellence. These are:

1. Elm
 2. Oak
 3. Pecan
 4. Central
 5. East
-
-

Center Capacity and Potential

Explain how each existing center selected for the proposed project has the capacity and potential to become an Early Reading First preschool center of educational excellence. Address the programs' stability; describe teachers' qualifications to implement a language and literacy focused project; specify how the program currently attends to the developmental domains, including social, emotional, and physical; and are ready to implement an added component focused on developing young children's oral language, cognition, early reading skills. Demonstrate the program's current capacity when describing the context of the existing program. E.g.,

ABC PS used a screening process to analyze the thirty-eight preschool centers in the district and select five centers with the highest capacity and potential to become Preschool Centers of Educational Excellence. The selection criteria included:

1. Percentage of staff who are highly qualified according to state and national standards.
2. Stability of staff as measured by tenure of existing staff and turnover rate for previous three years.
3. Effectiveness in attending to the developmental domains, including social, emotional, and physical as measured by assessment data and historical level of student readiness for kindergarten.
4. Percentage of staff who voted to implement an added component focused on developing young children's oral language, cognition, early reading skills.
5. Percentage of staff who voted to continuously measure pre-reading progress according to the ERF assessment schedule.
6. Percentage of staff who voted to pursue an intensive professional development plan that includes extra duty requirements and independent study in addition to PD during work time.
7. Percentage of staff who voted to implement research-based instructional strategies and practices.
8. Principal's (or center director's) commitment to support staff during implementation of the ERF; including commitment to allocate resources to implement and sustain the program.
9. Physical capacity to provide all required components of ERF instruction and development.
10. Extent to which center demonstrates a plan to involve parents in the ERF program, especially parents who may be low-level or non-readers.

The five selected centers exhibited strong capacity in each of these criteria. *Insert details as appropriate, such as the following*.

- Facilities
 - Low income % (free and reduced lunch and/or poverty)
 - Strength of partners; history of partnership prior to grant proposal
 - Affiliation with Reading First project(s)
 - Alignment with state standards
 - Alignment with National Association of the Education of Young Children; accreditation by NAEYC
 - Tenure/experience/expertise of director
 - Strength of previous professional development
 - History of using Scientifically-based Reading Research in strategies and materials
 - History of assessments
 - Parental involvement
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- Include in the appendices the name(s) and address(es) of the preschool program(s) that the proposed project would support. Provide a brief description of each of the following for each of the preschool programs: the ages and number of the children being served; demographic and socioeconomic information on those children; information on the type(s) of special needs that any of the children may have; the average hours the children attend the program (hours/day, days/week, and months/year); primary funding source(s); the basic instructional program; and the number of staff and their qualifications. E.g.,

APPENDIX: Center Information

The following five centers will be developed into Preschool Centers of Educational Excellence through this Early Reading First Program.

Names and Addresses of Preschool Programs to be Served

Elm Elementary Street Address City, State Zip Phone Fax	Central Elementary Street Address City, State Zip Phone Fax
Oak Elementary Street Address City, State Zip Phone Fax	East Elementary Street Address City, State Zip Phone Fax
Pecan Elementary Street Address City, State Zip Phone Fax	

Demographic Data and Special Needs Designation of Preschool Children

School	# Children /Ages	% Free/ Red. Lunch*	% Limited Engl Prof.	Special Needs	Attendance Hrs/Day Day/Week Months/Yr	Primary Funding Sources	Current Instructional Program
Elm	40 / 4-5	95%	25%	PSLD 8%	5 hrs/day 5 days/wk 10 mos	Head Start	Creative Curriculum
Oak	60 / 3-5	100%	80%	PSLD 12% CPS 16% ADD 10%	18 hrs/day 7 days/wk 12 mos	CPS Workforce Title I	Creative Curriculum + Core Knowledge
Pecan	25 / 3-5	88%	52%	PSLD 4%	4 hrs/day 5 days/wk 10 mos	Title I Tuition	High/Scope
Central	40 / 4-5	100%	88%	PSLD 15% CPS 5%	9 hrs/day 5 days/wk 12 mos	Head Start	Creative Curriculum + Core Knowledge
East	30 / 3-5	96%	33%	PSLD 10%	5 hrs/day 5 days/wk 10 mos	Public School Grants	Creative Curriculum

* Based on Receiving School Statistics; PSLD= PreSchool Speech/Language Delay; CPS= Child Protective Services Caseworker Involved; ADD= Attention Deficit Disorder

Qualifications and Stability of Preschool Staff

School	# Staff	Teachers	Assoc. Teachers	Aides	Certified Early Childhood	MA Degree	BA/BS	AA/AS	Avg. Tenure (yrs.)
Elm	6	3	1	2	4	1	2	1	2.5
Oak	10	4	2	4	7	2	3	1	3
Pecan	4	2	1	1	3	0	2	0	4
Central	6	4	1	1	5	1	3	0	3
East	4	2	1	1	3	1	0	1	4

In responding to Purpose 2, select research that aligns with the chosen program/materials. Some funded Early Reading First programs use multiple curricula, including Creative Curriculum, Core Knowledge Preschool Sequence, High/Scope framework, Reggio Emilia approach (<http://ceep.crc.uiuc.edu/poptopics/reggio.html>), and others. The following response focuses on examples pertaining to the Houghton Mifflin *PRE-K* program. If other programs are being used in addition to Houghton Mifflin *PRE-K*, they should be integrated with the example.

Purpose 2: Language and literacy activities based on scientifically based reading research that support the age-appropriate development of essential skills.

Introduction

ABC Public School's Early Reading First will develop language-rich environments in five early childhood centers to develop early reading and language skills through daily instruction in oral language, phonological awareness, print awareness, and alphabetic knowledge. ABC PS will implement *Houghton Mifflin PRE-K: Where Bright Futures Begin*, a comprehensive integrated Pre-K program that provides all children with the foundational skills they need to succeed as lifelong learners. The curriculum promotes a "hands-on, minds-on" approach to early learning that promotes both academic and social development. The program is based on scientific research and aligned with key critical Pre-K learning goals, including those defined by Early Reading First, Head Start, NAEYC, IRA, NCTM, and state frameworks.

Engaging, high-quality literature and child-centered topics reflect the Pre-K curriculum and anchor the program's main instructional focus. A structured yet flexible plan advances the development of critical early literacy skills: oral language (vocabulary, expressive language, listening comprehension); phonological awareness; print awareness; and alphabet knowledge. In addition, the program develops early mathematics skills on a daily basis. Activities for group times and learning centers complete the program's comprehensive approach, addressing social and emotional development, science, social studies, music, art, motor skills, and technology.

Scientifically based reading research drives the instructional plan for *Houghton Mifflin PRE-K: Where Bright Futures Begin*, including the following features:

- Easy-to-follow explicit lessons and teacher modeling for early literacy and early math
- Oral language and vocabulary development through the use of literature, music, rhymes, chants, poetry, and pictures
- Independent center explorations for early learners to expand their horizons and investigate the world around them
- Daily ongoing assessment opportunities, and accommodations for English Language Learners and children with different learning styles, including modifications for 3-year-olds
- Flexible curriculum that can be adapted to various Pre-K classroom structures

Note: It is important to include language about the flexibility of the materials a district is choosing to use and how they can work together to support the curriculum. Consider including this information in the grant.

The instructional plan for *Houghton Mifflin PRE-K* has been designed to provide a research-based continuum that focuses on the key areas of Early Reading First. Nonetheless, it contains a cohesive and flexible structure that can enhance the district's goals for early learners. For example, each part of the day in Houghton Mifflin Pre-K (Meeting Time, Story Time, Center Time, and Circle Time) includes explicit instruction and activities in the areas of phonological awareness, oral language, print awareness, and alphabet knowledge. Teachers can focus on those activities that will help children in these four areas, while still allowing time for children to independently explore learning in ways appropriate to their age and development.

Depending on whether the curriculum is for half-day or full-day classes, teachers can adapt the instructional plan in *Houghton Mifflin PRE-K* to meet goals of their overall curriculum. For example, in a full-day situation, the activities in Circle Time can be applied during two periods of Circle Time, or Center Time can occur more than once a day. Because the plan contains a consistent set of routines for the four areas as defined in Early Reading First, teachers and children will still be able to focus on these critical areas at any time of their Pre-K day.

Goals for improving young children's oral language, phonological awareness, print awareness and alphabet knowledge.

Goal 1: *100% of children will improve their oral language skills, including listening comprehension, expressive language, and understanding the use of vocabulary.*

Research base to support strategy of increasing quality and quantity of teacher-child conversation during instructional day.

- Oral language proficiency is the foundation of reading proficiency (Adams, Foorman, Lundberg & Beeler, 1998; Moats, 2001).
- Children's language growth is related to the amount of conversation they experience (Wells, 1986).
- Cognitively challenging conversation supports understanding of literate acts (Rosemary & Roskos, 2002), emergent literacy (Smith & Dickinson, 1994), and reading growth (Taylor, Peterson, Rodriguez & Pearson, 2003).
- Children who engage in cognitively challenging discussion with peers and adults throughout the instructional day develop more advanced oral language (Dickinson, 1994; Hart & Risely, 1999).
- The most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers (Hart & Risely, 1995).
- Use instructional materials that integrate new vocabulary into multiple contexts and repeat new words frequently facilitate children's word learning (Gray, 2003).

Research base to support increase in quality and quantity of dramatic play inside classrooms and during outdoor play.

- Dramatic play provides a rich context for language use and for cognitive problem-solving skills (Whitehurst & Lonigan, 2001).
- Limited English proficient students and English language learners benefit from elaborate monologues in their native language and in English (Riojas-Cortez, 2000).
- Preschool children with developmental disabilities benefit from increasingly sophisticated play (Neeley et al., 2001).

Research base to support the increased number of minutes children are engaged in small-group dialogic (interactive) reading each day.

- Shared book reading fosters literacy and language development in all children, including those at-risk for reading problems and those who speak English as a second language (Yaden et al., 2000).
- Interactive reading, also called dialogic reading, advances children’s vocabulary growth (Whitehurst et al., 1994) and is most effective in small rather than large interactive groups (Morrow & Smith, 1990).
- Reading aloud is one of the most important instructional strategies for reading success (Neuman, Copple, & Bredekamp, 2000). However, reading aloud must be accompanied by dialogue about and beyond the book or print material (Whitehurst & Lonigan, 1998; Dickinson & Tabors, 2001).

Goal 2: *100% of children will demonstrate progress in developing phonological awareness, print awareness, and alphabet knowledge.*

- It is important to develop the intellectual competencies of young children. Strategies based on *explicit and “scaffolded” instruction* (instruction in which adults build upon what children already know to help them accomplish a complex task by breaking it down into simpler components) effectively develop intellectual competencies. (Dickinson & Tabors, 2001; Snow, Burns & Griffin, 1998).
- Young children’s language proficiency and literacy is advanced through a carefully structured, research-based sequence of skills in all strands of language and literacy development (Snow, Burns & Griffin, 1998).
- Alphafriends are supported in the research that establishes the need for early reading instruction to help children understand the relationships between the sounds they use to say words and the letters of the alphabet (phonemic awareness) (Juel, 1996, 1998).
- Children’s ability to discern the sounds in words and link them to alphabetic symbols is a strong predictor of reading success (Stanovich, 1993; Vellutin, Scanlon & Sipay et al., 1996).

The following discussion exceeds the information required for the proposal. Select the information that most closely matches the local needs/program plan.

Discussion of the selected curriculum.

Houghton Mifflin PRE-K: Where Bright Futures Begin provides explicit daily activities for all critical literacy domains specified by SBRR for preschool instruction. The program’s efficacy studies are underway; final results are not yet available.

The extensive research base for Houghton Mifflin’s program shows a clear alignment with the National Reading Panel and other key national studies of reading development. This program encompass the four essential knowledge and skill components of effective early reading instruction as determined by Early Reading First and highlighted in scientific research, including the National Reading Panel Report (National Institute of Child Health and Human Development, 2000); the National Research Council report, *Preventing Reading Difficulties in Young Children* (eds. Catherine E. Snow, M. Susan Burns, and Peg Griffin, 1998); *Beginning to Read: Thinking and Learning About Print* (Marilyn Jager

Adams 1990); and the Committee on Early Childhood Pedagogy National Research Council report, *Eager to Learn: Educating our Preschoolers* (eds. Barbara T. Bowman, M. Suzanne Donovan, and M. Susan Burns, 2000).

Phonological Awareness

<INSERT DISTRICT>'s Early Reading First program will develop phonological awareness, an oral language skill that involves the ability to identify and manipulate the individual sounds in the speech stream. Phonological awareness, in the context of Early Reading First, includes: identifying and making oral rhymes; identifying and working with syllables in spoken words through segmenting and blending; identifying and working with "onsets" (all the sounds of a word that come before the first vowel) and "rimes" (the first vowel in a word and all the sounds that follow) in spoken syllables; identifying and manipulating the individual sounds (phonemes) in spoken words.

The phonological awareness sequence in Houghton Mifflin Pre-K mirrors the sequence as defined by Early Reading First and scientific research, progressing across the year from basic skills such as rhyme to the most challenging. Instruction is explicit, with teacher modeling and ample opportunity for practice. (NRP Report, 2000; Adams, 1990; Snow, 1998).

For example, at the beginning of the year in Houghton Mifflin Pre-K, children identify and make oral rhymes through the use of songs, nursery rhymes, and rhythmic activities. Components such as the Rhyme and Chant Posters, the Big Books, Poetry Links, Audio CDs for Literature and Music, and features such as the Transition Time activities, found in the Teacher's Book, anchor the phonological awareness instruction in the program. As the year progress, children following similar routines using the same components, but gradually progress to more challenging skills as defined by Early Reading First, with the final goal of identifying and working with individual sounds in spoken words achieved in Themes 9 and 10.

Oral Language and Vocabulary

<INSERT DISTRICT>'s Early Reading First program will emphasize the development of oral language. Oral language, in the context of Early Reading First, involves the "development of expressive and receptive spoken language, including vocabulary, the contextual use of speech and syntax, and oral comprehension abilities." Scientific research clearly indicates that immersing young learners in rich oral language and vocabulary development has the greatest impact on reading success and achievement (Snow, 1998; Bowman, 2000; Juel, 2003).

Oral language and vocabulary development is the curricular cornerstone of *Houghton Mifflin PRE-K*. The program includes numerous features – Big Books, Read Alouds, Content Area Links, Oral Language Cards, Think and Talk questions – that will elicit expressive and receptive spoken language on a consistent and daily basis. The oral language instruction in Houghton Mifflin Pre-K is explicit and is connected to the overall learning goals of the program. For example, in the Construction Zone theme, the literature and other components of the program highlight a wide array of concept vocabulary and academic vocabulary related to the theme of building. These include: measurement words, words associated with buildings, words associated with machines, position words, and verbs that focus on making things. The words are constantly introduced and revisited through the literature and through the instructional activities found in the curriculum.

Print Awareness

<INSERT DISTRICT>'s Early Reading First program will develop print awareness. Print awareness, in the context of Early Reading First, involves the "knowledge of the purposes and conventions of print." Research indicates that children must become familiar with the following conventions in order to become successful readers: concepts of letter, word, sentence; left to right progression; and top-down orientation (Adams, 1990; Snow, 1998)

Houghton Mifflin PRE-K explicitly teaches print awareness through its Big Book literature. Instruction and activities during Meeting Time, Story Time, Center Time, and Circle Time, provide multiple opportunities throughout the year for children to learn the conventions of print. Instruction is supported by specific questions to children about the conventions of print they will find in what they are reading and what they are writing. In addition, centers such as the Book Center and Writing Center, provide children with ample opportunities to explore print through literature and writing. In addition, 30 Little Big Books and 36 Take-Home Books provide children with opportunities to handle books independently and develop and maintain their knowledge of print conventions.

Alphabet Knowledge

<INSERT DISTRICT>'s Early Reading First program will strongly emphasize the development of alphabet knowledge. In alignment with Early Reading First, the alphabetic instructional strand focuses strongly on letter recognition. Scientific research clearly indicates that letter knowledge is a key precursor to reading success. Early childhood programs should include explicit instruction in the letters of the alphabet, with ample opportunities for sufficient, concentrated review and repetition. Early childhood researchers also emphasize that instruction for young children must be made meaningful. One of the most effective ways to make letter instruction meaningful is to start with the letters in children's names. Alphabet learning should also be connected to the literature children read, and to the songs and chants children learn to sing. (Adams, 1990)

Houghton Mifflin PRE-K explicitly teaches alphabet knowledge in the following sequence: learning the alphabet; learning the letters in children's names; closer focus on individual letters; beginning to associate sounds with letters. The Letter Time lessons highlight this sequence throughout the year. Beginning early in the year, explicit instruction focuses on learning the name and shape of each letter. It also includes many informal opportunities for children to begin to associate each letter with its most common sound. Later in the year, explicit instruction in letter-sound associations is included in letter recognition lessons, again with multiple opportunities for practice. In addition to including alphabet Big Books in the literature (*Alphabet Under Construction; Chicka Chicka Boom Boom*), the program includes a Alphafriends Letters and Language Kit. This kit features the use of engaging alphabet characters to motivate learning and help children remember letters and their sounds. The Alphafriend characters were based on the research of Linnea Ehri, and were developed in collaboration with Dr. Ehri. Throughout the program, children are actively learning letters and beginning letter-sound associations with big books, songs, letter cards, picture cards, and letter parts that focus on the distinct shapes that form each letter of the alphabet.

Scope and Sequence

The scope and sequence for *Houghton Mifflin PRE-K: Where Bright Futures Begin* comprehensively develops oral language (listening, speaking, vocabulary development), phonological awareness (phonemic awareness), alphabet knowledge, writing, and reading (print awareness, book handling, listening comprehension, literacy response, and analysis). The curriculum is **aligned with state standards and with Reading First.**

The curriculum is organized around broad themes, each with three topics that are sequenced in difficulty and support (scaffolding) to build oral language and literacy skills. For example, the theme called *My Family, My Community* begins with self (“Meet My Family”) and then progresses to larger communities (“Hello, Neighbor!” and “Community Helpers”). Related Big Books and Content Area Links support the topics, provide background knowledge, and teach language skills for important concepts such as the five senses, seasons, categories of animals, city and country life.

Each theme is based on a carefully structured, research-based sequence of skills in all strands of language and literacy development. Within a strand, skills begin at the easiest level and then grow in difficulty across the year. For example:

- **Phonological awareness** the early themes focus on rhyming; children progress from *listening for* and *identifying* rhymes to *matching* rhymes and then to *producing* rhymes. Subsequent themes follow a similar progression: blending and then segmenting syllables; listening for, matching, and then producing and isolating the beginning sound; blending and then segmenting onset and rime; and blending two and then three phonemes.
- **Print awareness** (purposes and concepts of print), **alphabet knowledge** (fluent recognition of capital and lowercase letter names, introduction to letter sounds), and **oral language** (vocabulary and listening comprehension) are similarly graduated in difficulty, with a focus skill of the week and periodic review.

Materials:

Houghton Mifflin PRE-K includes materials to support each strand and a clear lesson structure for each day. The program includes the following:

- **Big Books with Content Area Links:** Appealing trade book literature with rich language related to the themes; a strong concentration (fifty percent or more) of nonfiction to build vocabulary; content area links follow each selection, similar to the Kindergarten Links to extend story related contents.
- **Alphafriends Letters and Language Kit:** Alphabet characters, literature, manipulatives, and songs to make upper and lowercase letter names memorable and to introduce letter sounds, as a precursor to the Kindergarten.
- **Oral Language Cards:** Large, colorful photographs to prompt new vocabulary, discussion of real life concepts and situations.
- **Rhyme and Chant Posters:** Large, colorfully illustrated cards with nursery rhymes, finger plays, and chants; activities on the back for reinforcing vocabulary, oral language, phonemic awareness and print concept.
- **Sing and Share Kit for Social-Emotional Development:** A poster and song for each week’s focus (sharing, helping, resolving conflicts) to build vocabulary and prompt discussions
- **Teacher Read Alouds:** Traditional tales to build story language (*once upon a time, first/next/then/at last*) and comprehension
- **Manipulatives:** For independent centers, including three dimensional letters and parts to form letters
- **Little Hands Library:** Simple concepts books in board books format especially designed for little hands and active minds

Goal 3: *100% of children will demonstrate growth in background knowledge and thinking skills that support listening comprehension, expressive language, and understanding and use of vocabulary.*

Research base

- Instruction must be explicit, intentional and inclusive (National Reading Panel, 2000).
- Conceptual information makes an important contribution to early word learning (Booth, et al., 2002).
- Provide English Language Learners with support in their native language to increase comprehensibility: Drawing from several different theories, including Krashen (1981) and Cummins (1981), this principle also draws on a wealth of current research that has shown the advantage of incorporating a student’s native language into their instruction (Berman, et al., 1995; Lucas and Katz, 1994; Pease-Alvarez, Garcia & Espinosa, 1991; Thomas & Collier 1997).
- Thomas and Collier note that first-language support "explains the most variance in student achievement and is the most powerful influence on [ELL] students’ long term academic success”.
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NOTE: *If districts are including materials for Spanish Language instruction in the grant application, similar information concerning how those components will meet the requirements of Early Reading First needs to be included.*

Children's different backgrounds will be used as cultural assets in the classroom to build fundamental literacy skills. Curriculum materials are based around themes that encourage discussion built on children's life experiences and focused on people, places and activities that are familiar in their community and cultures. Materials will be provided in Spanish and English when possible. Story dictation and family involvement activities/letters will be available in students' home languages. Teacher's Books will provide explicit guidance for teachers to support students who are English language learners and other students who need extra support.

Background knowledge will also be developed through the content development. For example, ABC Public School will use the *Houghton Mifflin PRE-K: Where Bright Futures Begin* Math Extension and Math Package to integrate mathematics concepts into classroom experiences and extend explicit vocabulary instruction. The math instruction addresses children’s interests and correlates with the PRE-K instruction in oral language, reading, and writing.

MATH EXTENSIONS 34 Math Concept Cards Math Manipulatives Kit Attribute Blocks Bucket Balance Color Cubes Geometric Solids Graphing Mat Jumbo Coin Set Mama Bear Counters Number Line Papa Bear Counters	MATH PACKAGE Math Concept Cards Math Manipulatives Kit 10 Math Big Books 1 Math Teacher’s Book TECHNOLOGY Education Place Earobics PRE-K
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Additional content will be integrated using resources from Core Knowledge PRE-K resources. The Core Knowledge Foundation is an independent, non-profit, non-partisan organization founded in 1986 by E. D. Hirsch, Jr., professor emeritus at the University of Virginia. Content is

developed by educators and made available through
<http://www.coreknowledge.org/CKproto2/resrcs/lessons/Prek.htm>

Goal 4: *100% of children who are identified as being at risk for reading difficulty will receive intervention based on research-based instructional strategies that will lead to growth in oral language and literacy skills.*

Research base

- Letter-sound relationships and word identification strategies should be taught explicitly, attending to phonological awareness, letters, words and word patterns (Grossen, 1997).
- Repeated exposures to words to encourage mastery. Scaffolding and presenting words in small practice sets benefits struggling readers (Juel, 1996; McCormick, 1994).
- Explicitly strategies for understanding text and monitoring comprehension such as include K-W-L, self-questioning, visual imagery, ReQuest, retelling, and Question-Answer relationships. Instruction must explicitly help struggling readers to transfer these strategies to other texts (Dole, 1996; Sorrell, 1996).
- Multiple opportunities for repeated reading of connected texts develop fluency. Methods to encourage repeated reading include paired reading, modeling, direct instruction, choral reading, neurological impress, and providing easy reading materials. Repeated reading also helps to increase the word recognition rate and accuracy of the reader (McCormick, 1994; Reutzel, 1994; Dowhower, 1994).
- Teacher's Books will provide explicit guidance for teachers to support students who are English language learners Strong instructional support for English language learners is integrated into the daily instruction. At the theme level, Meeting Individual Needs/English Language Learners offers specific suggestions for second language learners related to vocabulary and conceptual development. The daily lessons provide additional instructional support for second language learners that helps students more fully experience the core curriculum. The overrepresentation of English language learners in special education classes (Yates & Ortiz, 1998) suggests that educators have difficulty distinguishing students who truly have learning disabilities from students who are failing for other reasons, such as limited English. Students learning English are disadvantaged by a scarcity of appropriate assessment instruments and a lack of personnel trained to conduct linguistically and culturally relevant educational assessments (Vald's & Figueroa, 1996).

Support for children's oral language, phonological awareness, print awareness, and alphabet knowledge development.

- The Houghton Mifflin curriculum provides ongoing support for teachers, highlighting the key elements of literacy and strategies for teaching them. Daily lesson plans include clearly stated learning goals for each segment of the day, along with step-by-step instructions for engaging children and meeting the goals. When appropriate, the instruction also appears on the materials themselves, along with extension opportunities, so that the teacher has the guidance at point of use. For example, the day's phonological awareness activities appear in the Teacher's Book *and* on the back of each Oral Language Card, and additional questions to build story vocabulary and comprehension appear on the back cover of each Big Book as well as in the lesson. With tips on adjusting or extending lessons, the Teacher's Book provides multiple opportunities to meet the needs of all student populations, including English language learners, those with special needs, and those at the challenge level. In addition to the core lessons, the program helps teachers give *each* segment of the day an instructional focus. During time

for exploration in the Centers, for example, the teacher is prompted to ask “What if . . .?” and “How could you . . .?” questions to promote children’s cognitive and oral language development. Specific suggestions for Transition Times provide practice for phonological awareness skills such as rhyming or matching beginning sound.

- Guidance for Teachers: Professional Support In addition to the model of research-based instructional approaches provided by the Houghton Mifflin Teacher’s Books and materials, ongoing training and support will come from literacy experts at the **{list partners}** and from evaluation offered by **{list evaluator(s)}**. Professional support will be provided by a team with a centrally located Project Leader and one Literacy Coach at each of the five Early Childhood Educational Excellence Centers to direct the assessments and assist PRE-Kindergarten teachers in implementing the project activities and new curriculum. Each Literacy Coach will also be teamed with a Family Advocate who will reflect the cultural and linguistic characteristics of each PRE-Kindergarten community and will be working directly with parents in both the home and classroom environment.

Pre-K teachers will also participate in a one day training that will give them hands-on experiences with the *Houghton Mifflin PRE-K: Where Bright Futures Begin* curriculum. The training will focus on phonological awareness, concepts of print, oral language/vocabulary and alphabet knowledge. In addition, each Pre-K teacher will receive the Houghton Mifflin PRE-K Professional Development Handbook that supports the instruction in the program and provides information about the research on which the program is based.

Explicit, Intentional, Inclusive Instruction

Within each language and literacy strand of the proposed program *Houghton Mifflin PRE-K: Where Bright Futures Begin*, new skill lessons begin with explicit, direct instruction (National Reading Panel, 2000). The introductory lessons take place in a whole-group setting with built-in teacher modeling, often in the form of scripted language. The modeling is followed by guided practice¹ in small, teacher-led groups during Center Time (Torgesen, 1998). The teacher uses this small-group time to teach, re-teach, and assess progress, using a “Make It Easier/Make It Harder” feature to adjust the lesson or activity to meet the needs of each child in the group. Independent practice takes place throughout the day and at the various Learning Centers (*e.g.*, Dramatic Play, Science Center, Writing Center). In addition, activities throughout the Teacher’s Book for each theme include prompts to encourage children to use new skills; for example, questions might require children to use newly learned vocabulary or to form a newly learned letter with wet sand or the manipulative Letter Parts.

Houghton Mifflin PRE-K provides explicit instruction to meet needs of individual students with special needs. HM PRE-K teaches oral language skills and develops background knowledge through the explicitly detailed lesson plans that include dialog and conversation that is structured around the program’s materials throughout each day. English Language Learner tools, modifications to address special needs, classroom management tools for small group and individual instruction, manipulatives, and audio resources are among tools provided to meet students’ special needs.

Content for Improving Children’s Oral Language and Background Knowledge

The lessons within each theme support development by beginning with children’s prior knowledge and then building upon it to add new skills (scaffolded instruction). A built-in review cycle across the year maintains and enhances development and assures that children acquire the key skills that research shows are essential for later success in Kindergarten and Grade One. For example, while rhyming is the phonological

awareness focus in the first few themes, rhyming activities are also provided for practice in all subsequent themes.

All the skill strands prepare children for success in the Kindergarten level of *Houghton Mifflin Reading*, where the focus is on expanding **phonological awareness** (from rhyming through manipulating and substituting phonemes), **print awareness** (purposes, concepts of print for reading and writing), **phonics** (letter sounds, sequential decoding), **oral language and vocabulary** (including high-frequency words), listening and reading **comprehension** (skills and strategies), and **fluency**.

Additional content for background knowledge will be integrated using resources from Core Knowledge PRE-K resources.

Time Allocated to Develop Language, Cognition, and Early Reading Skills.

Classroom daily scheduling and classroom environment will be firmly based on the criteria used in the Early Childhood Environment Rating Scale (ECERS) (Harns & Clifford, 1980; Calder, 1996; Andersson, 1999; Burchinal, et al., 2000) and will incorporate early literacy activities throughout the day. PRE-Kindergarten children are in classes that operate 210 minutes per day with teacher-directed formal learning in 15-20 minute time blocks. The daily lesson plans will present instruction in whole-group and small-group lessons and activities that engage children, along with techniques and specific prompts for making every part of the day intentional, promoting language, cognition, and early reading skills all day long.

The daily lessons and routines in the *Houghton Mifflin PRE-K* program, focus on the key experiences that support the development phonological awareness, print awareness, oral language and vocabulary, and alphabet knowledge. Examples of the development of each concept include:

Note: Refer to pages 11-12 for additional information concerning development of phonological awareness, print awareness, oral language and vocabulary, and alphabet knowledge.

Approximate Time Spent on Early Reading First Areas Each Day

Phonological Awareness

Meeting Time	10 minutes
Transition Time	5 minutes
Center Time	Will vary based on children’s interests and on opportunities to explore independently
Small-Group	15 minutes (once per week)

Oral Language and Vocabulary

Meeting Time	15 minutes
Story Time	10 minutes
Circle Time	10 minutes
Center Time	Will vary based on children’s interests and on opportunities to explore independently
Transition Time	5 minutes
Small-Group	10–15 minutes each time (twice per week)

Print Awareness

Story Time	5 minutes
Story Time:	5 minutes (once per week)
Literature Connections	
Center Time	Will vary based on children's interests and on opportunities to explore independently
Small-Group	10–15 minutes (once per week)

Alphabet Knowledge

Circle Time	10 minutes
Center Time	Will vary based on children's interests and on opportunities to explore independently
Small-Group	10–15 minutes (once per week)

These approximations are for half-day Pre-K. For full-day programs, double the estimates for Story Time and Circle Time, since it is recommended to do Story Time twice. Circle Time is often repeated.

Purpose 3: To provide preschool-age children with cognitive learning opportunities in high-quality language and literature rich environments, so that children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.

Goals for Improving the Language and Print Richness of the Environment.

The following are representative of goals for this section.

- Goal 1.** Increase the amount of time spent on systematic and explicit instruction provided to children in activities that develop oral language, phonological awareness, print awareness, and alphabet knowledge.
- Goal 2.** Increase opportunities for children to communicate, especially communication about reading and print material.
- Goal 3.** Enhance physical space to encourage peer interaction and cognitive exploration, dramatic play, individual and small group reading, and writing.
- Goal 4.** Create environments that are rich in language and literacy learning opportunities through alphabet and number lines, Alphafriends, posters, books, charts, poems, murals, and other materials in English.
- Goal 5.** Develop a literacy resource center for each preschool center with materials in multiple languages.
- Goal 6.** Install one computer and printer per classroom equipped with early language and literacy software.
- Goal 7.** Increase preschool educators' knowledge about language and literacy instruction, assessments, and scientific based reading research through ongoing professional development

Goal 8. Use ongoing screening and monitoring assessments to determine children's level of knowledge in language and literacy and to identify at-risk children.

Strategies and Materials to Enhance the Literature and Print Richness

- Children must be exposed to high quality language and literacy environments as preschoolers to prepare for reading instruction in the early grades (Snow, Burns & Griffin, 1998; Burns, Griffin & Snow, 1999).
 - Select an instructional program(s) that focus on developing young children's oral language, cognition, and early reading skills by incorporating instructional tools such as rich literature, music, poetry, learning centers, and content.
- Awareness of print materials is one of the first steps toward reading. Children must be exposed to letters, numbers and social skills before the age at which cognitive abilities are formed (5 or 6). Children who lack these resources in the home environment will lag behind those who have the resources (Starr, 2002).
 - Take books into homes; model reading techniques to enable parents to become more confident as their children's first teachers. Demonstrate reading and discussion strategies.
- Children begin to recognize favorite books, pretend to read books, and learn to handle books as toddlers. By age 4, children begin to understand that print is what is read to form stories and that print is made up of alphabet letters. Then they begin to recognize print in their surroundings (Snow, Burns & Griffin, 1998). 61% of low-income families have not books in their homes for children (Binkley & Williams, 1996).
 - Provide each child with a backpack including books, parent/child activities, activity logs, and other resources. Train parents to use backpack.
 - Develop literacy resource centers with books, books on tape, literacy games and songs, magazines, and writing materials for checkout.
- Computers are effective tools for teaching and practice of phonological awareness, vocabulary, and language skills (National Reading Panel, 2000; Lonigan, 2002).
 - Include computers in the classroom. Provide teachers with professional development on effective use of technology for young children.

Together, the Literacy Coach and the Pre-Kindergarten teacher will create a print-rich and language-rich environment that supports the content-area themes and topics. They will build collections and add interactive displays in the classroom, using *Houghton Mifflin Pre-K* program materials such as these to best advantage:

- **Big Books**: high-quality trade book literature, with a high percentage of nonfiction supporting the themes and weekly topics, to prompt further exploration at Centers;
- **Content Area Links**: nonfiction, photographic selections to enhance learning in math, science, social studies, and art, written in an interactive format suitable for Story Time and Circle Time;
- **Little Hands Library**: available as board books and in a simpler take-home version, to reinforce concepts, promote book handling skills and print concepts, and develop oral language
- **Picture-Word Cards**: colorful photographs with corresponding labels, suitable for use in letter- or sound-matching activities or display on an alphabet wall;
- **Rhyme and Chant Posters**: large, colorful posters suitable for later display in the Dramatic Play Center, to prompt children to act out the text and use new language
- **Alphabet Strip and Alphabet Wall**: colorful displays of upper- and lowercase letters that can be used on an Alphabet Wall to sort children's names and theme vocabulary

In addition to using the Houghton Mifflin materials, each teacher will be coached on daily modeling of reading and writing behaviors for children and will build a collection of pictures, labels, and signs based on children's interests.

Strategies and Materials to Enhance the Literature and Print Richness of the Physical Environment

- Effective early literacy programs integrate high-quality early childhood practices with specific language and literacy materials and strategies (International Reading Association & National Association for the Education of Young Children, 1998).
 - Select program(s) that include high-quality literature that is read, re-read, and discussed.
 - Select materials that establish a language- and conversation-rich environment, such as Houghton Mifflin PRE-K's Big Books, Read Aloud Books, Teacher's Books, Teacher's Resource Book (CD for themes), Audio CDs for Literature and Music, Rhyme and Chant Posters, Oral Language Cards, Alphafriends Letters and Language Kit, and Sing and Share Kit
- Define reading areas and stock them with a variety of materials.

Strategies and Materials to Enhance the Physical Environment to Support Development of Background Knowledge.

- Prior knowledge is the basis of new understanding. The number of words and variety of conversations children hear affect the speed of their language development (Snow et al., 1995). Children learn by talking with adults during daily routines, storytelling and reading; relating personal experiences; and having complex conversations in which they offer opinions (Burns, Griffin & Snow, 1998).
 - Select an instructional program(s) that provide explicit teacher support and instructional strategies that engage children in meaningful conversations.
 - Select instructional program(s) that use explicit instructional strategies such as pre-teaching, re-teaching, and scaffolded instruction to develop language and literacy skills.
 - Establish physical space to encourage peer interaction and cognitive exploration, dramatic play, singing, individual and small group reading, and writing.
 - Parents are children's first teachers. While children from different backgrounds typically develop language skills around the same age, the subsequent rate of vocabulary growth is strongly influenced by how much parents talk to their children. Children from professional families (who were found to talk to their children more) gain vocabulary at a quicker rate than their peers in working class and welfare families (Hart & Risely, 1995).
 - {Consider this resource: Isbell, R, & Exelby, B. (2001). *Early Learning Environments that Work*. National Association for the Education of Young Children. The book defines early childhood environments with the vision of making it a place where all young children will be physically, emotionally, aesthetically, and intellectually nurtured. It explores how to use furniture, color, materials, storage, lighting, and more to create space and activity centers that support children's independence and decision-making and allow them to make the environment their own. National Association for the Education of Young Children, 1509 16th St., NW, Washington, DC 20036-1426; Tel: 800-424-2460. <http://www.naeyc.org>}
-

Purpose 4: Enhance the early language, literacy and pre-reading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on SBRR.

Research.

- Professional development should include study of contextual problems of practice in the field, address diverse populations, and be link experiences with coursework (Burstein, 2000; Ladson-Billings, 2001).
- Teachers should be supported by experienced professional mentors as they are engaged in a progressively complex range of experiences in schools and communities (Phelan, et al., 1996).

Goals for the project's proposed professional development program.

Principals, coaches, and teachers will participate in a professional development program for which the goals will be:

- Goal 1.** By (date), principals, coaches and teachers will demonstrate mastery of the content and pedagogy of teaching preschool children oral language development, phonological awareness, alphabet knowledge, and print awareness.
- Goal 2.** By (date), principals, coaches and teachers will demonstrate mastery of early literacy screening and progress-monitoring assessment, including the ability to use assessment data to inform decisions about instruction.
- Goal 3.** By (date), early childhood educators will demonstrate mastery of instructional strategies, activities and materials from *Houghton Mifflin PRE-K* and (list any other programs) to accelerate children's language, cognitive, and early reading skills development and to accelerate children's growth in oral language including listening comprehension, expressive language, and vocabulary.
- Goal 4.** By (date), early childhood educators will demonstrate the ability to integrate new instructional materials, activities, tools, and measures with existing curricula to create a cohesive, scientifically based instructional plan.
- Goal 5.** By (date), principals, coaches and teachers will demonstrate the ability to effectively manage the classroom to create high-quality oral language and print rich classroom environments.
- Goal 6.** By (date), principals, coaches and teachers will demonstrate the ability to meet the needs of a diverse preschool population, including those who are English Language Learners and those with special needs.

Content and scope and sequence.

Consider the following model as an organizing framework for the content, scope, and sequence.

Professional Development Model
(Birdyshaw, 2001).

Context	Process	Content
<ul style="list-style-type: none"> • Inclusiveness, collaboration, and responsibility • Value and support • Instructional leadership • Adequate time and funding • School improvement 	<ul style="list-style-type: none"> • Development of conceptual understanding of theory • Translation into practice • Ongoing support from knowledgeable colleagues • Experiences that develop deep knowledge and build on existing knowledge • Conversation-based learning • Observation of instruction in classrooms similar to their own • Practice implementing new strategies and techniques • Follow-up support through classroom demonstrations, coaching, and reflection • Choice 	<ul style="list-style-type: none"> • Phonemic awareness • Letter knowledge • Concepts of print • Phonics and word recognition • Fluency development • Vocabulary development • Text comprehension • Written expression • Use of assessment data to monitor student progress and inform instruction • Small group instruction designed to meet the specific needs of individual learners

The following components are not part of the Research Model referenced above

Context	Process	Content
<ul style="list-style-type: none"> • Teacher Planned 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Core Literacy Curriculum (HM PRE-K) • Scientifically Based Reading Research • Classroom Management Skills • Creating physical environments that support child development and literacy development • Identify and modify curriculum to meet the needs of diverse students.

Strategies and materials

Consider developing narrative around the following research-based models and strategies.

Professional Development That Gets Results
(Hawley & Valli, 1999; Birdyshaw, 2001)

- Focuses on the relationship between curriculum standards and student performance
- Encourages teachers to think of the implications of activities for reading improvement
- Engages teachers in both the content and the design of professional development activities
- Focuses on teachers' needs through collaborative problem solving
- Ensures that professional development is ongoing, adequately funded, and supported by administrators
- Uses multiple forms of assessment to evaluate student performance and program effectiveness and uses assessment data to inform professional development decisions
- Embeds professional learning within a comprehensive school change process

Models of Professional Development (NCREL, 2004)

From NCREL Reading First Technical Assistance, available at <http://www.ncrel.org/rf/pd/modelpd.htm>

Researchers have identified five models of professional development that represent various methods of teacher learning. The five models, discussed in length in *Achieving Your Vision of Professional Development*, (Collins, 2000) include:

- **Individually Guided.** These are activities that an individual begins, designs, and carries out independently.
- **Observation/Assessment.** An observer records what an educator says and does while teaching a lesson. The observer analyzes the lesson and then a post-observation conference is conducted. During the conference, the teacher reflects on the information and its implications for changes in instructional practices.
- **Involvement in Curriculum Development/School Improvement Process.** The key steps in both curriculum development and school improvement professional development activities include: (1) A problem is targeted. (2) A plan of action to address the problem is developed. (3) New skills and/or knowledge necessary to carry out the plan of action are identified, and plans for acquiring the new knowledge or skills are added to the plan. (4) The plan is put into effect. (5) The outcomes of the plan's implementation are evaluated.
- **Training.** Educators need to distinguish between what should be expected from workshop/training sessions and what is needed in terms of follow-up. High-quality sessions will include three components: understanding of the theory supporting new practices, modeling the new practices, and additional practice within the workshop setting (Joyce & Showers, 1995).
- **Inquiry.** Professional development activities based on the inquiry model begin with targeting a problem and collecting information needed to resolve the problem. Once the information is analyzed, an action plan is developed and results are measured by evaluation.

Hours, the frequency, and the method of delivery of the professional development

The following example shows a format to provide the necessary information

Schedule			Format	Duration			Total Hrs		
Yr 1	Yr 2	Yr 3		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Fall	Fall	Fall	Institute	24 hrs	12 hrs	12 hrs	24	12	12
Spr	Spr	Spr	Assessment Modeling	12 hrs	8 hrs	8 hrs	12	8	8
Sum	Sum	Sum	Courses	3 x 10 hrs	3 x 10 hrs	3 x 10 hrs	30	30	30

Aug - Jun	Aug - Jun	Aug - Jun	Seminars	2 hrs x 10 days	2 hrs x 10 days	2 hrs x 10 days	20	20	20	
Aug - Jun	Aug - Jun	Aug - Jun	Classroom Mentoring	2 hrs x 20 days	2 hrs x 20 days	2 hrs x 20 days	40	40	40	
Aug - Jun	Aug - Jun	Aug - Jun	Study Groups	2 hrs x 20 days	2 hrs x 20 days	2 hrs x 20 days	40	40	40	
Jul - Aug	Jul - Aug	Jul - Aug	Study Groups	4 hrs x 4 days	4 hrs x 4 days	4 hrs x 4 days	16	16	16	
Aug - Jun	Aug - Jun	Aug - Jun	Practice during Naptime	1.5 hrs x 30 days	1.5 hrs x 30 days	1.5 hrs x 30 days	40	40	40	
Aug - Jun	Aug - Jun	Aug - Jun	After school/ Saturday	4 hrs x 6 days	4 hrs x 6 days	4 hrs x 6 days	24	24	24	
Total Professional Development Hours							246	230	230	
Grant Target PD Hours: 300				Total Professional Development for Program				706		

Teacher Mentoring and Coaches

Consider building narrative around the following research and models related to reading coaches

Tasks	
School Level	Classroom Level
<ul style="list-style-type: none"> • Make schedules • Design and manage school-level assessment plan • Summarize and share assessment data • Conduct and contract professional development • Guide curriculum selection 	<ul style="list-style-type: none"> • Make schedules • Use data to form and re-form flexible groups • Consider and reconsider how curriculum resources can best be used • Design plans for instruction: whole-group, needs-based, and intervention • Observe, provide feedback, model <p>Walpole, S., & McKenna, M.C., 2004</p>

Coaching Activities (Levels of Intensity)		
Level 1 (informal; helps to develop relationships)	Level 2 (more formal, somewhat more intense; begins to look at areas of need and focus)	Level 3 (formal, more intense; may create some anxiety on part of teacher or coach)
<ul style="list-style-type: none"> • Conversations with colleagues (identifying issues or needs, setting goals, problem solving) • Developing and providing materials for/with colleagues • Developing curriculum with colleagues • Participating in professional development 	<ul style="list-style-type: none"> • Co-planning lessons • Holding team meetings (grade level, reading teachers) • Analyzing student work • Interpreting assessment data (helping teachers use results for instructional decision making) • Individual discussions with 	<ul style="list-style-type: none"> • Modeling and discussing lessons • Co-teaching lessons • Visiting classrooms and providing feedback to teachers • Analyzing videotape lessons of teachers • Doing lesson study with teachers

<p>professional development activities with colleagues (conferences, workshops)</p> <ul style="list-style-type: none"> • Leading or participating in Study Groups • Assisting with assessing students • Instructing students to learn about their strengths and needs 	<p>colleagues about teaching and learning</p> <ul style="list-style-type: none"> • Making professional development presentations for teachers 	<p>teachers</p> <p>(Bean, 2004 cited in IRA, 2004).</p>
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What Reading Coaches Must Know and Be Able to Do

(IRA, 2004; Poglinco et al., 2003).

1. Excellent classroom teachers, including experience at levels of the teachers they will coach. Evidence should document positive outcomes for student achievement in the coaches' classrooms.
2. Possess strong base of knowledge in reading processes, acquisition, assessment, and instruction. Knowledge about reading acquisition and development. Evidence of mastery could include a master's degree in reading, reading specialist certification, ongoing professional development work, intensive training for newly employed reading coaches, and/or enrollment in a reading specialist certification program.
3. Experience coaching teachers to improve their practices. Evidence may include leading teacher study groups or book clubs for professional development. Comfort in reflecting on their own practices to make adaptations is additional evidence.
4. Excellent presenters who are familiar with presenting to teacher conferences at the local, state, and national levels. Skilled in leading teacher groups to facilitate reflection and change.
5. Experience or preparation sufficient to master the complexities of observing and modeling in classrooms and providing feedback to teachers.

Model for Coach-level Planning

(Guskey, 1997)

1. Choose a student learning goal to provide focus
2. Consider both classroom-level changes and school-level changes related to that goal
3. Identify small measurable steps toward the goal
4. Plan professional development, using the coach in the classroom, that differentiates for teachers based on their needs.

{Additional information is available through the International Reading Association Policy Statement: International Reading Association, (2004). *The Role and Qualifications of the Reading Coach in the United States*. Newark, DE: Author. Available online at <http://www.reading.org/resources/issues/positions.html>.

Purpose 5: Reading assessments.

The Council of Chief State School Officers provides a useful overview of assessment in early childhood education. *Building an Assessment System to Support Successful Early Learners* is available at: http://www.ccsso.org/content/pdfs/FS-Child_Assessment.doc.

Screening instruments

Assessment data will be used to identify children who are at risk to become struggling readers and provide intervention targeted to each child's specific needs. Early intervention is important for students who are struggling with reading and writing. Pikulski (1994) stresses the importance of coordinating the intervention with regular classroom instruction so that they complement each other.

The following table provides a format to detail the assessments to be used. The Early Head Start National Resource Center provides a discussion of selected Early Childhood Assessments, <http://www.ehsnrc.org/InformationResources/ResourceArticles/ftscreen.htm>

PRE-K Reading Assessment Framework				
Component	September	As Needed	January	May
	Screening/Diagnostic	In-depth Diagnostic	Progress Monitoring	Progress Monitoring/Outcomes
Oral Language Vocabulary				
Print Awareness				
Phonological Awareness				
Alphabet Knowledge				

Alternative Format

ASSESSMENT TOOL TABLE					
Assessment Tool	Administration Time	Psychometric Data		Frequency	
		Reliability	Validity	Pre-Post	Ongoing

Specify instruments.

Select from the examples provided below which were obtained from the ERF Performance Report, 2005, available at <http://www.ed.gov/about/reports/annual/2005plan/edlite-esea-earlyread.html>

- PALS-Pre-K
 - PALS-Pre-K is a scientifically-based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment reflects skills that are predictive of future reading success and measure name writing ability, upper and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness. The assessment scores indicate children's strengths and those areas that may require more direct attention. The assessment is designed to be administered to four-year-olds in the fall of PRE-K in order to guide instruction during the year. A second administration in the spring of Pre-K serves to evaluate progress (Howell, et al., 2003-2004, Invernizzi & Meier, 1999).
 - PALS PRE-K tasks:
 - Phonemic Awareness: Rhyme Awareness, Beginning Sound Awareness
 - Phonics: Upper-case Alphabet, Lower-case Alphabet, Letter Sounds
 - Fluency: Verbal Memory, Concept of Word
 - A pilot study of 251 4 and 5-year old children was conducted by the creators and reported a high inter-rater reliability ($r=.90$) and medium to high concurrent validity with the Test of Awareness of Language Segments and the Child Observation Record (High Scope).
 - The PALS-PRE-K Letter Naming Task is a measure that has been normed using a national sample from the Head Start population. It has been demonstrated to have a strong positive correlation with the Woodcock-Johnson Letter-Word Identification test.

- Peabody Picture Vocabulary Test-III pre-test and a post-test
 - The PPVT-III is an individually administered, norm-referenced, wide-range measure of listening comprehension for spoken words in standard English and a screening test of verbal ability for ages 2- 1/2 years and above. Post-test scores will be compared to the national norms provided by the test publisher.
 - This assessment may serve as a screening test of verbal ability and as part of a comprehensive battery of cognitive processes if English is the language of the home, school, and community. Uses include testing preschool children in vocabulary acquisition, which is important as an indicator of a child's linguistic and cognitive development; measuring English language proficiency in individuals for whom English is not a primary language; detecting language impairments; testing persons who have moderate visual disabilities; research studies.
 - The PPVT-III is a nationally normed tests which has been validated internally and correlated with other measures of cognitive development. PPVT-III was co-normed with the Expressive Vocabulary Test (EVT), a companion assessment of expressive vocabulary.

Internal consistency	Internal reliabilities: Alpha: .92 to .98, median .95 for both Form IIIA and Form IIIB
Test - Retest	Form IIIA: .91 to .93 Form IIIB: .91 to .94
Equivalency	Correlation between PPVT-R and PPVT-III W-ability scores: .97 Standard score correlations: For three separate age groups, range from .83 to .89. Parallel test forms: Means and SDs by age for raw scores on Forms IIIA and IIIB matched closely for all ages; correlation between Forms IIIA and IIIB with EVT: IIIA/EVT, median .79; IIIB/EVT, median .77; content of each form determined to be equally represented by comparison of categories
Source, AGS Publishing, accessed at http://www.agsnet.com/assessments/technical/ppvt.asp#2	

Validity	
Intercorrelations	See Equivalency above
Criterion-Related Validity	<p>Correlations with measures of oral language:</p> <p>PPVT-III Forms IIIA and IIIB with:</p> <p>OWLS Listening Comprehension Group 1 (mean age 4-8): .66 (IIIA); .63 (IIIB) Group 2 (mean age 10-3): .70 (IIIA); .77 (IIIB)</p> <p>OWLS Oral Expression Group 1 (mean age 4-8): .83 (IIIA); .77 (IIIB) Group 2 (mean age 10-3): .67 (IIIA); .68 (IIIB)</p> <p>OWLS Oral Composite Group 1 (mean age 4-8): .82 (IIIA); .77 (IIIB) Group 2 (mean age 10-3): .75 (IIIA); .77 (IIIB)</p> <p>Correlations with measures of cognitive ability:</p> <p>PPVT-III Forms IIIA and IIIB with:</p> <p>WISC-III Verbal IQ: .91 (IIIA); .92 (IIIB) WISC-III Performance IQ: .82 (IIIA); .84 (IIIB) WISC-III Full Scale IQ: .90 (IIIA and IIIB) K-BIT Vocabulary: .82 (IIIA); .80 (IIIB) K-BIT Matrices: .65 (IIIA); .62 (IIIB) K-BIT Composite: .78 (IIIA); .76 (IIIB) KAIT Crystallized IQ: .87 (IIIA); .91 (IIIB) KAIT Fluid IQ: .76 (IIIA); .85 (IIIB) KAIT Composite IQ: .85 (IIIA); .91 (IIIB)</p> <p>Differences between means of clinical and control group on PPVT-III scores in the following areas:</p> <p>Speech Impairment: 2.1 (IIIA); 2.6 (IIIB)</p>

	<p>Speech Impairment: 3.1 (IIIA); 3.6 (IIIB) Language Delay: 8.3* (IIIA); 7.8* (IIIB) Language Impairment: 8.0** (IIIA); 8.9** (IIIB) Mental Retardation (Children and Adolescents): 29.5* (IIIA); 29.3* (IIIB) Mental Retardation (Adult): 40.2* (IIIA); 42.7* (IIIB) Learning Disability--Reading: 4.9*** (IIIA); 6.4* (IIIB) Hearing Impairment: 19.2* (IIIA); 18.3* (IIIB) Gifted: IIIA---Mean: 119.4; SD: 9.8 IIIB---Mean: 118.0; SD: 9.6 * = significant at .001 level ** = significant at .01 level *** = significant at .05 level</p> <p>Other instruments used in correlation studies</p>	
<p style="text-align: right;">Source, AGS Publishing, accessed at http://www.agsnet.com/assessments/technical/ppvt.asp#2</p>		

- Get It, Got It, Go!
 - Get it: Obtain informational materials and assessment tools for measuring the developmental growth of young children.
 - Got it: Enter individual child data, get score recording forms, and generate graphical reports to monitor the developmental growth of individual children and groups of children, and determine if intervention is necessary.
 - Go! Communicate and collaborate about a child's progress over time and about intervention plans to improve child outcomes.
 - Child Outcomes Measured by Individual Growth and Development Indicators include: Expressive Communication, Adaptive, Motor, Social, Cognition. The alliteration and rhyming measures which comprise the Cognition subtest of the Individual Growth and Development Indicators are measures of phonological awareness
 - The alliteration and rhyming measures which comprise the Cognition subtest of the Individual Growth and Development Indicators from Get it, Got it, Go! is a normed test that has been subjected to validity and reliable tests by the test designer and publisher.
 - Source: University of Michigan, Center for Early Education Development, accessed at <http://ggg.umn.edu/>.

- Early Language and Literacy Classroom Observation (ELLCO) Literacy Environment Checklist.
 - ELLCO Literacy Environment Checklist will be used to evaluate ERF preschool classrooms
 - Field-tested observation toolkit assesses early childhood classrooms related to language and literacy development. ELLCO addresses the role of environmental factors in early literacy and language development. The three-part toolkit and User's Guide help administrators, principals, supervisors, and program directors gather crucial data schools need to strengthen classroom quality and build better literacy programs, both by improving teacher development and comparing their practices with others.
 - Area addressed: Literacy and language practices and materials in early childhood classrooms
 - Total time to complete observation: approximately 1-1.5 hours

- Components: Literacy Environment Checklist (15–20-minute orientation to the classroom); Classroom Observation and Teacher Interview (20–45-minute observation; 10-minute interview); Literacy Activities Rating Scale (10-minute book reading and writing summary); User’s Guide
- Completed by researchers, supervisors, program directors, principals, administrators, and/or teachers
- Validity and reliability: Used for research purposes in over 150 preschool classrooms; reliability was 90% or better
 - β Smith, et al., 2002 accessed online at <http://www.pbrookes.com/store/books/smith-ellico/>

Houghton Mifflin PRE-K: Where Bright Futures Begin provides teachers with integrated assessment resources to be used during instruction, ensuring that all early learners can succeed and successfully transition to Kindergarten.

Informal Assessment

- The Observing Children feature found throughout the Teacher’s Books provide teachers with daily support for evaluating children’s work on specific activities and Center Time explorations.
- Weekly checklists in Teacher’s Book focus on key benchmarks and standards for all the curriculum areas.

Formal Assessment Early Growth Indicators

- The Benchmark Test, administered three times during the year, evaluates children’s growth on five key literacy and math skills that are critical indicators for success in Kindergarten.
- The Benchmark Test, developed in partnership with the creators of DIBELS, can be used for initial screening and progress monitoring across the year. It has been extensively field-tested and meets the highest scientific standards for validity and reliability. It is easily administered and convenient for recording and reporting children’s results and progress. Suggestions for modifying instruction are also provided.

Prevention

- A technology-based supplement provides additional activities and support for those early learners who need extra help in developing the key skills for early literacy and math.
- The technology component also includes customizable management support for reporting progress and modifying instruction.

Validity and reliability data.

See above

Strategies, systems and professional development activities to improve instruction for individual children.

Be certain to integrate professional development from this section to Purpose 4.

- Professional development will prepare supervising staff, principals, coaches, and teachers to administer assessments, maintain records and data, communicate results, and use assessment data to make instructional decisions.
- Assessment and analysis of assessment data will be integral to professional development throughout the project.
- Pre-K teachers and administrators will attend a one day training that will provide hands-on experiences with Houghton Mifflin PRE-K. They will learn how to use

assessment to inform instruction in the areas of phonological awareness, print awareness, oral language and vocabulary, and alphabet knowledge.

Research-based Model

5-Stage Early Literacy Documentation-Assessment Cycle (Jones, 2003)

Classroom-Based Data

- Children's language and behavior (records of children's discussions, running records, etc.)
- Children's working samples (drawings and writings).

1. Identify Appropriate

- a. Literacy-related learning goals
- b. Activities and experiences
- c. Classroom settings (story time, book time, etc.).

2. Collect Evidence of children's literacy development including:

- a. Records of children's language
- b. Children's work samples

3. Describe evidence of children's literacy development

- a. Without judgment
- b. With colleagues

4. Interpret evidence of individual and group understanding by:

- a. Connecting back to literacy learning goals
- b. Identifying patterns of learning

5. Apply new information and learning to the improvement of:

- a. Instruction and curriculum
 - b. Future assessment (feeds back into step 1).
-

Selection Criterion 2, Factor 1 - The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (34 CFR 75.210(d)(3)(iii))

- Include in the appendices, full endnote citations supporting the research basis for the Quality of Project Design (Selection Criterion 1) narrative. Do not include a general reference bibliography.

See sample bibliography provided at the end of the document. Most funded proposals used “end note” function (linking references to numbers in the text); however, either format is acceptable.

- Explain the extent to which the body of research on which the project is based meets the definition of Scientifically Based Reading Research in Section 1208 of the ESEA.

SCIENTIFICALLY BASED READING RESEARCH- The term scientifically based reading research' means research that —

(A) applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and

(B) includes research that —

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Materials, curricula, and instructional approaches

- Cite the research used to design the program, reviewing major elements of the design that were derived from the research. Examples:
 - Appropriate state’s standards for early childhood education
 - *Houghton Mifflin PRE-K: Where Bright Futures Begin* program and curriculum, including its research base and professional development
 - *Report of the National Reading Panel: Teaching Children to Read* (2000).
 - *The Handbook of Early Literacy Research* (Neuman & Dickinson, 2001).
 - *Preparing Early Childhood Professionals: NAEYC’s Standards for Programs*, (2003).

- Name the materials and curriculum to be used, e.g., *Houghton Mifflin PRE-K* was developed by nationally recognized early childhood researchers, including John Pikulski, Sue Bredekamp, and Susan Gunnewig.
 - A past president of the International Reading Association, John Pikulski has served as Director of the Reading/Language Arts Center and as Chair of the Educational Development Department at the University of Delaware. His present research is on reading curriculum development, particularly early reading; the evaluation of reading skills; and early intervention to prevent reading problems.

- Dr. Pikulski has been an author of Houghton Mifflin Reading programs since 1981 and is senior author on Houghton Mifflin's *The Nation's Choice* (2003) and *Reading* (2005) programs.
- Sue Bredekamp is Director of Research for the Council for Early Childhood Professional Recognition, primary content developer of *Heads Up Reading!*, and is a consultant to the Head Start Bureau. She co-authored *Learning To Read And Write : Developmentally Appropriate Practices For Young Children*, (Neuman, Copple & Bredekamp, 2000), *Developmentally Appropriate Practices in Early Childhood Programs*, (Bredekamp & Copple, 1997), and *Reaching Potentials: Transforming Early Childhood Curriculum & Assessment* (Bredekamp & Rosegrant, 1995).
 - Susan Gunnewig is Associate Director of the Center for Improving the Readiness of Children for Learning and Education (CIRCLE), a project of the Department of Pediatrics of the University of Texas Health Sciences Center, Houston. After retiring from the Houston Independent School District, Susan joined the C.I.R.C.L.E. project. She was an elementary school teacher for twenty-eight years and an administrator for five years. Her last assignment was Assistant Reading Manager in Houston ISD.
- *Houghton Mifflin PRE-K* was developed according to SBRR described above and has many advantages for young children who may be at risk for early reading difficulty.” Then reference back to expanded discussion under Selection Criterion 1. Review key strengths relative to research, such as:
 - Explicit, individualized instruction for children who need extra support, English Language Learners, and advanced learners
 - Professional development to implement program and use its components as intended
 - Connections between assessment data and the instructional materials (i.e., guidance on how to adapt instruction based on assessment data). Link to Selection Criterion 1 discussion of assessments.
 - Address any considerations for special education.

Approaches to successful transition to Kindergarten

Detail specific actions to assist with the transition from the ERF program to kindergarten. Consider reviewing the National Center for Early Development and Learning's Kindergarten Transition Project for additional ideas (Pianta & Cox, 1999; Pianta & Kraft-Sayre, 1999). Some examples are:

- Prepare children with the necessary language, literacy, and background knowledge and skills for kindergarten
- Coordinate ERF with Reading First and/or reading curriculum professionals at the campus and district levels to achieve consistency in instructional strategy and curriculum.
- Use consistent curriculum (i.e., *Houghton Mifflin PRE-K* followed by *Houghton Mifflin Reading Program*)
- Coordinate with other literacy programs, including Title I, Even Start, and Family literacy programs.
- Coordinate ERF with Reading First and/or reading curriculum at the campus level through the Reading Coach(es).
- Develop a unified professional development strategy that includes preschool and primary grade teachers in joint planning and development.
- Develop background knowledge through cross-curricular experiences, learning center activities, and rich literature.
- Hold transition planning meetings and follow-up meetings that include parents, children, preschool and kindergarten teachers, and reading coach(es).
- Use parent/teacher conferences and meetings to keep families up to date about the child's progress in preschool and in kindergarten.

- Provide explicit professional development in successful transition strategies.
- Prepare the child for the kindergarten setting through visits to the kindergarten class, meals with the kindergarten students, visits from kindergarten teachers, and transition to the kindergarten routines at the end of preschool.
- Sustain peer groups by helping preschool children form groups of friends and providing principals with names of children from preschool who might be placed together in kindergarten.
- Schedule Individual Education Plan meetings in the spring prior to kindergarten for children with special needs or children who are at risk for reading difficulty.
- Provide each child's transition portfolio of assessment results and sample work to the kindergarten teacher.

Consideration for English language learners:

- Parents of students learning English must be viewed as capable advocates for their children and as valuable resources in school improvement efforts (Cummins, 1994).
- By being involved with the families and communities of English learners, educators come to understand the social, linguistic, and cultural contexts in which the children are being raised (Ortiz, 1997).
- Thus, educators learn to respect cultural differences in child-rearing practices and in how parents choose to be involved in their children's education (Garcia & Dominguez, 1997).

Coordination with Reading First

Describe the coordination with the Reading First Program if both are funded in the same district or community. Examples include:

- Using aligned curriculum, preferably by the same publisher/author group
- Using consistent or the same professional development providers in a coordinated professional development plan
- Use consistent and/or aligned assessments.
- Coordinating through the reading coaches

**TOTAL PAGE LIMIT FOR THE PRE-APPLICATION NARRATIVE:
10 DOUBLE-SPACED PAGE**

EARLY READING FIRST PROGRAM PRE-APPLICATION COMPETITIVE PRIORITY NOVICE APPLICANT

Early Reading First Pre-Applications that meet the following competitive priority will receive 5 extra points. An Early Reading First Program pre-application that is submitted by a *novice applicant* (or a group of novice applicants) under §75.225 of the Education Department General Administrative Regulations (EDGAR) that is otherwise eligible to apply under this competition qualifies for this competitive priority.

To obtain points under this pre-application competitive priority an applicant must:

- 1. Qualify as a novice applicant as described in EDGAR §75.225 (included below) and**

2. Check “Yes” in response to Question 6 on the Application for Federal Assistance Form (ED Form 424) that it files with its pre-application.

ED Form 424 is included in this application package and on ED’s e-Grants website: <http://e-grants.ed.gov>. If “Yes” is not checked in response to Question 6 on that form, the applicant will not be considered for these priority points.

EARLY READING FIRST

PRE-APPLICATION FINAL CHECKLIST

The Pre-Application (in this order):

Part I: Preliminary Documents (required for all applicants except as indicated below)

- q Survey on Equal Opportunity for Applicants, sealed in an envelope labeled “Applicant Survey” and placed on top of your pre-application package (see “Forms” section) (if applicable)
- q ED Form 424, Application for Federal Assistance, CFDA No. 84.359A (Face Sheet) (see “Forms” section) (Ensure that the response to Item 14(g) reflects the total funding request for the entire three-year project period.)
- q Pre-Application Form A (Applicant Eligibility) (in “Forms” section)
- q Title Page-optional for e-Applicants
- q Table of Contents-optional for e-Applicants
- q Abstract briefly describing proposed project (1 page only, double-spaced, not numbered, applicant name at the top)

Part II: Pre-Application Narrative (required for all applicants)

- q Narrative addressing pre-application selection criteria (the equivalent of no more than 10 pages, double-spaced, 12 point font, numbered, applicant name at the top of each page)

The Appendices (may be smaller than 12-point font)

- q List of names and addresses of existing preschool program(s) that the proposed Early Reading First project would support (generally limited to approximately five (5) centers), including a brief description indicated under Quality of Project Design, (Selection Criterion 1), Note, Purpose 1.
- q Endnote citations (Do not include a general reference bibliography.)

Please check to make sure that you have done the following:

- q The Application for Federal Assistance ED Form 424 (CFDA No. 84.359A) has been signed and dated by an authorized official and you have included the signed original with your submission. Those applicants who choose to submit their pre-applications electronically must fax a signed ED Form 424 to the Application Control Center at (202) 260 1349, in accordance with the information and time period specified in the Federal Register Notice included in Section C of this application package.
- q The budget amount on ED Form 424 (Application for Federal Assistance face sheet), item 14(g), is for entire three-year project period. No other budgetary information is required for the pre-application.
- q For those submitting a pre-application in paper format, you have included the signed original, and at least two copies of your complete pre-application. (Although not required, it will expedite the pre-application review process if you include two additional copies of your complete pre-application, for a total of one original and four copies.)

Section III: THE FULL APPLICATION PROCESS

FULL APPLICATION PROCEDURES AND INSTRUCTIONS

Full applicants must submit an Abstract, the equivalent of 1 double spaced page; an Application Narrative, the equivalent of no more than 35 double-spaced pages addressing the full application selection criteria; a Budget on ED Form 524, Section A only; a Budget Narrative, the equivalent of no more than 5 double-spaced pages, and the other limited materials indicated in the Full Application Final Checklist on page E-25.

ABSTRACT

Please see guidance for the Abstract under Pre-Application Section II.

Follow the application guidelines' directions for formatting.

- A page is 8.5", on one side only, with 1" margins at the top, bottom, and both sides. The name of the applicant and the page number should be placed in the header of the document. Headers may be placed in the margins.
- Double space (no more than three lines per vertical inch) all text in the full application narrative, including titles, headings, quotations, and references, included in the body of the narrative.
- Text in endnotes, charts, tables, figures and graphs may be single-spaced.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).

EARLY READING FIRST PROGRAM FULL APPLICATION SELECTION CRITERIA

	Maximum Points
Quality of the Project Design	(35 total points)
Quality of Project Services	(15 total points)
Quality of Project Personnel	(10 total points)
Adequacy of Resources	(10 total points)
Quality of Management Plan	(10 total points)
Quality of the Project Evaluation	(10 total points)
Significance	(10 total points)
1. Competitive Preference - Novice Applicant(s)	(5 total points)

Reminder to Applicants: The applicant should prepare the Full Application Narrative to respond to the Full Application Selection Criteria in the order in which they are listed. Applicants should not assume that reviewers have read their pre-applications and should ensure that their full applications include all information needed by the reviewers to evaluate their proposals. While the first two selection criteria in the full application are identical to the pre-application selection criteria, applicants are encouraged to refine and expand upon the response they provided to the pre-application selection criteria. To avoid redundancy within the full application, information that the applicant provides in one section of the full application may be cross-referenced in another section. Reviewers will base their evaluation of the full application on the Full Application Narrative, the Budget and the Budget Narrative and other limited materials listed in the Full Application Final Checklist on page E-25.

PART II - FULL APPLICATION NARRATIVE- ADDRESS EACH OF THE FOLLOWING FULL APPLICATION SELECTION CRITERIA

Use no more than a total of 35 double-spaced pages to address all of the following full application selection criteria. The criteria follow in the boxes below. Below each selection criterion, the factors that make up that criterion are delineated.

QUALITY OF THE PROJECT DESIGN. (0 TO 35 POINTS)

The Houghton Mifflin Guidance for Quality of Project Design is provided in the Pre-Application Guidance, Section II

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factor:

Selection Criterion 1, Factor 1: The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements. (34 CFR 75.210(c)(2)(xiv))

Purpose 1: To integrate such scientific reading research-based instructional materials and literacy activities (*from Purpose 2*) with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services.

- Specify the existing preschool program(s) that the project proposes to support and improve with Early Reading First funds. The Secretary recommends that, in the case of center-based programs, the applicant generally include no more than a total of 5 centers in order to ensure that funds are sufficiently concentrated to achieve the program goals.
- Explain how each existing center selected for the proposed project has the capacity and potential to become an Early Reading First preschool center of educational excellence. The Secretary believes that such centers are likely to be preschool programs that currently are stable; are staffed by teachers with the qualifications necessary to implement a language and literacy focused project; effectively attend to the developmental domains traditionally supported by preschool programs, including social, emotional, and physical; and are ready to implement an added component focused on developing young children’s oral language, cognition, early reading skills. The Secretary recommends that the applicant demonstrate the program’s current capacity when describing the context of the existing program.
- Include in the appendices the name(s) and address(es) of the preschool program(s) that the proposed project would support. Provide a brief description of each of the following for each of the preschool programs: the ages and number of the children being served; demographic and socioeconomic information on those children; information on the type(s) of special needs that any of the children may have; the average hours the children attend the program (hours/day, days/week, and months/year); primary funding source(s); the basic instructional program; and the

number of staff and their qualifications. While applicants are not required to do so, this information may be provided in chart format.

Purpose 2: To demonstrate language and literacy activities based on scientifically based reading research that supports the age-appropriate development of –

- a. Recognition, leading to automatic recognition, of letters of the alphabet;
- b. Knowledge of letter sounds, the blending of sounds, and the use of increasingly complex vocabulary.
- c. An understanding that written language is composed of phonemes and letters each representing one or more speech sounds that in combination make up syllables, words, and sentences;
- d. Spoken language, including vocabulary and oral comprehension abilities; and
- e. Knowledge of the purposes and conventions of print.
 - Outline the proposed project’s goals for improving young children’s oral language, phonological awareness, print awareness and alphabet knowledge.
 - Outline the curriculum’s defined scope and sequence and describe how it is structured, systematic, and aligned to support the development of children’s oral language, phonological awareness, print awareness, and alphabet knowledge.
 - Describe how the curriculum, combined with project procedures and other supports, will ensure that each day teachers know what they are supposed to do in order to support the development of children’s oral language, phonological awareness, print awareness, and alphabet knowledge, and the extent to which the curriculum and other project supports will provide teachers with the materials to do it.
 - Describe how instruction in new knowledge and skills is explicit and intentional and starts as teacher directed and moves to more independent activity within the context of whole group instruction and practice, small group instruction and practice, and independent practice.
 - Outline the content (subject matter) that will be provided as the context for improving children’s oral language and background knowledge.
 - Detail the amount of time the proposed program will spend developing each child’s language, cognition, and early reading skills.

Purpose 3: To provide preschool-age children with cognitive learning opportunities in high-quality language and literature rich environments, so that children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.

- Outline the proposed project’s goals for improving the language and print richness of the environment.
- Describe the strategies and materials that the project proposes to enhance the literature and print richness of the environment.
- Describe the strategies and materials that the project proposes to implement so that the physical environment will provide support for the development of children’s oral language.
- Describe the strategies and materials that the project proposes to implement so that the physical environment will provide support for the development of children’s background knowledge.

Purpose 4: To support local efforts to enhance the early language, literacy and prereading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research.

- Outline the goals for the project's proposed professional development program.
- Describe the content and scope and sequence of the professional development to be provided.
- Explain the strategies and materials that will be implemented in the professional development that will ensure that it will be classroom focused and will enhance the implementation of the curricula, materials and instructional strategies outlined in the applicant's response to Purpose 2.
- Delineate the number of hours, the frequency, and the method of delivery of the professional development for each teacher and the extent to which the professional development will be high quality, sustained and intensive.
- If teacher mentoring is provided as part of the professional development plan, specify the qualifications of the teacher mentor and explain the link between the teacher mentoring and the professional development delivered in a classroom or workshop setting.

While it is not necessary for applicants to repeat demographic information provided in the response to the *Purpose 1* regarding the income level of children whose early language, literacy and prereading development will be enhanced through the professional development provided to the teachers, applicants may wish to cross-reference this material.

Purpose 5: To use screening reading assessments to effectively identify preschool-age children who may be at risk for reading failure.

- Specify screening instruments for young children's oral language, phonological awareness, print awareness, and alphabet knowledge.
- Specify progress monitoring instruments for young children's oral language, phonological awareness, print awareness, and alphabet knowledge.
- Provide validity and reliability data for specified measures, when it exists.
- Describe strategies, systems and professional development activities that will ensure teachers gather high-quality data and will assist teachers with using information gained from screening reading and progress monitoring assessments to improve instruction for individual children.

While it is not necessary for applicants to repeat information provided in the response to the *Purpose 4* regarding the content of professional development in response to *Purpose 5*, applicants may wish to cross-reference this material.

QUALITY OF THE PROJECT SERVICES

(0-15 POINTS)

The Houghton Mifflin Guidance for Quality of Project Services is provided in the Pre-Application Guidance, Section II

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age or disability. (34 CFR 75.210(d)(2)) In addition, the Secretary considers the following factors:

Selection Criterion 2, Factor 1 - The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (34 CFR 75.210(d)(3)(iii))

- Specify the materials, curricula, and instructional approaches that proposed projects will implement in order to ensure equal access for all children, and especially those with special needs and those with limited English proficiency. The response to this selection criterion, along with the applicant's response to Quality of Project Personnel (Selection Criterion 3), will constitute the applicant's response to Section 427 of the General Education Provision's Act (see page E-53).
- Include in the appendices full endnote citations supporting the research basis for the Quality of Project Design (selection criterion 1) narrative. Do not provide a general reference bibliography.
- Explain the extent to which the body of research on which the project is based meets the definition of Scientifically Based Reading Research in Section 1208 of the ESEA, beginning on page C-18 of this application package.

Selection Criterion 2, Factor 2 - The likelihood that the services to be provided by the proposed project will lead to improvements in achievement of students as measured against rigorous academic standards. (34 CFR 75.210(d)(3)(vii))

Selection Criterion 2, Factor 2:

- Outline how the proposed project will prepare students with the foundational language, cognitive, and early reading skills necessary to ensure a successful transition into kindergarten and beyond.
- Demonstrate how the proposed project will prepare students with the foundational language, cognitive, and early reading skills to ensure a successful transition into the LEA's Reading First program, if possible. (Those applicants located in an LEA without a Reading First plan should describe how the proposed project will prepare students for transition into a K-3 reading program that is grounded in scientifically based reading research and may wish to reference relevant information from the States' Reading First plan to respond to this criterion.)

QUALITY OF PROJECT PERSONNEL

(0-10 POINTS)

The Secretary considers the quality of personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (34 CFR 75.210(e)(1),(2)) In addition, the Secretary considers the following factors:

Selection Criterion 3, Factor 1: The qualifications, including relevant training and experience, of the project director or principal investigator. (34 CFR 75.210(e)(3)(i))

- Demonstrate the leadership experience of the proposed project director or principal investigator, including his/her past success with implementing large projects, bringing together different entities to work together towards a common goal, and building capacity for sustained improvement within an organization.
- Demonstrate the ability of the project director or principal investigator to serve as the instructional leader for a project grounded in scientifically based reading research and early literacy practices.

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- Explicitly state a commitment to hiring a diverse group of professionals, including individuals who speak in the students' native languages.
 - Specify steps to ensure equitable employment practices.
 - Identify the Project Director or Principal Investigator by name.
 - Briefly overview this individual's:
 - Leadership experience
 - Certifications and licenses
 - Early childhood education instructional leadership and research experience
 - Relevant project experience
 - Include a resume as an attachment
-
-

Selection Criterion 3, Factor 2: The qualifications, including relevant training and experience, of key project personnel. (34 CFR 75.210(e)(3)(ii))

Selection Criterion 3, Factor 2

- Discuss the training, qualifications, and experience of other key personnel, including those who play vital roles in the quality of implementation of the proposed project. This could include such staff as teachers, mentors and other providers of professional development, evaluators, and members of the management team.
- Discuss the extent to which Early Reading First funds will be used to ensure that newly hired instructional personnel will have the qualifications necessary to support the development of young children's oral language, cognitive, and early reading skills

-
- Identify the key project personnel by name, or provide qualifications desired in a potential hire. Examples include project coordinator, assessment coordinator, professional development coordinator, mentor/coach coordinator, principals, teachers, coaches.
 - Briefly overview each person's:
 - Leadership experience
 - Educational experience, certifications and licenses
 - Instructional leadership and research experience
 - Relevant project experience
 - Review professional development plan and address any specific plan to enhance the knowledge, skills, or experience of individual key personnel.
 - Include resumes as attachments
-

Selection Criterion 3, Factor 3: The qualifications, including relevant training and experience, of project consultants or subcontractors. (34 CFR 75.210(e)(3)(iii))

Selection Criterion 3, Factor 3

- Discuss the training, qualifications, and experience of all entities with whom the proposed project will contract, especially those providing the professional development and evaluation services, if applicable.

-
- Identify known consultants by name or organization, or provide qualifications desired in a potential consultant. Examples include assessment consultants, professional development providers, evaluators.
 - Briefly overview each consultant's:
 - Relevant research experience
 - Relevant project experience
 - Include resumes as attachments

Possible Response Format

Program Personnel	Qualifications	ERF Responsibilities
Name, Title, % FTE on project	<ul style="list-style-type: none"> • Relevant education • Relevant certification • Relevant management/leadership experience • Instructional experience • Early Childhood/Reading program experience 	
Name, Title Name, Title Consultant	Qualifications	ERF Responsibilities

Applicants may include up to five resumes/curriculum vitae in the appendices in support of their response to *Selection Criterion 3, Factors 1, 2, and 3*. Each resume/curriculum vita may be no more than three one-sided pages.

ADEQUACY OF RESOURCES

(0-10 POINTS)

Selection Criterion 4, Factor 1: The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (34 CFR 75.210(f)(2)(ii))

Selection Criterion 4, Factor 1

- Describe the support of the application by those stakeholders who would implement it, particularly teachers, paraprofessionals, and center directors.
 - How were they involved in the planning/design of the proposed project?
 - Have they examined the curriculum?
 - Did they select the curriculum?
 - What percent voted to implement it?
 - Reference letters of support
- If the successful implementation of the application requires the involvement or commitment of individuals or entities (for example, attending a certain number of hours of professional development, implementing new curriculum, or providing a certain number of release hours, etc.) demonstrate their understanding of the proposed project and the willingness of the individuals and entities involved to carry it out.
- Include up to 5 one-sided pages of documentation providing evidence that the individuals and entities whose cooperation is crucial to the successful implementation of the proposed project understand it and are willing to support it may be included in the appendices.

Selection Criterion 4, Factor 2: The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (34 CFR 75.210(f)(2)(iv))

Selection Criterion 4, Factor 2

- Explain the adequacy of the proposed costs in relation to the proposed activities, the number of persons to be served, and the anticipated results and benefits.
 - What is the “per child” cost? How does it relate to the current “per child” cost?
 - What % is allocated to major categories, such as curriculum, professional development, coaches.
- Explain the adequacy of the proposed costs in relation to the significance of improvements of the proposed project over the existing project. E.g.,
 - # of additional positions that will be sustained after funding
 - % increase in PD
 - Increase or improvement in curriculum in # of classrooms
 - Implementation of a comprehensive assessment process for all children
 - Connecting curriculum and aligning it with SBRR
 - Evaluating program to enhance success in improving literacy
- Explain the adequacy of the proposed costs in relation to the increases in student achievement that would likely be attained by young children who are served by the proposed project.
 - % of children who do not meet targeted knowledge and skills for kindergarten entry.
 - Review of challenges that will be addressed, ELL, intervention, special education, current years below grade level for Kindergarten class.

- Savings from reduced requirement for remedial/intervention in later grades (show current cost based on the additional requirements for special education, bilingual education, and intervention K-3, as compared to “regular” education K-3.
- For additional ideas, consider: Meidel, W.T. & Reynold, A.J. (1999). Early intervention for disadvantaged children: Does it matter? *Journal of School Psychology, 37, 4, 379-402.*

Cross Reference to Significance (selection criterion 6).

QUALITY OF MANAGEMENT PLAN

(0-10 POINTS)

Selection Criterion 5, Factor 1: The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Selection Criteria 5, Factor 1

- Provide a management plan for achieving the proposed project's goals, including those proposed in *Selection Criterion 1, Factor 1, Purposes 2, 3 and 4*.
 - Describe organizational framework for management, such as management team, program teams (specific to curriculum, professional development, assessment, evaluation, etc.), and parent outreach team.
 - Describe management team(s) meeting schedules and/or purposes. Consider describing activities that will occur on a weekly, monthly, quarterly, and annual basis, plus a plan for special meetings as needed.

Consider using a table to address the following factors.

- Include benchmarks for each goal, project activities that support each benchmark, and a timeline that indicates when each of the activities will begin and target dates for completion.
- Specify objective indicators of achievement for each benchmark.
- Demonstrate that measurable progress towards achieving benchmarks and goals will occur within the first year of the proposed project's operation.
- Assign responsibility for each activity.

SAMPLE TABLE			
Goal/Activity	Begin/Target Completion Dates	Achievement Indicators	Person(s) Responsible
Goal:			
Activity:			

Selection Criterion 5, Factor 2: The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Selection Criteria 5, Factor 2

- Outline process and procedures for gathering and analyzing progress data to ensure that the proposed project is meeting the goals, including those proposed in *Selection Criterion 1, Factor 1, Purposes 2, 3 and 4*.
- Describe the process and procedures that will be used to develop and institute strategies that will result in project improvement based on progress data that are efficient, feasible, and are likely to result in continuous improvement.
 - Process for communicating results of assessments and evaluations to stakeholders and decision makers.
 - Process for making decisions based on data.
 - Formal process for making recommendations and adapting the program.

- Process to determine the program’s effectiveness.
- Process to integrate ERF with ongoing planning and decision-making processes for the school and district.

Selection Criterion 5, Factor 3: The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Selection Criteria 5, Factor 3

- Specify the number of hours per week each key person will dedicate to project activities. Applicants may consider anyone who has oversight or project-wide responsibilities a key person, including when applicable, the project director or principal investigator, the project manager or coordinator, the provider(s) of the professional development, and the evaluator.

Key Personnel Responsibilities		
Position	% FTE on Project	Responsibilities

QUALITY OF THE PROJECT EVALUATION (0-10 POINTS)

Selection Criterion 6, Factor 1: The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (34 CFR 75.210(h)(2)(i))

Selection Criteria 6, Factor 1

This section should be developed with input from the evaluation consultants.
Include Formative and Summative evaluation.

- Name evaluation team and relation to the applicant.
- Review evaluation questions and/or goals.
- Specify the methods and instruments the proposed project will use to evaluate the achievement of each of the proposed project goals, including those proposed in *Selection Criterion 1, Factor 1, Purposes 2, 3 and 4*, e.g.,
 - List valid and reliable measures
 - β PALS PRE-K
 - β Peabody Picture Vocabulary Test III
 - β Get it, Got it, Go!
 - β Early Language and Literacy Classroom Observation (ELLCO) Literacy Environment Checklist
 - β *Houghton Mifflin PRE-K* Benchmark Test
 - Use pre-post data on:
 - β Teacher performance
 - β Student achievement
 - β Parent involvement
 - β Electronic portfolios
 - β Interviews
 - β Observation reports
 - β Surveys
 - β Focus groups
 - β Video and photo documentation of classroom environment
 - β Journaling
 - β Curriculum materials
- When feasible and appropriate, utilize child outcome data collected from screening reading assessments administered to all children.
- Describe the relationship between the progress monitoring instruments and the child outcome instruments proposed for use in the evaluation.
- Provide validity and reliability data for specified evaluation measures.

Reliability and Validity of Assessment Instruments		
Assessment Instrument	Reliability Alpha Coefficients	Concurrent Validity Correlations

Sample Table to Report Evaluation				
Objective/Purpose	Data Collection/ Analysis Date	Instruments	Analysis Method	Benchmark (consider year-end benchmarks for 1,2, &3)

Selection Criterion 6, Factor 2: The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (34 CFR 75.210(h)(2)(iv))

Selection Criteria 6, Factor 2

- Describe data collection, documentation, and analysis methods for both qualitative and quantitative data
 - Integrate with other school/district reporting processes to enhance sustainability
 - Provide a “scientific” analysis plan with benchmarks for significance.
- Utilize measures other than or in addition to teacher self-report surveys and attendance records to evaluate the professional development.

SIGNIFICANCE

(0-10 POINTS)

Selection Criterion 7, Factor 1: The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study. (34 CFR 75.210(b)(2)(vi))

Selection Criteria 7, Factor 1

- Demonstrate that the proposed project is likely to result in the creation of a preschool center of educational excellence that will result in the age appropriate development of young children’s oral language, phonological awareness, print awareness, alphabet knowledge, and background knowledge.
 - Based on SBRR
 - Solid framework of strategies, programs
 - Designed with active involvement of stakeholders
 - Partners’ history together
 - Partners’ experience with targeted populations, early literacy development, and large project implementation
 - Personnel’s experience and expertise
 - Assessments, explicit curriculum, materials, professional development model, transition model, family literacy program, management plan are based on proven models and research.
 - Assessment plan to identify students who are at risk to become struggling readers.
 - Alignment with state/national standards and benchmarks
 - Evaluation provides for continuous feedback and improvement based on data-driven decision-making.
- Demonstrate that the implementation of the proposed project has the potential to suggest new best practices and effective strategies in the field of early literacy that are tied to the scientifically based reading research.
 - Evaluation plan/reporting plan
 - Research model for evaluation
 - Leverage with/through other programs in schools, district, and community
 - Involvement of college teacher education students who will continue practices in their careers.
 - Significant numbers of “special populations” to serve as basis of research

**TOTAL PAGE LIMIT FOR THE FULL APPLICATION NARRATIVE:
35 DOUBLE-SPACED PAGES**

BUDGET

The following are typical budget items and costs compiled from projects funded in FY 2004.

Budget Category	Expense	FTE or Units	Cost Range (based on 1.0 FTE for Personnel)
Personnel:			
	Project Director	.33 -1.0	\$55,000- \$88,000
	Principal Investigator	.5	\$80,000
	Project Coordinator	1.0	\$42,000 - \$66,000
	Assessment Coordinator	.5 – 1.0	\$38,000
	Professional Development Coordinator	.5 – 1.0	\$38,000
	Literacy Mentor/Reading Coach	1.0 per Center	\$38,000 - \$70,000
	Speech & Language Pathologist	.5 – 1.0	\$45,000
	Home Literacy Coordinator	1.0	\$45,000
	Additional Teacher	1.0	\$35,000 - \$49,000
	Additional Teacher Aid	1.0	\$12,000 - \$26,000
	Art Teacher	Per hour	\$25/hour
	Administrative Assistant	1.0	\$22,000 - \$34,000
	Data Collection Assistant	1 FTE	\$34,000
	Graduate Assistant	.5 – 2.0	\$13,500
	Undergraduate/student worker		\$9.00/hour
Fringe:			
	Health benefits, life insurance, retirement, workman's compensation, unemployment insurance, Medicare, FICA		
Travel:			
	Early Reading First Meeting in Washington, DC	1-2 persons	\$1,500
	Evaluator Travel	Per trip	
	Professional Meetings		
	Per Diem for Project Staff		
Equipment:			
	No Equipment		
Supplies:			
	Computers	For Personnel	\$1,000 – \$1,600
	Computers	Per Classroom	\$1,000 – \$1,600
	TV/VCR	Per Center	\$600
	Curriculum Materials	Per Classroom	\$2,000 - \$3,700
	Assessment Instruments	Per Child	\$5-\$22
	Camcorder	Per Center	\$600
	Listening Centers		

PPVT-III & EVT training video	Per Center	\$1,500
Professional Development Library	Per Center	\$1,500
Print Materials	Per Center	\$400 – \$800
Classroom Library	Per Classroom	\$50
Dramatic props	Per Classroom	\$500
Outdoor literacy center	Per Center	\$1000
Literacy Backpacks	Per Child	\$20 - \$50
Take home literacy materials	Per Classroom	\$1,700
Child Incentives (e.g., books)	Per Child	\$12
Videotapes to record observations, record students, record professional development	Per Project	800
Photocopying	Per Project	\$600– \$1,000
Postage	Per Project	\$300

Consultants:

Program Evaluator	Per year	\$14,000 - \$75,000
Professional Development	Per year	\$40,000 - \$170,000
Houghton Mifflin Professional Development	Per Day	\$249
Stipends upon successful completion of training	Per staff member	\$500
Stipends for neighborhood meetings	Per staff member/meeting	\$50
Stipends for summer transition meetings	Per staff/hour	\$25-33
Substitute Teachers to allow teachers to attend professional development	Per substitute/day	\$20 - \$100
Tuition for personnel to meet certification requirements	per course/per teacher	\$480

**EARLY READING FIRST PROGRAM
FULL APPLICATION COMPETITIVE PRIORITY
NOVICE APPLICANT**

Early Reading First Full Applications that meet the following competitive priority will receive 5 extra points. An Early Reading First Program full application that is submitted by a *novice applicant* (or a group of novice applicants) under §75.225 of the Education Department General Administrative Regulations (EDGAR) that is otherwise eligible to apply under this competition qualifies for this competitive priority.

To obtain points under this full application competitive priority an applicant must:

- 1. Qualify as a novice applicant as described in EDGAR §75.225 (included below) and**
- 2. Check “Yes” in response to Question 6 on the Application for Federal Assistance Form (ED Form 424) that it files with ~~EDGAR~~ application. —**

**EARLY READING FIRST PROGRAM
FULL APPLICATION FINAL CHECKLIST**

The Full Application (in this order):

Part I: Preliminary Documents (required for all applicants, except as indicated below)

- q ED 424 Form, Application for Federal Assistance, CFDA No. 84.359B (Face Sheet) (in Forms section of this guide), including human subjects research narrative if applicable. Ensure that the response to item 14(g), Total Estimated Funding, is equal the total amount of funds requested for the entire three year project period and matches the number provided on line 12, column F of the ED Form 524 Budget sheet.
- q Title Page-optional for e-Applicants
- q Table of Contents-optional for e-Applicants
- q Abstract briefly describing proposed project (1 page only, double-spaced, not numbered, with project name at top)

Part II: Full Application Narrative (required for all applicants)

- q Full Application Narrative (the equivalent of no more than 35 pages, double-spaced, 12 point font, addressing the full application selection criteria.

Part III: Budget Information (required for all applicants)

- q ED 524 Form, Budget Information – Non Construction Programs, Part A only, columns for Project Years 1, 2, and 3, and total column. Ensure that the number provided on line 12, column F of the ED Form 524 Budget sheet is the total amount of funds requested for the entire three year project period and matches the applicant’s response to item 14(g) on the face sheet, ED Form 424.
- q Budget Narrative (ED Form 524, Section C) (Explanation of proposed costs in narrative form – this is in addition to the above estimated budget _ the equivalent of no more than 5 pages, double-spaced, 12 point font)

Part IV The Appendices and Assurance and Certifications (required for all applicants, except as indicated below or on the form)

- q List of names and addresses of existing preschool program(s) that the proposed Early Reading First project would support (generally limited to approximately five (5) centers), including a brief description indicated under Quality of Project Design, (Selection Criterion 1), Note, Purpose 1.
- q Curriculum vitae of key personnel – no more than 5 people (including key contract personnel and consultants). Include no more than 3 one-sided pages for each curriculum vita submitted.
- q Numbered endnote citations (Do not include a general reference bibliography.)
- q SF 424B Form - Assurance - Non-Construction Programs

- q Demonstration of Stakeholder Support – limited to five (5) one sided pages. (no form)
- q ED 80-0013 Form - Certifications Regarding Lobbying; Debarment, Supervision and other Responsibility Matters; and Drug-free Workplace Requirements
- q SF LLL Form - Disclosure of Lobbying Activities (SF LLL) (submit if applicable)
- q Response to Notice to All Applicants (Section 427, GEPA) (response should be included in the full application narrative, see Notes under Selection Criteria 2 and 3)

Please check to make sure that you have done the following:

- q The Application for Federal Assistance ED Form 424 (CFDA No. 84.359B) has been signed and dated by an authorized official and you have included the signed original with your submission. Those applicants who choose to submit their full applications electronically must fax a signed ED Form 424 to the Application Control Center at (202) 260 1349.
- q For those submitting a full application in paper format, you have included the signed original and at least two copies of your complete full application. (Although not required, it will facilitate the full application review process if you include two additional copies of your complete full application for a total of one original and four copies.)

Sue Bredekamp, author of *Houghton Mifflin PRE-K*

Biography

Dr. Sue Bredekamp has served on the Council for Early Childhood Professional Recognition since 1999. This appointment is the culmination of her many years of working toward better teacher accreditation standards. Dr. Bredekamp is also heavily involved in the Head Start Bureau, working as a technical consultant and informing its professional development practices for four years. As a member of many of their working groups and advisory committees, Dr. Bredekamp distinguished her service to the U.S. Health and Human Services program with her numerous articles and presentations on their behalf. Dr. Bredekamp completed both her master's degree and her Ph.D. in early childhood education at the University of Maryland.

Related Professional Experience

Dr. Bredekamp has had long-standing involvement with the National Association for the Education of Young Children (NAEYC). For three years, she served as its Coordinator of Special Projects, writing and researching teacher education guidelines as well as accreditation criteria and procedures. As the NAEYC Director of Professional Development and Accreditation, she worked tirelessly to improve professional practice and working conditions in the field of early childhood education. For fourteen years, she produced numerous reports and special projects with the goal of setting and promoting educator standards, as well as creating opportunities for professional development.

Many organizations have sought Dr. Bredekamp's expertise in early childhood education. She has shared her knowledge with the International Step by Step Foundation, the National Board for Professional Teaching Standards, South Carolina Educational Television, and the West Virginia Blue Ribbon Commission on Preschool/Early Childhood Education. Her research has been published by the Association of Teacher Educators, the Educational Research Service, the Center for Applied Linguistics, and the U.S. Department of Education. Her articles have appeared in publications such as *Topics in Early Childhood Special Education*, *Journal of Early Intervention*, *Young Children*, and *Basic Education*.

Lesley Morrow, author of *Houghton Mifflin PRE-K*

Biography

Within the specialty of early childhood literacy, Dr. Lesley Morrow has distinguished her work with a multifaceted approach to reading education. By addressing issues such as family literacy, professional development for teachers, the learning potential in storytelling and playtime, and the role technology can and should play, Dr. Morrow has become a formidable presence in the early literacy community.

Dr. Morrow earned her master's degree in reading education and went on to complete a Ph.D. in education at Fordham University. Since 1979, she has taught within the Rutgers University system, where presently she is Professor of Literacy and Early Childhood/Elementary Education in the Graduate School of Education. Dr. Morrow is also a highly sought-after speaker and researcher. Notably, between 1993 and 1996, the National Reading Research Center at the University of Maryland commissioned her to conduct five studies, ranging from topics as specific as evaluating a family literacy program to ones as broad as describing the physical and social contexts for reading and writing.

Related Professional Experience

As president of the International Reading Association (IRA), Dr. Morrow has worked with the head of the National Institute of Child Health and Human Development (NICHD) at the National Institute of Health (NIH) and the NICHD Chief of Child Development and Behavior to organize a national conference on literacy goals. She has won numerous federal grants to evaluate new educational programs as well as to research key aspects of literacy development, such as building vocabulary and developing learning comprehension.

Dr. Morrow is the author of many books, articles, and book chapters on literacy. She is currently working on three titles due out in 2005: *Literacy Instruction in Kindergarten*; *Literacy Development in the Early Years: Helping Children Read and Write*; and the *Early Literacy Professional Development Series*. Dr. Morrow is widely published in several top industry publications, and, in the case of the *Journal of Literacy*, the *Journal of Education Psychology*, and others, Dr. Morrow has also served on their editorial boards. In addition to her extensive work on behalf of IRA, Dr. Morrow's articles have appeared in numerous publications devoted to the study of early childhood and literacy, such as *Reading Teacher*, *Reading Research and Instruction*, *Scientific Study of Reading*, and *Dimensions of Early Childhood*.

John J. Pikulski, author of *Houghton Mifflin PRE-K*, *Houghton Mifflin Reading*, *Houghton Mifflin Lectura*, and Reading Intervention for EARLY SUCCESS

Biography

John Pikulski is Professor of Education at the University of Delaware, where he has been Director of the Reading Center, Department Chairperson, and President of the University Faculty Senate. He has served as a reading and psychological consultant to numerous school districts and reading and governmental agencies throughout North America. His current research interests focus on strategies for preventing reading problems, preschool literacy curricula, and the teaching and developing of vocabulary. An active member in the International Reading Association, Dr. Pikulski has served on its Board of Directors, chaired various committees, contributed a monthly column to its journal, and was president of the association in 1997-98. He is the co-author of *The Diagnosis, Correction, and Prevention of Reading Disabilities and Informal Reading Inventories*, and has been inducted into the prestigious Reading Hall of Fame. Dr. Pikulski is a senior author of *Houghton Mifflin Reading*.

Presentation Topics

Improving Reading Achievement Through Research-Based Instruction

The teaching of reading seems particularly susceptible to "change for the sake of change" and rapid and pronounced "pendulum swings." This presentation suggests that there are several critically important dimensions to a successful, research based, comprehensive program of reading instruction. It takes into consideration recent research reports including the report of the National Reading Panel, which strongly influenced Reading First and No Child Left Behind legislation. These are outlined along with practical suggestions for their implementation. (Suitable for broad audiences)

Preventing Reading Problems Through Early Intervention

There is a growing body of evidence that clearly indicates that most reading problems are preventable. This presentation provides the rationale for the need for early intervention and for its cost effectiveness. It reviews the characteristics of effective, research based reading intervention programs and strategies that are effective. (most suitable for primary grade educators)

Teaching and Developing Word Identification Skills: Phonics and other word identification skills in perspective

In spite of decades of research, controversy continues to rage about the most appropriate forms of beginning reading instruction. This presentation, in a very practical way, reviews some of the research related to teaching word identification skills, and offers some examples of highly effective approaches to teaching those skills. (most suitable for primary grade educators)

<h3>Reading the Research: Findings for the Future</h3>

From a synthesis of major research studies, this session will focus on the major issues and their implications for effective instruction, which ultimately impacts growth in student achievement

Teaching and Developing Vocabulary to Improve Reading and Overall Achievement

Vocabulary development has a major, general effect on the social and economic success of students and adults, and it more specifically has a significant impact on reading achievement. This presentation outlines, with many examples and practical suggestions, a comprehensive approach to increasing students' vocabularies.

Catherine Valentino, consultant of *Houghton Mifflin PRE-K*, and author of *Houghton Mifflin Science*

Biography

Catherine Valentino has been a Houghton Mifflin Author-in-Residence since 1999. Upon completing her degree in experimental psychology and a teaching credential from the University of California at Riverside, she began her distinguished teaching career in Moreno Valley, California. Since then she has traveled to all fifty states and thirty countries lecturing, training teachers, and leading workshops in early childhood education.

Related Professional Experience

Ms. Valentino taught elementary school in California and Rhode Island before going on to become a program developer for grades PRE-K–2 in Rhode Island. From there, she spent eight years as the Director of Instruction for grades K–12 in North Kingstown, Rhode Island. Ms. Valentino has given presentations at several early education conferences around the world, including those hosted by the National Association for the Education of Young Children, the International Reading Association, and the Lesley University Early Childhood Institute, where she was the keynote speaker in 2002.

Motivated by her special interest in elementary science and literacy, Ms. Valentino has written more than fifty books and related educational materials. As a Houghton Mifflin Author-in-Residence, Ms. Valentino is an author of *Houghton Mifflin English* and senior author of *Houghton Mifflin Science DiscoveryWorks* 2000. Additionally, she authored Silver Burdett Ginn's Science Horizons and World of Reading Interactive Kit. Ms. Valentino is a proponent of integrated curriculum and often speaks about the importance of building creative problem-solving skills. Some of her more recent projects include *Challenge Boxes: 50 Projects in Creative Thinking* and *Project Exceptionally Ready*, a program to build literacy skills in preschool and elementary-age children. Ms. Valentino is also the creator and director of The Invention Convention, a national problem-solving program for children in grades K–8.

Charles S. White, consultant of *Houghton Mifflin PRE-K*, and author of *Houghton Mifflin Social Studies*

Biography

A scholar and educator in the United States and in Russia, Dr. White now works as a curriculum consultant to WGBH television and its web development project. His presence at this Boston affiliate of the Public Broadcasting System marks his return from two years in Russia, where he worked on the Russian-American University Partnership Program for Civic Education. Since 1998, he has been deeply involved in Civitas: An International Civic Education Exchange Program, frequently traveling across the Russian Federation to train civics educators. Dr. White is a graduate of the Master of Arts in Teaching program at Colgate University, and he earned his Ph.D. from the Indiana University School of Education. Both of his advanced degrees are in social studies education. Currently he is an Associate Professor of Education at Boston University's School of Education.

Related Professional Experience

Dr. White recently completed work on the 2005 edition of *Houghton Mifflin Social Studies* for kindergarten through fifth grades. His other published volumes vary in topic from *Sea Changes in Social Studies Education*, the title of his 2000 book, to uses for technology in classrooms. He is also the author of the National Trust for Historic Preservation volume, *Teaching with Historic Places: A Curriculum Framework* and *The Active Classroom: Ideas and Practices for Teaching Civics in Russia*, published by the American Federation of Teachers and reprinted in Russian.

Dr. White also writes extensively on issues of technology and education. His work has been published in *Social Studies*, *Association for Learning Technology Journal*, *Computers in Schools*, *International Journal for Social Education*, and *The Journal of Social Studies Research*. His most recent article, entitled, "Reflecting on Technology in the Social Studies: Past, Present and Future Perspectives" was published in the *International Social Studies Forum*.

Invited to speak at academic and education conferences across the U.S., Dr. White is an in-demand lecturer, researcher, and educational consultant. In June 2004, he delivered the keynote address to the Mississippi Social Studies Leadership Conference. A month earlier, at the R. Freeman Butts Institute on Civic Learning in Teacher Education at Indiana University, Dr. White presented his Civitas experience and his experience with instructing educators to teach civics. A consummate traveler, Dr. White also presented his Civitas experience at the Northeast Regional Conference on the Social Studies in New Haven, Connecticut, in March of 2004.

Jie-Qi Chen, consultant of *Houghton Mifflin Pre-K*

Biography

Dr. Jie-Qi Chen has been an Associate Professor at the Erikson Institute Graduate School in Child Development since 1999. Prior to her promotion to this position, she taught as an Assistant Professor at this same Chicago institution. Dr. Chen has been an education teacher at the collegiate and graduate levels for much of her professional career. She earned her master's degree in early childhood education from the University of Northern Iowa and her Ph.D. in applied child development from Tufts University. Dr. Chen has also completed post-doctoral training at the Harvard University Graduate School of Education. In 2002, Dr. Chen was awarded a Fulbright Senior Specialist Scholarship. Dr. Chen has also taught in the Department of Education at the Shannxi Teacher's University in Xian, China, and at the Beijing Early Childhood Teacher Training School in Beijing, China. In addition to her higher education experience, Dr. Chen is committed to teaching children directly; she taught elementary and preschool for twenty-eight years. Her devotion has also prompted her to teach at Chinese Saturday Schools in Massachusetts and Chicago.

Related Professional Experience

On the graduate level, Dr. Chen has taught courses such as *Child Development in Social/Cultural Contexts*, *Cognitive Development in Young Children*, and *Learning and Teaching: Linking the Theories and Research to Practice*. Dr. Chen is also a highly respected researcher. Her most recent project, "Linking Child Assessment to Teacher Development" was completed in 2003. Dr. Chen is currently the Vice President and Conference Chair of the Chinese American Educational Research Association and the Chair of the Multiple Intelligence Special Interest Group of the American Educational Research and Development Association. Since 2000, Dr. Chen has served as the Senior Consultant for the China Educational Research Institute in Shanghai, China.

Dr. Chen's articles have appeared in *Urban Education*, *Education and Urban Society*, *Journal of Early Childhood Teacher Educators*, and *The Encyclopedia of Education, Second Edition*. Additionally, her essays will appear in three volumes to be released this year entitled *Approaches to Early Childhood Education, Fourth Edition*; *Beyond Traditional Intellectual Assessment: Contemporary and Emerging Theories, Tests, and Issues, Second Edition*; and *Effective Partnering for School Change: Improving Early Childhood Education Classrooms*.

Jean M. Shaw, consultant of *Houghton Mifflin Pre-K* and author of *Houghton Mifflin Math*

Biography

Dr. Jean Shaw is a Professor Emerita of Elementary Education at the University of Mississippi, where she received her master's degree in elementary education. She departed Mississippi to earn her doctorate in education from Columbia University, and then returned to Mississippi. Since 1972, she has been on the faculty at the University of Mississippi. She has also taught elementary school mathematics in Illinois, an experience she brings to her courses in *Science in the Elementary School*, *Science and Mathematics/Early Childhood*, *Mathematics and Science/Elementary School*, and *Problems in Teaching Arithmetic I and II*. She is also a member of the National Association for the Education of Young Children, the National Council of Teachers of Mathematics, and the National Science Teachers Association.

Related Professional Experience

Houghton Mifflin is delighted to invite Dr. Shaw to author our early childhood math and science student texts and teacher's editions. Dr. Shaw wrote the 2002 and 2005 ***Houghton Mifflin Mathematics*** kindergarten texts. Dr. Shaw has been writing instructional mathematics texts for the last several years, including the 1999 and 2000 editions of ***Houghton Mifflin MathSteps***, the 1998 and 1999 versions of ***Math Central***, and the 1994 and 1995 volumes of ***MathKeys***. These popular Houghton Mifflin math programs specifically assist children in grades K–2. In 1995, Dr. Shaw cocreated IDEAS: K–4 and NCTM Standards-Based Instruction for the National Council of Teachers of Mathematics, grades 5–8. Additionally, Dr. Shaw is the author of one hundred articles, five book chapters, fifty monographs, and more than twenty books.

Dr. Shaw is a highly sought-after researcher and lecturer. Her research in science and technology in education has been funded by the U.S. Department of Education, as well as the National Science Foundation and the University of Mississippi. Her articles have appeared in *Teaching Children Mathematics*, *Science and Children*, and *Contemporary Education*.

Linda M. Espinosa, consultant of *Houghton Mifflin PRE-K*

Biography

Dr. Espinosa is a tenured Associate Professor at the College of Education at the University of Missouri, where she teaches courses in early childhood assessment. She has been on the University of Missouri faculty since 1993. Among other distinctions, she served for six years as the Director of Primary Education for the Redwood City School District, where she managed the Child Development and State Preschool programs serving young disadvantaged children. Dr. Espinosa's special research interests include bilingual education and integrating technology and education. She received her master's degree from Harvard University and her Ph.D. in educational psychology from the University of Chicago. Since her doctoral work, Dr. Espinosa's focus on early childhood has grown into a long association with the field of childhood development.

Related Professional Experience

Dr. Espinosa served as the Director of Early Childhood Education and Regional Supervisor for the Washington State Department of Education. There she spent four years directing the Early Childhood State Implementation Plan and developing new early childhood policies and procedures, including the Early Childhood State Plan. In California, her administrative skills shone as the principal of the Dr. Charles Drew Early Childhood Development Center in San Francisco and the Director of the San Jose Unified School District Office of Child Development. Additionally, the California Department of Education recognized her expertise and contracted her to draft PRE-Kindergarten learning and development guidelines for that state.

Naturally, her administrative experience has led to positions on several advisory boards. In 2002, Dr. Espinosa was appointed Commissioner for the National Association for the Education of Young Children Reaccreditation Commission (NAEYC). She has also served on the Child Care and Early Education Research Connections (CCEERC) Advisory Council, Scholastic, Inc.'s Early Childhood Advisory Board, and the National Head Start Association.

This year she contributed to the International Reading Association's position statement entitled Language and Literacy in the Preschool: A National Imperative. In 2003, Dr. Espinosa was also invited to present her assessment of early childhood education to the Senate Democratic Policy Committee. Currently, she is working on articles for industry publications to evaluate Head Start programs and to advocate the use of technology to support early childhood development.

Dr. Novella Ruffin, consultant of *Houghton Mifflin PRE-K*

Biography

Dr. Ruffin is presently Assistant Professor and Extension Child Development Specialist at Virginia State University. She has held this position since 1997, writing child development curricula and generating and producing the Child Development Specialty Program. Dr. Ruffin earned her master's degree from Teachers College Columbia University in Development and Learning Psychology and her doctorate from the University of Maryland in Human Development Education. Her psychological background led her to positions in the State Department Education Task Forces on Standards of Practice for School Psychologists and Certification Revision for School Psychologists.

Related Professional Experience

Dr. Ruffin has more than twenty years of experience as a school psychologist in school systems throughout Virginia. She has also been an educational therapist at the Brooklyn Psychiatric Center in New York, a principal and assistant principal in the Virginia public schools system, and has taught Human Growth and Development and Early Childhood Psychology at Virginia State University.

She has conducted important research on behalf of the Virginia State Department. A member of a number of State Department committees and Task Forces, her longest service has been to the State Department Health Task Force Studying At-Risk Adolescent Behaviors. Topics from other investigations include the effects of Ritalin on children and guidelines related to weapons, violence, and medical emergencies on school property.

Dr. Ruffin is the author of several publications and articles. Some of her most recent publications have been for the Virginia Cooperative Extension, including *Developing Responsibility and Self-Management in Young Children: Goals of Positive Behavior Management*; *Human Growth and Development: A Matter of Principles*, and *Understanding Growth and Development Patterns of Infants*.

Susan Gunnewig, consultant of *Houghton Mifflin PRE-K*

Biography

Ms. Gunnewig presently serves as the Associate Director of the University of Texas Health Science Center Developmental Pediatrics Division. In this position, she is responsible for supervising all aspects of the language and literacy projects. Ms. Gunnewig completed her master's degree and doctoral work at the School of Education at the University of Houston. Ms. Gunnewig spent three years as the Assistant Reading Manager in the Houston Independent School District, where she managed the reading instruction of 212,000 Houston school students. Prior to this appointment, Ms. Gunnewig taught in Texas elementary schools for twenty-six years.

Relevant Professional Experience

Ms. Gunnewig is a highly respected educator, twice honored as Teacher of the Year in Houston. As a teaching professional, she is affiliated with the International Reading Association, National Association for the Education of Young Children, the Association for Supervision and Curriculum Development, and the Association for Texas Professional Educators.

In Ms. Gunnewig's most recent publication, she collaborates with other writer-administrators. Entitled *Enhancing Cognitive Readiness for Pre-School Children: Bringing a Professional Development Model to Scale*, this volume is due out this year.

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