

**U.S. Department of Education**

**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS  
UNDER THE**

**EARLY READING FIRST  
CFDA # 84.359B  
PR/Award # S359B080074  
Grants.gov Tracking#: GRANT00473624**

**Closing Date: JUN 10, 2008**

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

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 06/10/2008	4. Applicant Identifier: Hope Community Charter School
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5a. Federal Entity Identifier: 33-1101-817	* 5b. Federal Award Identifier: _____
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State Use Only:

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

\* a. Legal Name: Hope Community Charter School

* b. Employer/Taxpayer Identification Number (EIN/TIN): 33-1101-817	* c. Organizational DUNS: 808418599
--	--

**d. Address:**

* Street1:	2917 8th St. NE
Street2:	_____
* City:	Washington
County:	_____
* State:	DC: District of Columbia
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	20017

**e. Organizational Unit:**

Department Name: _____	Division Name: _____
---------------------------	-------------------------

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

Prefix: _____	* First Name: Erika
Middle Name: _____	
* Last Name: Thomas	
Suffix: _____	
Title: Principal	

Organizational Affiliation:  
Imagine Schools

* Telephone Number: 202-832-7370	Fax Number: 202-832-7644
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\* Email: Erika.Thomas@imageschools.com

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.359

CFDA Title:

Early Reading First

**\* 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

\* Title:

Early Reading First 84.359A and B: Full Application

**13. Competition Identification Number:**

84-359B2008-1

Title:

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

District of Columbia

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

DC Early Success

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,000,000.00"/>

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

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

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

- Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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

[Empty text input field]

## Attachments

AdditionalCongressionalDistricts  
File Name

Mime Type

AdditionalProjectTitle  
File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization: Hope Community Charter School

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 437,065	\$ 458,920	\$ 481,873	\$ 0	\$ 0	\$ 1,377,858
2. Fringe Benefits	\$ 100,523	\$ 105,552	\$ 110,832	\$ 0	\$ 0	\$ 316,907
3. Travel	\$ 12,780	\$ 17,514	\$ 18,550	\$ 0	\$ 0	\$ 48,844
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 194,302	\$ 121,250	\$ 121,513	\$ 0	\$ 0	\$ 437,065
6. Contractual	\$ 203,930	\$ 194,000	\$ 197,050	\$ 0	\$ 0	\$ 594,980
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 51,400	\$ 102,764	\$ 70,182	\$ 0	\$ 0	\$ 224,346
9. Total Direct Costs (lines 1-8)	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 0	\$ 0	\$ 3,000,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 0	\$ 0	\$ 3,000,000

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Hope Community Charter School

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

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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Prescribed by OMB Circular A-102

Tracking Number: GRANT0472824

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<b>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> Daniel Hudspeth	<b>* TITLE</b> Principal
<b>* APPLICANT ORGANIZATION</b> Hope Community Charter School	<b>* DATE SUBMITTED</b> 06-10-2008

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

## DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: Hope Community Charter School</p> <p>* Address: 2917 8th St. NE  Washington  DC: District of Columbia  20017</p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>Department of Education</p>	<p>7. * Federal Program Name/Description: Early Reading First</p> <p>CFDA Number, if applicable: 84.359</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: None</p> <p>None</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: None</p> <p>None</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Daniel Hudspeth</p> <p>* Name: Erika  Thomas</p> <p>Title: Principal</p> <p>Telephone No.: 202-832-7370</p> <p>Date: 06-10-2008</p>

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**Public Burden Disclosure Statement**

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

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

## Attachment Information

File Name

6728-Statement.doc

Mime Type

application/msword

DC-ES will be made available to students regardless of color, race, gender, disabilities, or ethnicity. All staff to be hired will be hired under equal opportunity provisions and all opportunities for educational certification and other opportunities will be made available to all existing and to be hired staff without restrictions based on color, race, gender, disabilities, ethnicity or age. Hope and all partners are equal opportunity employers.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>
-----------------------------------

Hope Community Charter School
-------------------------------

<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
--

Prefix:	* First Name: Erika	Middle Name:
* Last Name: Thomas	Suffix:	* Title: Principal

<b>* SIGNATURE: Daniel Hudspeth</b>	<b>* DATE: 06/10/2008</b>
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# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

**\* Name:**

Ms.

Nicol

Christie

**\* Address:**

1003 K st NW

Suite 405

Washington

DC: District of Columbia

20001

USA: UNITED STATES

**\* Phone Number:**

202-628-8848 ext.134

**Fax Number:**

202-628-8849

**Email:**

nchristie@studentsupportcenter.org

## 2. Applicant Experience:

Yes  No  Not applicable to this program

## 3. Human Subjects Research

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

FileName

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Tracking Number: GRANT00473024

# **Project Narrative**

## **Abstract Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 3779-DC-ES\_Abstract\_6-9\_2008\_Final.doc**

**Hope Community Public Charter School: *DC Early Success Abstract***

DC's public schools are in crisis. Although preschool enrollment in the nation's capital is among the highest in the nation (67% of children attend), according to the latest Quality Counts, DC is failing young children in preparation for school. In response to the area's education crisis, *DC Early Success (DC-ES)* will establish three Early Reading First Centers of Excellence at public charter schools in Washington, DC, that will enrich the early literacy skills of up to 500 students. Hope Community Public Charter School will collaborate with Ideal Academy PCS and William E. Doar Jr. PCS to demonstrate how to overcome barriers to school success and achieve outstanding results with urban youth living in poverty. The Success for All Foundation (SFAF) and the Student Support Center (SSC) will provide professional development, technical assistance, and Mentor-Coaching. Non-certified teachers will have the opportunity to participate in George Mason University's Early Childhood Certification program. A School Leader Coach will provide technical assistance and mentor school administrators, and a Transition Mentor-Coach will assist students with the transition from preschool to Kindergarten. Home visitors will support families and facilitate literacy outreach, and *Ladders to Literacy* will supplement the literacy curriculum for at-risk students needing more intensive help.

Four research-based elements will transform all three schools into ERF Centers of Excellence. The components are: 1) The *Success for All Curiosity Corner (SFACC)* program, including its intensive professional development and rigorous plan for implementation; 2) Mentor-Coaching linked with professional development for Teachers and Aides; 3) Mentor-coaching linked with professional development for Principals; and 4) Integrated Home-School Programming. Student gains will be assessed through an external evaluator using multiple measures, including EARLI probes, PPVT-III, DIBELS, PALS Pre-K, Woodcock Johnson (WJ).

# **Project Narrative**

## **Project Narrative**

### Attachment 1:

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**Hope Community Public Charter School Proposal: DC Early Success**

**PROJECT DESIGN. Criterion 1, Factor 1(Up-to-Date Knowledge from Research &**

**Practice):** Although preschool enrollment in Washington, DC is the highest in the nation (67% of children), early education in DC is not adequately preparing children for school.<sup>1</sup> (Only 13.8% of students are proficient in reading at the 4<sup>th</sup> grade level and only 12% by 8<sup>th</sup> grade.<sup>2</sup> Fifteen percent of DC public school students are not entering high school, and only 43% of high school freshmen graduate 5 years later, the lowest graduation rate in the country.<sup>3</sup> To address these needs, DC Early Success (DC-ES) will provide high-risk pre-school students with an early start in literacy acquisition and academic achievement.

To enhance the early language, cognitive, and early reading development of a high-risk community of 3- and 4-year-old children, DC-ES will transform three District public charter schools (PCS) – Hope Community (Hope), Ideal Academy (Ideal), and William E. Doar Jr. (WEDJ) – into Early Reading First Centers of Excellence. Hope PCS, a novice applicant, will serve as the applicant and lead LEA. The Success for All Foundation (SFAF) and the Public Charter School Student Support Center (SSC) will provide technical assistance and implementation support to each school. Schools will be transformed into Centers of Excellence by: 1) implementing SBRR-based Curiosity Corner curriculum from SFAF; 2) supporting the development of literature-rich classrooms and learning environments; 3) providing rigorous professional development and intensive mentor-coaching for teachers, aides, and administrators; and 4) integrating home-school links to strengthen family involvement. The approach of DC-ES is comprehensive, realistic, context-specific, and grounded in SBRR.

The project design incorporates four research-based components that are instrumental to transforming all three schools into Centers of Excellence: 1) Each DC-ES school will

**implement *Success for All's Curiosity Corner literacy program (SFACC)*, utilizing its rigorous professional development structure and adhering to its strategic implementation plan.** The *SFACC* literacy program was selected for this project because of its strong research base and thorough alignment with established literacy standards. Developed and evaluated in a collaboration between the non-profit Success for All Foundation and the Johns Hopkins University's Center for Research on Education of Students Placed at Risk (CRESPAR), *SFACC* draws on the latest empirical, peer-reviewed research on brain development and early reading development of preschool children; it meets the definition of SBRR in Section 1208 of ESEA.<sup>4,5,6,7,8,9</sup> *SFACC's* validating research shows that it increases expressive language development and end-of-kindergarten reading skills.<sup>10</sup> In addition, it promotes enhanced phonological awareness, oral language, and social-emotional development, outcomes that a 2007 national evaluation found missing in many ERF programs.<sup>11</sup>

As teachers in DC-ES implement *SFACC*, they will use an instructional methodology that is systematic and a curriculum that is developmentally appropriate and proven to enhance the oral language production and emergent literacy of their students.<sup>12</sup> DC-ES will support the diverse developmental needs of at-risk preschoolers by establishing a literacy and print-rich environment under the guidance of SFAF. With *SFACC*, teachers will rely on thematically-linked instructional activities to build skills and conceptual understandings in a variety of developmental domains including: emotional/social, language/literacy, cognitive, creative, physical, mathematics, science, and social studies.

Vocabulary development is a pressing literacy concern for children in urban areas. The vocabulary of culturally diverse preschoolers living in poverty has been shown to be significantly smaller than their white, middle-class peers.<sup>13,14</sup> Further, students from high-

poverty backgrounds, which includes nearly 50 percent of DC students, are as much as 18 months behind their more advantaged peers in oral language capabilities.<sup>15</sup> In many urban schools, this problem is exacerbated by inadequate teacher preparation and delivery of rote instruction that fails to teach for understanding.<sup>16,17,18</sup> SFAF will support and enhance DC-ES professional development with intensive, in-service training on the implementation of *SFACC*. DC-ES will improve teacher skills and ensure fidelity of implementation with ongoing skilled mentor-coaching. This comprehensive professional development program, coupled with a robust assessment process, will enable DC-ES teachers to use *SFACC* materials and lessons to specifically address the literacy needs of low-income students who often enter school with reduced vocabularies, experience, and knowledge. Using *SFACC* programming, project teachers will promote kindergarten readiness through explicit instruction in: a) phonological awareness; b) oral language; c) the purposes and conventions of print; d) understanding narrative; e) letter recognition; and f) vocabulary and language development. Teachers will systematically expand and enrich student conversational skills to increase the quality of the vocabulary, sentence length, and conceptual detail. Explicit strategies and materials incorporated in the *SFACC* curriculum, such as alphabet books and proven manipulatives, will teach letter names and sounds through vocabulary that is meaningful to children and grounded in weekly themes.<sup>19,20,21,22,23</sup>

**2) DC-ES will provide mentor-coaching linked with professional development to enhance the skills of all *teachers* and *aides*.** The Project Director, SSC staff, and SFAF trainers will guide DC-ES teachers in how to conduct all *SFACC* activities, scaffold children's learning, and adapt the program to each child's developmental level to improve child outcomes. The Project Director and SSC staff will provide mentor-coaching and week to week support. Team building is an important component for building relationships necessary for success among the

partner schools and will be a key feature of DC-ES multi-school implementation. Instructional teams will address topics including improving parent involvement, how children learn, and effective curriculum implementation. Uncertified teachers will have the opportunity to participate in an Early Childhood Certification program through George Mason University.

Skilled Mentor-Coaches from SSC will participate in all curriculum and implementation trainings provided by SFACC to ensure consistent quality of support and coaching. With the project's Mentor-Coaching program guiding the teachers and aides through actual practice on an ongoing basis, DC-ES instructional staff will have richer learning experiences and greater knowledge retention than from one-time workshops; as a result, staff will move seamlessly from a mechanical to a refined level of implementation.<sup>24,25,26</sup> DC-ES will also use content-focused coaching to foster staff growth.<sup>27</sup> With Mentor-Coaches' support, instructional staff will learn to effectively apply the knowledge they acquire and to routinely identify goals and implement strategies to enrich children's literacy, update content, systematically reflect, and effectively problem-solve (see Purpose 4).

**3) DC-ES will provide professional development and coaching for *Principals*.** School leaders set expectations for quality instruction and provide both the resources and encouragement for continual quality improvement. DC-ES staff, led by a highly qualified School Leader Coach experienced in implementing SFACC, will provide technical assistance to principals to shape the schools' learning environments and to support their teachers in the implementation of SFACC. Principals will participate in quarterly trainings provided by SFAF and SSC, and will receive weekly 1:1 coaching from the School Leader Coach. Such coaching for administrators is critical for effective implementation of curricular and instructional reform.<sup>28,29,30,31</sup>

**4) DC-ES will fully integrate Home-School Programming.** Parent involvement is associated with higher academic achievement, more positive student attitudes towards school, and improved behavior.<sup>32</sup> Parental participation promotes student learning in preschool and in upper grades, regardless of socio-economic status or level of parental education.<sup>33,34</sup> Consequently, DC-ES will provide parental supports and invite parent participation through home visits and structured classroom visits. *SFACC Solutions* provides a collaborative framework of structured support for students who are at risk for reading and academic failure. In conjunction with the Student Support Teams (SSTs) that are already in operation at each school and which review the needs of struggling students and identify appropriate support services, *Solutions* will provide targeted strategies aligned with the *SFACC* curriculum. The *Solutions Sheet* will help the SST to structure individualized plans that address behavior and academic goals and engage the support of family and community. The *Solutions* program will also guide teachers to transfer instruction from the classroom to the home environment and provide parents with opportunities to support reading, vocabulary, and literacy development. Key program components include the *SFACC* “Book in a Bag,” a book lending program providing parents with *SFACC* books to read with their children and guidance in discussing them, and the Home Links component, a weekly communication process that offers parents explicit tools for supporting their child’s literacy acquisition. For classroom visits, DC-ES staff will collaborate to provide parents with a reference checklist for observing interactions and instruction and participating in the literacy-rich environment. A trained *Solutions* expert will provide technical assistance to the schools to promote effective implementation of the resources and activities.

For parents who struggle with their own literacy skills, wrap-around support is available through a partnership with D.C. LEARNs, the District’s most widely accessed and successful

adult literacy initiative. Parents with low or functional levels of literacy, including second language learners, will have access to free adult literacy classes. For children and parents who require more intensive literacy supports, DC-ES will provide the services of a home visitor who will be trained by SFAF in the SFACC Solutions program and best strategies and practices for home visiting. The home visitor will model various kinds of play and use strategies and appropriate SFACC materials to promote conversations between caregivers and children, and will facilitate connections to community resources such as DC Early Readers Now!, a program which provides volunteers to read to Preschool children, and Mary's Center initiatives, which provide more intensive, research-based home services to improve parenting and provide social work supports.

**Criterion 1, Factor 2, Purpose 1 (SBRR Integration):** With DC-ES supports, teachers, administrators, and aides will integrate SBRR instructional materials and literacy activities into four ERF-eligible preschool centers based in three public charter LEAs (Hope, WEDJ, and Ideal). In the Fall of 2008, these schools will be serving 317 children, ages 3 to 5 (an increase from 239 in February 2008, due to planned expansions at Hope). See Appendix A for demographic information. With ERF funding, each site will become a Center of Excellence and will assist other charter and DCPS preschools to improve their programs. Over the 3 years of the project, approximately 500 students will be served including incoming classes in Years 2 and 3.

<b>Table A: LEA Characteristics</b>			
	<b>Hope</b>	<b>WEDJ</b>	<b>IDEAL</b>
Appropriately equipped classrooms	Yes	Yes	Yes
Average Daily Attendance (ADA)	92%	92%	91%
FARMs	43%	75%	67%
# of pre-school students	220	52	39
% English Language Learners	4%	0%	13%
% with IEPs	2%	8%	9%
Preschool Staff Turnover (prior 2 yrs)	25%	0%	28%

*DC-ES is applying under the Invitational Priority for Intensity of Services:* two of the three schools (WEDJ and Ideal) currently operate 46 weeks per year, and Hope has plans in place to increase its operations from 43 weeks to 46 weeks by Year 2 of the project. As noted in Table A, about 62% of the children in the target centers qualify for free and reduced lunch, 7% have documented disabilities, and about 6% are ELL. The preschool classrooms at each school are literacy and print-rich, and many have established learning centers. Each school has a basic literacy library that will be enhanced with DC-ES. All preschools are in newly renovated buildings, have high attendance rates, have experienced little or no turnover among staff, and have a mix of experienced staff and staff that will benefit from additional support. By August 2008, staff at the participating campuses will include eight certified teachers (two with master's degrees). At least one exemplary teacher per school has been identified as a DC-ES lead teacher and will receive training and guidance to extend and sustain the impact of DC-ES. All three schools are ready to fully implement additional language and literacy components, and each has several established community partnerships with such organizations as the Alvin Ailey Dancers, the Kennedy Center, the George Washington University, and the Folger Theater.

*Hope Community PCS*, the lead LEA, opened in 2005 and has made great strides towards academic excellence. It serves grades PK-7, and has exceeded expectations for student performance in both reading and math for two consecutive years. In 2007, Hope posted the highest reading gains (35%) out of the 25 charter schools reporting DC test scores for the past two years. An emphasis on experiential learning and inter-session programs ensures that education at Hope is intensive and continuous. In 2007, Hope Community PCS received program certification from the American Academy of Liberal Education.

William E. Doar Jr. PCS for the Performing Arts (WEDJ) opened in 2004 and serves children in PK through 10<sup>th</sup> grades. In 2006, WEDJ was rated #9 of DC's 86 charter schools based on its performance on standardized reading and math tests. WEDJ provides an unusually rich climate for the cultivation of oral language, with its college preparatory, standards-based curriculum and professional-grade artistic instruction in the Theater, Movement and Music. In 2004-2005, WEDJ participated in a recent America's Choice research study on pre-kindergarten literacy. WEDJ is actively seeking Middle States accreditation.

Ideal PCS currently serves 365 students, grades PK-11. It received its charter in 1998 and is accredited through the Middle States Commission. Ideal has made its benchmarks for NCLB adequate yearly progress for 4 out of 5 of the past years. Its philosophy is to ensure that students develop their full potential academically, physically, and social-emotionally through a balanced academic and cultural program. Ideal has an intensive, pre-reading phonics program and emphasizes use of technology in reading and math via *SuccessMaker* and *Eduss* programs.

**Purpose 2 (Literacy Development):** The DC-ES goal for literacy development is to improve preschool skills in key emergent literacy areas – oral language, phonological awareness, print awareness, and alphabet knowledge – and to provide targeted intervention when needed. **Table B** summarizes the specific targets established for student achievement.

<b>Table B: Targets for Students' Skills in Key Emergent Literacy Areas</b>	
End of Year 1	<ul style="list-style-type: none"> <li>• 50% of 4-year-old participants will recognize at least 16 uppercase letters (GPRA).</li> <li>• 50% of all children will demonstrate age-appropriate skills in oral language (GPRA), phonological awareness, and print awareness.</li> </ul>
End of Year 2	<ul style="list-style-type: none"> <li>• 80% of 4-year-old participants will recognize at least 16 uppercase letters (GPRA).</li> <li>• 80% of all children will demonstrate age-appropriate skills in oral language (GPRA), phonological awareness, and print awareness.</li> </ul>
End of Year 3	<ul style="list-style-type: none"> <li>• 50% of 4-year-old participants will recognize all 26 uppercase letters (GPRA).</li> <li>• 80% of all children will demonstrate age-appropriate skills in oral language (GPRA), phonological awareness, and print awareness.</li> </ul>
End of Each Year	<ul style="list-style-type: none"> <li>• 50% of participating children will achieve significant gains in oral language skills (GPRA).</li> </ul>

See **Purpose 5, Table G**, for how outcomes will be measured. To foster these significant gains, instruction, grounded in SBRR, will be both explicit and intentional. Following *SFACC*, teachers will teach to specific objectives, using strategies designed to target emerging literacy skills.

These objectives and strategies are aligned with a) recommendations from the National Reading Panel and the National Research Council and b) Early Learning Standards for DC.<sup>35</sup>

<b>Table C: SFACC Daily Literacy Activities</b>			
<b>Activity</b>	<b>Purpose</b>	<b>Content</b>	<b>Time Allotted</b>
Greetings and Readings	Oral Language, Print Awareness, & Social Skills	Greetings, Questions & Answers, Reading Books	30 minutes
Clues and Questions	Oral Language, Print Awareness, Alphabet Knowledge, Emergent Writing, Social Skills	Conversation, Questions and Answers, Problem-Solving	20 minutes
Rhyme Time	Phonological Awareness Vocabulary, Oral Language, and Social Skills	Rhyming, Scenarios, and Thematic Concepts	10 minutes
Learning Labs	Print Awareness, Emergent Writing, Oral Language, and Social Skills	Reading, Writing, Problem Solving, and Sensory Exploration	60 minutes
Story Tree	Print Awareness, Vocabulary, and Oral Language	Reading, Listening, and Comprehension	40 minutes (20 minutes, 2 times/day)
Outside/Gross Motor Play	Oral Language and Social Skills	Physical Activity, Following Directions, and Thematic Concepts	30 minutes
Snack Time	Oral Language and Social Skills	Fine Motor Skills Sharing/Conversation	20 minutes
Question/Reflection	Oral Language, Emergent Writing, and Social Skills	Listening, Writing, Thematic Concepts, and Synthesizing	20 minutes

DC-ES teachers will follow *SFACC*'s intentional scope and sequence during each school day and throughout the school year. The curriculum for 3 and 4 year-olds is similar, with a greater focus on letters, print literacy, and numeracy for 4 year-olds. Each day, teachers engage students in *Clues & Questions*, a group activity that focuses on thematic concepts, general knowledge, vocabulary, and problem solving. Children learn to use new words in an appropriate

and meaningful context, and teachers engage children in conversations to teach information or explore ideas. As children discuss themes, teachers gather information about their individual development to help scaffold instruction. Literacy events - such as interactive story times, reciting rhymes and finger plays, exploring books, writing, listening, and dictating – are integrated throughout the entire school day. (Table C.)

With DC-ES, teachers will link assessment and curriculum activities. They will know their daily pedagogical tasks from: 1) the curriculum's template and detailed guidance for teachers; 2) observation checklists related to alphabet knowledge, print and book concepts and phonological awareness; 3) a literacy implementation checklist for teachers and directors to determine fidelity of the curriculum components; 4) administration of the curriculum-based assessments of children's oral language acquisition); and 5) extensive professional development aligned with mentor-coaching. Periodically, SFAFCC assessments (see Evaluation) will be administered to guide instruction, and help teachers determine when re-teaching needs to occur.

SFAF and SSC staff and Mentor-Coaches will train and support teachers and aides in the routine use of *SFACC* materials. Mentor-Coaches will conduct needs assessments of all classrooms at the onset of the project using the *SFACC* Early Learning Environment Basic Equipment List, supporting teacher requests for supplementary equipment and supplies. With frequent visits to the classrooms, Mentor-Coaches will support the integration of new materials and the establishment of Learning Labs to enrich the literacy environment.

DC-ES teachers will use explicit and intentional instruction to foster student literacy. The *SFACC* Teacher's Manuals provide detailed, directive instructions that allow the teacher to maximize learning and retention and reinforce key literacy skills. *SFACC* components flow through *four hours* of the daily schedule in a predictable sequence, providing a balance of

individual and small- and whole-group activities, active and quiet times, and self-selected and teacher-directed learning. The eight Learning Labs in each classroom (Blocks Lab, Sand/Water Lab, Science Lab, Dramatic Play Lab, Art Lab, Manipulatives/Math Lab, Library/Listening Lab, and Writing Lab) promote independent and small group learning.

*SFACC* offers a rich and varied body of content that is systematic and comprehensive, covering multiple domains of learning and multiple subjects, including: 1) language and literacy; 2) social studies; 3) mathematics; 4) science; 5) physical activity; 6) emotional and personal development; 7) cognitive development; 8) interpersonal relations; and 9) creative learning. Each month of the school year addresses a thematic concept within which multiple subjects are covered, providing children with a wealth of background knowledge and support for the development of oral language. **Table D**, below, shows the monthly themes and examples of weekly units. For 4-year old students, each month also has a letter focus that is directed at increasing alphabet knowledge; all 26 letters are highlighted over the course of a year.

<b>Table D: Examples of SFACC Thematic Concepts</b>			
<b>Month</b>	<b>Theme</b>	<b>Sample Units</b>	<b>Letter Focus</b>
September	Creating a Classroom Community	Marvelous Me; Fun with Friends	F
October	Seasons – Fall	Senses; Apples and Pumpkins	A, S
November	Life in Our Community	To Market, To Market Many Thanks	B, G, P

With training and Mentor-Coaching, DC-ES teachers will integrate the oral language activities that are incorporated into all daily *SFACC* classroom activities (**Table C**, above). Teachers will begin each day with *Greeting and Reading* oral language activities that continue throughout the day. During Outside Play and Snack Time, for example, children improve their vocabulary and oral language skills in the context of social and physical activities. A critical component of *SFACC* is the teacher’s manual, which contains explicit scripts and marginal notes

to help teachers maximize learning opportunities and link literacy activities to the physical environment of the classroom. The materials that teachers will use for each day's activities, including the books for *Story Time* and the rhymes for *Rhyme Time*, are aligned with the thematic concepts being communicated during a month (see **Table D**, above).

Students at risk for educational failure, including children identified as having disabilities, will receive exemplary services through specific DC-ES components and interventions as they participate in inclusive preschool programs at all three schools (see **Appendix A**). Several features permeating the *SFACC* literacy curriculum align closely with child-focused interventions recommended by The Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) and the developmentally appropriate practices articulated by NAEYC and the Head Start Performance Standards.<sup>36</sup> These include *SFACC*'s focus on communication, social and emotional skills, parental participation, and the attention to individual differences. The structure and routine that are integral components of *SFACC* are particularly suited to children who need emotional support. Teachers will refer at-risk children as needed to Student Support Teams (SSTs), with screening for special education services. Mentor-Coaches will demonstrate procedures to facilitate interventions for students needing individualized assistance. Teachers will be trained to use *Ladders to Literacy*, a research-based program field-tested with children with and without disabilities, with students needing more intensive instruction.<sup>37</sup> The Project Director will work with the SFAF facilitator in Year 1 to align *Ladders to Literacy* with *SFACC*. Instruction will be coupled with an outcomes-driven model that will use screening and assessment data to assist teachers in: (i) identifying and validating the need for support; (ii) planning, evaluating, and modifying support and (iii) reviewing outcomes.<sup>38</sup>

**Purpose 3 (Language and Print-Rich Environment):** DC-ES goals for improving the literacy environment of the participating classrooms are to: 1) enhance the language and print richness of the preschool classrooms to foster independent exploration and active, individualized learning; 2) provide access to print throughout the classroom; 3) create a Library/Listening Lab as a focal point; and 4) integrate literacy into all daily routines and activities. *SFACC* provides nearly 100 thematic books to each classroom, including stories, concept books, and expository texts. DC-ES staff will conduct a needs assessment of each classroom using the *SFACC* Early Learning Environment Basic Equipment List. The project will supply alphabet books, puzzles, puppets, and other manipulatives and supplies to supplement existing resources in each classroom.

Each classroom will have the following labs to provide children ample opportunities for interacting, reading, writing, and generally enhancing their language and literacy development: (1) a Library/Listening Lab equipped with developmentally appropriate, high-quality children's books depicting a diversity of races and cultures; (2) a Writing Lab with letter-learning manipulatives, books, papers, and writing tools; and (3) a Dramatic Play Lab with phonebooks, cookbooks, recipes, receipt pads, and shopping lists. Five supplementary Learning Labs will be established in each classroom (Blocks Lab, Sand/Water Lab, Science Lab, Art Lab, and Manipulatives/Math Lab) to accentuate print awareness and provide opportunities for children to increase their vocabulary and practice oral language and emergent writing. Meaningful environmental print such as picture-and-word labels will be posted in each classroom, and will include words in the home language(s) of the children. Children's work samples will be highlighted in each classroom.<sup>39,40</sup> CD players/recorders in each classroom will provide other opportunities for children to express themselves orally; a selection of recording will enhance the development expressive and receptive oral language skills in the home environment.

*SFACC* has an exemplary strategy for supporting the development of children's background knowledge. Through their training and in their *SFACC* teacher's manual for modifying the physical environment, teachers are provided proven techniques for enhancing the presentation of the thematic content and promoting the absorption of background knowledge. Mentor-Coaches and teachers will use *SFACC's* Early Learning Environment Basic Equipment List at the onset of the project and then every six months thereafter to ensure that the physical environment of classrooms contain appropriate equipment and materials to effectively promote the development of children's background knowledge. Classrooms will be organized around Learning Labs, furnished with a rich variety of materials to stimulate exploration and interaction.

**Purpose 4 (Professional Development- PD).** DC-ES project goals for professional development (PD) are to: 1) increase teachers' *knowledge* of key emergent literacy skills; 2) develop their *strategies and skills* in providing age-appropriate, explicit instruction in key emergent literacy skills; 3) expand the *amount of time* devoted to instruction and teacher-supported practice in key emergent literacy skills; 4) enable teachers to improve *preschool students' skills* in literacy and providing *targeted intervention* when needed; and 5) *engage parents* to increase their knowledge and skills to enhance literacy learning in the home. PD will include both intensive *SFACC* training and follow-up, on-site mentor-coaching. *SFACC* professional development is proven and effective. In a review of over 650 schools, the American Institute for Research concluded that of the models studied, SFA appeared to produce the largest student academic improvements, largely due to its extensive PD to support implementation.<sup>41</sup>

SFAF certified trainers will provide an initial 2-day training on the use of *SFACC*, followed by an annual 1-day refresher course. The Project Director and SSC team will provide additional PD for teachers on a monthly basis; staff from all 3 schools will share experiences,

problem solve, and collaborate to promote effective program implementation. All DC-ES professional development will use an immersion style and a practical hands-on approach to enhance the quality of the training and support. Discussions, lectures, and small-group activities will emphasize both theory and practice, building on prior knowledge and moving toward clear outcomes. Workshops will be tailored to the needs of teachers, including such topics as scientific research on early language and literacy development, classroom management, and portfolio assessment. Neuman’s research indicates that these types of interventions double literacy interactions in classrooms and improve children’s performance in multiple literacy-related areas.<sup>42</sup> As teachers develop their skills, the training will be differentiated based on teacher needs and expertise, so that both novice and experience teachers will obtain quality supports and targeted workshops.

**Coaching for Classroom Teachers and Aides.** Mentor-Coaching will be provided to the 18 teachers and 17 classroom aides by the DC-ES Mentor-Coaching team, which includes two full-time Mentor-Coaches, a Transition Mentor-Coach, the School Leader Coach, and the Project and Professional Development Directors. In Year 3, the Lead Teachers at each school will join this team to ensure sustainability. DC-ES Mentor-Coaches will use protocols developed by SFAF, as well as established strategies such as teacher self-assessments, observation forms and fidelity of implementation checklists, and templates for individual teacher goal setting. Teachers will learn to employ reflective activities to continuously improve their instruction techniques and student outcomes. After each PD session, staff will debrief and plan next steps. The Project Director and Director of Professional Development will also observe and monitor Mentor-Coaches for quality control (Table E).

<b>Table E: Purpose and Sequence of DC-ES Literacy Curriculum Training</b>		
<b>Session Title</b>	<b>Frequency</b>	<b>Purpose</b>

SFACC Initial Training (2 sessions) by SFAF	Year 1 for all instructional staff and administrators; Annually for new staff	Present philosophy and fundamentals of SFACC to prepare staff for implementation.
SFACC Mentor-Coaches Training	Year 1 for all mentor-coaches with monthly seminars; Annual Follow-up	Prepare Mentor-Coaches to facilitate implementation of SFACC and coach teachers and aides.
SFACC Implementation Visits (each school)	Twice in Year 1 Twice annually in Yrs 2 & 3 Weekly follow-up by SSC	Model, coach, and provide one-on-one teacher support for SFACC implementation.

The Mentor-Coaches will assist teachers to: set up their classrooms to maximize literacy (as outlined in Purpose 3); develop lessons; prepare instructional materials; observe and document children’s behavior with language and literacy objectives in mind; and use the curriculum assessment tools to learn about each child and individualize instruction. Mentor-Coaches will use video recorders to enhance teacher reflection and goal setting. They will also model exemplary instructional practices to assist teachers in aligning literacy content with curriculum goals and objectives, facilitate university certification for uncertified teachers, and help maintain fidelity to SFACC practices and protocols. The intensity and duration of Mentor-Coaching will be determined by teacher needs, with expectations that each teacher will receive at least one hour of observation, feedback, and conferencing each week. Mentor-Coaches will also share strategies and resources for teaching students who are at-risk or have identified disabilities.

To benefit from the experiences of other schools, teachers and aides will have opportunities to observe their peers in classroom settings on the four campuses and travel with DC-ES staff to nearby SFACC sites in Pennsylvania, Maryland, and New Jersey. Mentor-Coaching will help teachers refine their skills to support literacy not only with the SFACC curriculum, but also by learning to arrange a Library/Listening area that emphasizes reading, writing, listening, storytelling, and retelling and by developing partnerships with families to support literacy. DC-ES will use a variety of incentives to encourage teachers to maintain the

effort needed to transform their classrooms into Exemplary Early Reading First sites. These will include: stipends for certification and for summer curriculum development of *SFACC* activities; materials and equipment to enhance classrooms; and opportunities to present workshops and co-author papers on this project. The Director of PD and Project Director will also disseminate information through the DC-ES Web site and local listservs, and, where the opportunity presents itself, through the National Web Casts.

Throughout the project, an *SFACC* Facilitator will support the DC-ES Mentor-Coach PD efforts by providing materials, observing and coaching teachers in *SFACC* implementation during the initial and semi-annual visits, and offering targeted workshops on emerging issues.

<b>Table F: Intensity, Frequency, and Delivery of DC-ES Mentor Coaching (SSC)</b>		
<b>Type of PD</b>	<b>Number of Hours/Frequency</b>	<b>Method of Delivery</b>
Individual mentor-coaching for teachers	Year 1: 2/week, 90/year Year 2: 2/week, 90/year Year 3: 2/week, 90/year	On-site, in classroom
Individual mentor-coaching for aides	Year 1: 1/week, 45/year Year 2: 1/week, 45/year Year 2: 0.5/week, 25/year	On-site, in classroom
Individual Mentor-coaching for principals	Year 1: 1/week, 45/year Year 2: 1/week, 45/year Year 3: 0.5/week, 25/year	On-site

As noted in Table F, each teacher and assistant teacher will receive weekly, targeted, direct mentor-coaching in their classroom from trained SSC Mentor-Coaches that will be both intensive and ongoing. The Project Director, who has extensive experience training Mentor-Coaches, will oversee assignments and assist the Director of Professional Development in implementation of this component. Hope PCS has an existing Literacy Mentor-Coach, with a background and extensive experience in early childhood education, who will be trained and monitored as a DC-ES Transition Mentor-Coach to focus on preschool to Kindergarten transitions. Mentor-Coaches will work with SFAF to coordinate training and follow-up to align

project PD with *SFACC* program implementation. DC-ES classroom teachers will also assemble monthly to study instructional practices and collaborate in solving curriculum implementation issues. The result will be a process of continual reflection, learning, and refining of teaching that will transform the environment to enhance support and academic rigor.

DC-ES will enhance outcomes by intensively supporting principals and other school leaders at each school. PD goals for principals at the participating schools are to: 1) provide principals strategies for ensuring implementation of SBRR programming as intended; 2) offer coaching and support to enhance their ability to galvanize schoolwide change; 3) support the ability of principals to align project activities with those of and Student Support Teams; and 4) expand their knowledge in background content to provide successful literacy instructional leadership. DC-ES and SFAF will provide an initial 2-day training for principals, as well as ongoing individual conferences with the Mentor-Coaching team and an SFAF consultant. The School Leader Coach will work with principals weekly to reinforce training, build on principal strengths and skills, develop responses to challenges, and facilitate successful implementation of DC-ES at schools. The School Leader Coach will also coordinate regular networking among the leaders at the three schools to encourage and support implementation, and will use successes at individual schools to enhance each program.

**Purpose 5 (Screening for at-risk reading failure):** DC-ES has fully integrated the four ERF performance measures into its evaluation and program management plans. (See Table G for the complete list of measures used.) In the first year of this project, participating teachers will be trained to use the screening and assessment tools to guide and improve instruction, including portfolio assessment and the use of formative evaluation tools embedded in *SFACC*. An initial priority for the professional development of the teachers and teacher assistants will be to give

them the knowledge and skills necessary for effective monitoring of their students' progress (see Purpose 4 for PD strategies). Consistent data collection systems and standardized procedures for assessment (Table G) will facilitate ongoing data analysis and use. The intense level of assessment will continually inform teachers of each child's level of achievement so they can plan their instruction strategies accordingly.

<b>Measure</b>	<b>Purpose</b>	<b>Frequency</b>	<b>Skill Domain(s)</b>	<b>Reliability &amp; Validity</b>
EARLI Probes	Progress Monitoring	Monthly	Oral language, alphabet knowledge, phonological awareness	Internal consistency = .83-.98
Woodcock-Johnson III Achievement Battery (ACH)	Screening, Summative Eval. (Short and long-term), Progress Monitoring	October & May	Alphabet knowledge (letter sounds and blending sounds) Oral Language	Test-retest reliability = .85-.96 Split-half reliability = .56-.75 Internal consistency = .90-.95 Convergent validity = .68 - .82 Concurrent validity = .40-.74
WJ-III Cognition (COG)	Summative Evaluation	October & May	Autonomy & social skills Early literacy skills in reading, writing, math and science	Split-half reliability = .82-.92 Concurrent validity = .38-.49
PPVT-III	Screening Summative Evaluation (Short-term) Progress Monitoring	October & May	Oral language receptive skills	Test-retest reliability = .91-.94 Alternate form reliability = .88-.96 Criterion validity = .66-.91
PALS Pre-K Assessments (Upper Case Letter, Print Awareness Subtests)	Screening Summative Evaluation (Short-term) Progress Monitoring	October & May	Uppercase Alphabet Knowledge (Letter Recognition) Print Awareness	Inter-rater reliability = .99 Concurrent validity = .70 Test-retest reliability = .75 Split-half reliability = .71
DIBELS	Follow-up Summative Evaluation (Long-term)	Fall, Winter, Spring	Alphabet knowledge (Letter Recognition) Phonological Awareness	Alternate form = .88 Predictive validity = .65 - .71

Teachers will administer SFACC's Child Assessment Tool (CAT) and SFACC's Structured Language Observations (SOLO) to enhance progress monitoring and better refine instruction; they will also make use of Portfolio Assessments to provide an enhanced view of child progress.

Students identified as at-risk by DC-ES screening and monitoring tools will receive intensive remediation using SFA Solutions strategies and Ladders to Literacy. Intended remediation outcomes include measurable change in reading readiness in preparation for transition to Kindergarten, improved teacher competencies in the emergent literacy area, and increased parent involvement. DIBELS scores will be collected for DC-ES students transitioning to Kindergarten programs to provide information on their early literacy development and preparation. An SSC internal evaluator will be responsible for gathering data from each site for program management purposes. The Youth Policy Institute, the DC-ES external evaluator, will support the project's efforts to ensure the fidelity and rigorous implementation of assessments.

**Criterion 1, Factor 3: (Coordination)**. DC-ES will be guided by a Coordinating Committee that will include: the Project Director; the Director of Professional Development; the School Leader Coach; the Transition Coach; representatives from each of the participating public charter schools; and the evaluation agency (YPI). An SFAF consultant will provide technical assistance. In addition to coordinating activities among school partners and with community resources (including the DC Learn's Early Readers Now! and the Mary's Center for Maternal and Child Care), the DC-ES Coordinating Committee will also work with local and city agencies and non-profits such as the DC Office of the State Superintendent of Education (OSSE) and the DC Public Charter School Board (DCPCS) to share best practices and maximize resources. The Committee will facilitate formal and informal opportunities for preschool program administrators and other educators to observe and learn from the DC-ES Centers of Excellence. All three of the participating LEAs are eligible for Reading First, and the Coordinating Committee will work with schools to facilitate coordination with area Reading First projects.

With DC-ES, several factors will enhance Transition from Preschool to Kindergarten: 1) Participating pre-schools have Kindergartens that are located in the same wing of their schools and the Kindergarten and preschool staff meet frequently; 2) the DC-ES Transition Coach will work directly with each school to support transition to Kindergarten and continued literacy development to promote sustained achievement;<sup>43,44,45</sup> 3) DC-ES teachers will share student portfolios with Kindergarten teachers; 4) in the Spring, the 4 year-olds will visit Kindergarten classes, and parents will be invited to visit kindergarten classes and meet with kindergarten teachers; and 5) the Mentor-Coaches will also meet with PK and K teachers to guide transitions.

**QUALITY OF PROJECT PERSONNEL. Criterion 2, Factor 1 (Qualifications of Project**

**Director)**. Nicol Christie, M.Ed (100% FTE), will facilitate the day-to-day operation of DC-ES in all schools. A certified professional teacher and trainer, Ms. Christie is a literacy specialist who is fully trained to implement and support the *SFACC* literacy curriculum. Bringing a hands-on approach to implementation, she will work with Mentor-Coaches, teachers, aides, and administrators to ensure that teachers are appropriately trained and are effectively utilizing professional development. Ms. Christie has over 15 years of teaching, training, and program management experience and has served as a Child Development Center Director and Director of Youth programs for four years. She has extensive expertise working with high-risk students and schools and improving teacher skills and student achievement through professional development and mentor-coaching. Ms. Christie has extensive experience managing local and federal grants and directing strategic planning and staffing.

**Criterion 2, Factor 2 (Qualifications of Key Project Personnel)**. All key project personnel, including the Project Director, have provided mentoring and professional development services to staff at Hope, Ideal, and WEDJ PCS since 2005.

1) **Dr. Christine Mason (25% FTE)** will serve as the Director of Professional Development and will support the management of the grant. Dr. Mason is Director of Academic Professional Development at SSC, where she implements the Transition to Teaching DC project, which supports new teachers, prepares mentors, and coaches administrators to effectively support teachers in over 20 charter schools in DC. Dr. Mason is certified as an Educational Administrator and has directed projects partnering with multiple national school leadership organizations. She has designed standards for teacher mentoring and implemented them with 7 sites nationally, and has researched and published in the areas of curriculum and instructional reform, teacher mentoring, and special education (including early childhood special education).

2) **Dr. Frances Harris-Burke (20% FTE)** will serve as the School Leader Coach. An educator for 25 years, Dr. Harris-Burke has worked extensively with principals using the *SFACC* model in Connecticut and Arizona. She is an award-winning principal who specializes in staff development, administration, and project management, and she has spent eight years promoting effective school leadership and school reform. She is certified in Early Childhood Education, Reading, K – 12 School Administration, and Supervision and Education Leadership. She has presented at national, regional, and state conferences on such areas as diversity and multicultural issues, comprehensive school improvement, urban leadership, and literacy and reading.

3) **Other staff.** DC-ES is committed to ensuring that the instructional staff are qualified to implement the project. Uncertified teachers will be supported in pursuing Early Childhood Certification with the George Mason University. In hiring project staff, including Mentor-Coaches, DC-ES will follow affirmative action guidelines and will not discriminate based on race, ethnicity, gender, age, or disability. A position description outlining the qualifications and responsibilities of the Mentor-Coaching Team members is provided in Appendix B. The

Transition Mentor-Coach will focus on coordination with the K-First grade curriculum and classrooms at each school. In Year 3, Lead Teachers will be trained as Mentor-Coaches to assist with sustainability of the Exemplary Centers. The Mentor-Coaches will attend specialized early childhood reading mentor training delivered by SFAF and be coached to serve as local SFAF trainers; they will also attend special seminars on early childhood special education.

**Criterion 2, Factor 3 (Qualifications of Project Consultants and Subcontractors).**The

Success for All Foundation (SFAF) is a nonprofit organization dedicated to the development, evaluation, and dissemination of proven reform models for preschool, elementary, and middle schools, especially those serving many children placed at risk. SFAF has continued work begun in 1987 at Johns Hopkins University and still retains strong links to Johns Hopkins. As of 2005, the Foundation is serving about 1,300 schools in 46 states, and assisting related projects in five other countries. The goal of SFAF is to transform schools by developing and disseminating programs that meet rigorous SBRR standards. Dr. Bette Chambers, Professor at the Johns Hopkins Center for Research & Reform in Education and a certified SFAF trainer and researcher with extensive SFAF experience, will guide SFACC training and technical assistance.

The Student Support Center (SSC) is a DC-based not-for-profit organization. Since 1996, it has successfully worked to improve school climate and educational outcomes in public charter schools by supporting the implementation of evidence-based programs and practices. SSC staff has extensive expertise providing intensive, site-based support to public charter school teachers, principals, and other staff in the areas of early childhood, teacher education and mentoring, parent and community involvement, social/emotional development, and emergency and crisis management. SSC is the most comprehensive public charter school support organization in the DC area (see Appendix C for resumes).

The Youth Policy Institute (YPI) will conduct the evaluation. A nonprofit agency with more than a decade of experience evaluating educational and human services programs, YPI has extensive experience working in Washington, DC, including current evaluations of two federally-funded initiatives for professional development programming and curricular and service reforms in public charter schools. The evaluation team has more than 45 years combined experience assessing the implementation and efficacy of science-based programs. The qualifications of Philip B. Uninsky, Director of the Evaluation, are listed in **Appendix C**.

**ADEQUACY OF RESOURCES. Criterion 3, Factor 1 (Relevance and Commitment of Partners)**. DC-ES partners and stakeholders have demonstrated a strong commitment to the implementation and success of the proposed project. A series of planning meetings that addressed the selection of the literacy curriculum and the structure of professional development supports were attended by senior representatives from each school, SFAF, SSC, and YPI. Each school has signed a letter of commitment to the project (**Appendix D**). The management plan (**Table H**) clearly outlines the responsibilities and roles of each of the partners and minimizes redundancies. Most significantly, the classroom teachers who will be implementing the program have actively demonstrated their support and enthusiasm for this project in the letters of support provided in **Appendix D**.

**Criterion 3, Factor 2 (Extent to Which Costs are Reasonable)**. The DC-ES budget directly and intentionally supports the goals and activities outlined in this proposal. The funds requested are sufficient to ensure that DC-ES interventions and activities pursuant to each goal and benchmark will be successful. Over 25% of the total budget is devoted specifically to enhancing the environments and literacy instruction in the preschool classrooms with extended time and materials. An additional 38% of the budget is allocated for professional development, training

and support, resulting in a total 63% of the DC-ES budget that is applied directly to improving instructional services and literacy acquisition. Over the 3-year period of the project, DC-ES will use ERF funds to serve approximately 500 children, reducing the need for remedial supports and increasing the likelihood of academic achievement and school completion. In addition, 18 teacher, and 17 aides will receive professional development services and increase their qualifications through DC-ES, furthering the likelihood of sustained benefits to at-risk children beyond the 36 months of the project. A rigorous evaluation, which comprises 12 % of the DC-ES budget, and funding for travel, article preparation, and website dissemination (4% of the budget), will enable the project to effectively measure and disseminate the gains achieved and the best practices identified to the community to improve early childhood literacy acquisition efforts in the District of Columbia.

**QUALITY OF MANAGEMENT PLAN. Criterion 4, Factor 1 (Adequacy of Management**

**Plan)**. DC-ES will be implemented and continually monitored through a Coordinating Committee that includes representatives from each school, the Project Director, the Director of Professional Development, the School Leader Coach, the Transition Mentor-Coach, and the evaluation agency (YPI). An SFAF Facilitator will provide ongoing technical assistance. The Committee will meet twice monthly in the first six months of the project to review and finalize plans for implementation, and quarterly thereafter. Table H, below, delineates the management plan.

<b>Table H: DC Early Success Management Plan</b>		
<b>Activities</b>	<b>Responsible Party</b>	<b>Begin/End Dates</b>
<p><b>Goal 1:</b> Integrate SBRR instructional materials and literacy activities into targeted LEAs (Hope, WEDJ, and Ideal) serving high-risk pre-school populations.  <i>Starting in Year 1</i>, each preschool will implement SFACC to become a Center of Excellence.  <i>Starting in Year 2</i>, the three preschools will assist other charter preschools and DCPS preschools to improve their programs by sharing the project model.</p>		

<b>Table H: DC Early Success Management Plan</b>		
<b>Activities</b>	<b>Responsible Party</b>	<b>Begin/End Dates</b>
<b>Benchmark 1a: The DC Early Success program infrastructure will be established.</b>		
Finalize partnership arrangements, and hire staff. Review/revise goals with teams from each school.	Project Director Coord. Committee	Aug. – Sept. 2008
Conduct program orientation for participating staff.	Project Director	Sept. 2008
Select teachers from each site to serve as lead teachers.	Principals Project Director Dir. Prof. Dev.	Aug. 2008
Coordinate program with any local Reading First activities.	Project Director Coord. Committee	Dec. 2008 – Oct. 2011
<b>Benchmark 1b: Success for All Curiosity Corner will be integrated into the three participating preschool centers' activities.</b>		
Conduct needs assessment of participating preschool classrooms. Teachers complete initial self-assessment.	Project Director Mentor-Coaches	Sept. 2008
Purchase needed materials, equipment, and supplies.	Project Director	Sept. 2008
Schedule and hold SFACC trainings for teachers, Mentors-Coaches, and administrators.	Project Director SFAF	Sept. – Nov 2008
Hold DC-ES awareness presentations at each school for parents and staff.	Project Director Dir. Prof. Dev. Principals	Sept. – Nov 2008
<b>Benchmark 1c: The three participating centers will assist other charter preschools and DC Public School preschools to improve their early reading programs.</b>		
Develop brochure describing program, develop and update Web presence describing DC-ES	Project Director Communic. Staff	Oct. 08.- Feb. 09 Quarterly Updates
Disseminate evaluation report to area preschools, OSSE, and others	Project Director, Evaluator	Sept. 2009, Sept. 2010, Sep. 2011
Deliver presentations on project model at conferences.	Proj. Dir. Dir. Prof. Dev., Principals	Sept. 2008 – Sept. 2010
Conduct open houses and information sessions at participating preschools to share process and results.	Project Director Dir. Prof. Dev. , Lead Teachers, Principals	Sept. 2009 – Sept. 2011
<b>Goal 2: Improve the skills of preschool students at WEDJ, Hope, and Ideal in key emergent literacy areas through the provision of intentional, explicit, and age-appropriate language and literacy activities, supplemented by targeted intervention.</b> Over the three-year period, prepare a total of 450 children, ages 3 to 5, to enter kindergarten with the cognitive, early language, and literacy skills necessary for success in school.		
<b>Benchmark 2a: The SBRR curriculum activities of SFACC will be implemented at the three preschool centers.</b>		
Begin to incorporate SFACC themes and activities into daily routines and monthly lesson plans.	Teachers	Sept. – Dec. 2008
Establish SFACC Learning Labs in classroom.	Teachers Mentor-Coaches	Sept. – Dec. 2008
Implement SFACC's daily activity schedules.	Teachers	Jan. '09-Sept. '11
Implement SFACC monthly themes and thematic units.	Teachers	Jan. '09-Sept. '11

<b>Table H: DC Early Success Management Plan</b>		
<b>Activities</b>	<b>Responsible Party</b>	<b>Begin/End Dates</b>
Continuously improve implementation	All	Ongoing
<b>Benchmark 2b: A structured system for meeting the needs of children requiring additional intervention will be implemented.</b>		
Train teachers, administrators, school support staff, mentor-coaches, and home visitor in <i>SFACC's</i> Solutions program.	SFAF	Sept. – Nov. 2008
Implement <i>SFACC's</i> Solutions program and coordinate with school Student Support Teams.	Principals, Teachers Mentor-Coaches	Jan. '09-Sept. '11
Align Ladders to Literacy and <i>SFACC</i> to more effectively target interventions.	Project Director SFAF Facilitator	Sept. – Dec 2008
Train teachers in the supplemental <i>Ladders for Literacy</i> curriculum and activities for targeted intervention.	Project Director Dir. Prof. Dev.	Dec. 2008
Adapt activities to meet the needs of ELLs and children with developmental delays or other disabilities.	Teachers	Jan. '09 – Sept. '11
<b>Benchmark 2c: A tiered parent involvement program for families served by the three participating preschool centers will be implemented.</b>		
Conduct awareness presentations for staff, parents and families at each school	SFAF	Dec. 2008
Implement <i>SFACC</i> "Book in a Bag" program to promote parent-child reading.	Teachers Mentor-Coaches	Jan.- June 2009
Hold classroom visits with guided framework to stimulate parent involvement.	Teachers Mentor-Coaches	Jan. – Apr. 2009
Conduct parent-child workshops and literacy activities (one in Year 1, two in Years 2 and 3) at each school.	Principals Mentor-Coaches	Jan. 2009 – Sep. 2011
Home visits for high-risk families identified through the Student Support Team process at each school.	Home Visitor	Jan. 2009 – Sep. 2011
Refer children at the highest risk for reading failure to community resources such as "Early Reading Now."	Home Visitor	Feb. 2009 – Sep. 2011
<b>Goal 3: Enhance the language and print richness of the preschool classrooms to foster independent exploration and active individualized learning.</b>		
<b>Benchmark 3a: Each classroom will be transformed into a language-rich environment.</b>		
Conduct needs assessment of participating preschool classrooms/teacher self-assessment.	Project Director Mentor-Coaches	Sept. 2008
Provide teachers with necessary classroom supplies, equipment, and <i>SFACC</i> materials.	Project Director	Sept. – Dec. 2008-2010
Establish Library/Listening Lab in each classroom.	Teachers Mentor-Coaches	Sept. – Dec. 2008
Establish <i>SFACC</i> Learning Labs in classroom.	Teachers Mentor-Coaches	Sept. – Dec. 2008
Implement <i>SFACC's</i> daily activity schedules.	Teachers	Jan '09 -Sept. '11
Implement <i>SFACC</i> monthly themes and thematic units.	Teachers	Jan '09 -Sept. '11
Label materials in English and children's native languages to provide children with access to print throughout the classroom.	Teachers Mentor-Coaches	Jan 2009 - Sept. 2010

<b>Table H: DC Early Success Management Plan</b>		
<b>Activities</b>	<b>Responsible Party</b>	<b>Begin/End Dates</b>
<b>Goal 4: Provide SBRR teacher professional development to: increase knowledge of key emergent literacy skills; develop strategies and skills in providing age-appropriate, explicit instruction in key emergent literacy skills; expand the amount of time devoted to instruction and teacher-supported practice in key emergent literacy skills; enable teachers to improve preschool students' skills in literacy and providing targeted intervention when needed; and engage parents to increase knowledge and skills to enhance literacy learning in the home.</b>		
<b>Benchmark 4a: Mentor-coaches will be trained to work with teachers.</b>		
Schedule and hold SFACC trainings for teachers, Mentor-Coaches, and principals.	Project Director SFAF Dir. Prof. Dev.	Oct.- Nov. 2008, Aug. 2009-Aug. 2011
Train Mentor-Coaches in best practice mentoring.	Project Director Dir. Prof. Dev.	Sept. 2008 – Monthly meetings
<b>Benchmark 4b: Teachers will receive extensive professional development services.</b>		
Conduct two initial SFACC trainings for all teachers and aides.	SFAF	Oct.- Nov. 2008
Conduct two annual SFACC implementation workshops targeted to teacher needs	SFAF	Spring and Fall 2008-2011
Provide SFACC consultation with SFAF coaches in person and by phone	SFAF	Oct. 2008 – Sept. 2011
Provide training in the supplemental <i>Ladders for Literacy</i> curriculum and activities for targeted intervention.	Project Director Dir. Prof. Dev.	Dec. 2008
Provide two support visits to each site in Year 1 to observe implementation and conduct SFAF workshops	SFAF	Oct. 2008 - Jun 2009
Provide each teacher with 90 hours of mentor-coaching in Year 1, 90 hours in Year 2, and 45 hours in Year 3.	Dir. Prof. Dev. Mentor-Coaches	Oct. 2008 - Sept. 2011
Provide each assistant teacher with 45 hrs of mentor-coaching in Yr 1, 45 hrs in Yr 2, and 25 hrs in Yr 3.	Dir. Prof. Dev. Mentor-Coaches	Oct. 2008 – Sept. 2011
Train Lead Teacher at each school to serve as a Mentor-Coach in Year 3 and beyond.	Dir. Prof. Dev. Mentor-Coaches	Aug. 2010 - Sept. 2011
Convene teachers monthly to study instructional practices and support each other in solving problems.	Dir. Prof. Dev. Mentor-Coaches	Jan. 2009-Sep 2011
<b>Goal 5: Provide SBRR professional development services to principals to strengthen implementation of the project, support their ability to galvanize school change, and expand their knowledge in background content to provide successful literacy instructional leadership.</b>		
<b>Benchmark 5a: Principals will receive extensive professional development services.</b>		
Schedule and hold initial SFACC trainings for teachers, mentors-coaches, and administrators.	Project Director & SFAF	Oct. – Nov. 2008
Conduct an annual one-day institute for principals.	SFAF, School Leader, & Coach	Nov. 2008-2010
Conduct on-site, individual conferences with principals weekly.	School Leader & Coach	Sept. 2008 – Sept. 2011
Coordinate quarterly networking meetings for principals.	School Leader & Coach	Sept. 2008 – Sept. 2011

<b>Table H: DC Early Success Management Plan</b>		
<b>Activities</b>	<b>Responsible Party</b>	<b>Begin/End Dates</b>
<b>Goal 6: Train and support preschool teachers and Mentor-Coaches to use screening reading assessments to effectively identify children at risk for later reading failure so teachers can provide targeted intervention and facilitate early intervention.</b>		
<b>Benchmark 6a: Teachers and Mentor-Coaches will learn how to use assessments effectively.</b>		
Conduct training on the use of <i>SFACC's</i> CAT and SOLO tools and portfolio assessment.	SFAF Mentor-Coaches	Oct.-Nov, 2008
Conduct half-day workshop on Assessing Receptive Vocabulary Development for teachers.	Youth Policy Institute (YPI)	Dec. 2008
Conduct workshop on using assessment data to develop large-group, small-group, and individual plans	YPI	Dec. 2008
<b>Benchmark 6b: Teachers will administer assessments.</b>		
Administer CAT and SOLO.	Teachers	Jan. 2009-Sept. 2011 (Monthly)
Administer <i>EARLI</i> monitoring probes.	Mentor-Coaches, then Teachers	Jan 2009-Sep 2011 (Monthly)
Administer <i>WJ-III Achievement, PPVT-II, and PALS Pre-K Assessment.</i>	Mentor Coaches, then Teachers	Jan 2009 (baseline) May '09-Oct '11 (Oct and May)
<b>Benchmark 6c: Teachers will provide targeted intervention when needed.</b>		
Implement <i>SFACC Solutions</i> program to provide structured support to children at-risk for failure.	SFAF, Principals PD/Dir. PD, Mentor-Coaches	Jan. 2009-Sept. 2011
Implement <i>Ladders to Literacy</i> to support development of children who are not progressing as expected.	Teachers	Jan. 2009-Sept. 2011
<b>Goal 7: Implement a robust formative and summative evaluation to measure variables including:</b>		
1) the cost per participating preschool-aged child who achieves a significant gain in oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive (PPVT-III, Receptive) (GPRA); 2) the percentage of participating preschool children who demonstrate age-appropriate oral language skills as measured by the PPVT-III, Receptive (GPRA); 3) the average number of letters that participating preschool children are able to identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask (GPRA); 4) the percentage of participating preschool children who achieve significant gains on oral language skills as measured by the PPVT-III, Receptive; 5) The teacher's average score on the Literacy Environment Checklist on the ELLCO.		
Fully integrate evaluation into program activities to measure progress toward meeting program targets, to provide periodic reports on whether targets have been met, and to describe future strategies to meet program targets (see Selection Criterion 5).		
<b>Benchmark 7a: There will be increased use of SBRR strategies in classrooms, and preschool environments will have greater language and print richness.</b>		
Administer the ELLCO Literacy Environment Checklist every six months.	YPI	Dec, Jun each year
Complete Early Learning Environment Basic	Mentor-Coaches,	Sep and Mar each

<b>Table H: DC Early Success Management Plan</b>		
<b>Activities</b>	<b>Responsible Party</b>	<b>Begin/End Dates</b>
Equipment checklists to gauge fidelity to <i>SFACC</i> every six months.	Teachers	year (every 6 mo)
Develop observation protocols.	YPI	Oct-Dec 2008
Administer observation protocols quarterly.	YPI	Sep, Dec, Mar, Jun each year
Administer survey of implementers annually.	YPI	May each year
Administer survey of parents annually.	YPI	Oct each year
Conduct guided interviews with trainers and mentor-coaches annually.	YPI	Mar each year
Conduct annual focus groups with teaching staff.	YPI	Mar each year
<b>Benchmark 7b: <i>By the end of Year 1, 50% of 4 year olds will recognize at least 16 uppercase letters, and 50% of all children will demonstrate age-appropriate skills in oral language, phonological awareness, and print awareness. By the end of Year 2, 80% of 4 year olds will recognize at least 16 uppercase letters, and 80% of all children will demonstrate age-appropriate skills in oral language, phonological awareness, &amp; print awareness. By the end of Year 3, 50% of 4 year olds will recognize all 26 uppercase letters, and 80% of all children will demonstrate age-appropriate skills in oral language, phonological, &amp; print awareness.</i></b>		
Implement longitudinal evaluation design for student literacy skills using pre-post-test data collection at program entry and the Spring of subsequent years.	YPI	See Selection Criterion 5 for details
Use surveys and structured classroom observations to measure other dimensions.	YPI	See Selection Criterion 5

**Criterion 4, Factor 2 (Adequacy of Procedures for Feedback).** This project will use an empowerment evaluation design to facilitate program planning, enhance accountability, and improve effectiveness.<sup>46</sup> YPI will conduct a formative and summative evaluation (Selection Criterion 5) that assesses progress towards the goals outlined in Purposes 2, 3, and 4. By providing project management and stakeholders with timely information, the evaluation will provide a foundation for ongoing program improvements, sustainability, and replication efforts. Quarterly Coordinating Committee meetings and monthly progress report by the Project Director will provide a major source of continuous feedback.

The Project Director, assisted by the SSC Internal Evaluator and the Director of Professional Development, will collect all data and complete interim reports to the external evaluator (YPI). Mentor Coaches will have primary responsibility for obtaining completed

student performance assessments and transferring the data to YPI using unique identifiers for each child to preserve anonymity. Mentor-Coaches, with assistance from YPI, will train the teachers to interpret and apply data and will provide ongoing technical assistance; as a result, teachers will have timely information to guide instructional modification. Frequent teacher-mentor interactions will allow for timely feedback sessions and increase the likelihood that quality adjustments can be made immediately at the classroom level. The Coordinating Committee will formally propose an ERF improvement plan if quarterly goals are not being met.

The evaluator will obtain teacher assessment data through several strategies. The ELLCO Classroom Observation tool, administered every six months, will gauge pre-school staff adherence to SBRR and the extent to which classroom environments are supporting the development of print awareness and oral language skills. YPI will also develop supplementary classroom observation protocols to assess the level of implementation of and fidelity to *SFACC* and any supplementary literacy programs. YPI will administer an annual teacher survey and conduct annual focus groups to inform the teacher assessment process. YPI's evaluation plan includes ongoing feedback on findings and reports to the Coordinating Committee that provide opportunities for data driven program improvement.

**Selection Criterion 4, Factor 3 (Extent to Which Time Commitments are Appropriate).**

DC-ES will be managed by a full-time Project Director, Nicol Christie, with significant support to schools provided by one full-time Mentor Coach (TBH), one part-time School Leader Coordinator (15%), four part-time school-based Lead Teachers (10%), one part-time Transition Mentor-Coach (33%), and general mentoring and training oversight from Dr. Christine Mason, Director of Professional Development (30%), as well as a 15% FTE who will serve as the internal evaluator (See Appendix C for resumes and position descriptions).

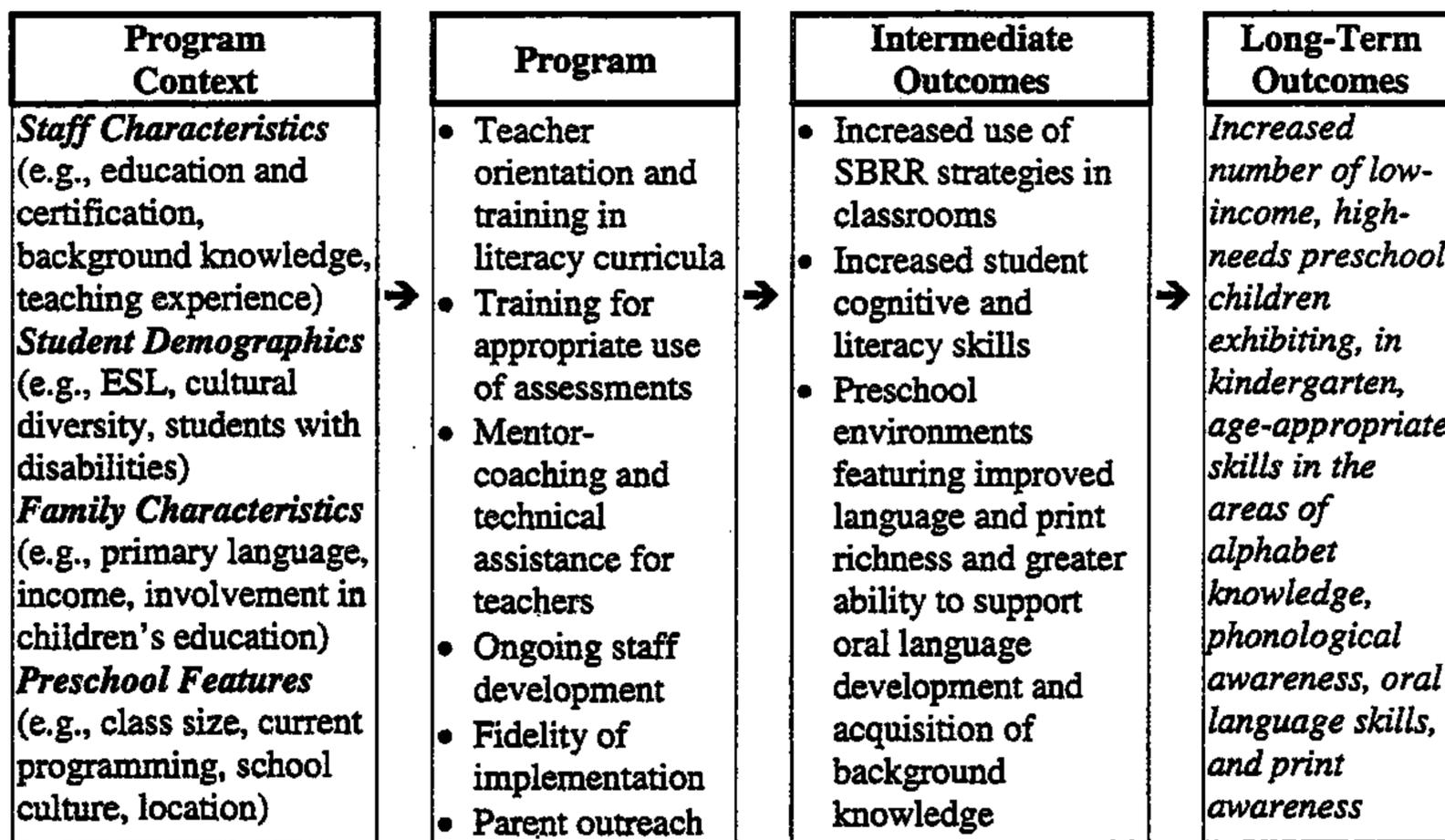
<b>Staff Title</b>	<b>Staff Time Commitments</b>
Project Director	40 hours/week
Director of PD	12 hours/week
School Leader Coach	1.5 hours/week per school/campus
Mentor Coach	2 hours/week per teacher
Lead Teacher	1.5 hours/week per school
Transition Mentor-Coach	13.2 hours/week (for all three schools)
Internal Evaluator	6 hours/week

**QUALITY OF EVALUATION.Criterion 5, Factors 1 and 2. The Youth Policy Institute**

(YPI) will conduct the evaluation. Please see Selection Criterion 2, Factor 3 for YPI's qualifications. YPI will use the evaluation framework below to examine DC-ES implementation strategies within the context of specific factors known to influence program delivery and participant outcomes.

Youth Policy Institute (YPI) will conduct a formative and summative evaluation using a mix of qualitative and quantitative methods to strengthen the approach, including surveys, interviews, focus groups, observations, and analysis of assessment data. To promote ongoing program improvements and sustainability, feedback processes will be integrated into the DC-ES operations and the management plan from the beginning of the grant period. YPI's data collection efforts build on existing and planned screening and assessment methods to ensure that testing is neither burdensome nor redundant for children and staff. Table G outlines the selected screening and assessment instruments and their use. Progress monitoring instruments (Table G) will be used to inform and modify instructional delivery in order to improve child outcomes on the assessment instruments. Validity and reliability levels for the monitoring, screening, and assessment instruments can be found in Table G.

Figure A: Conceptual Framework for Evaluating DC Early Success



**Formative Evaluation.** The primary goal of the formative evaluation is to determine the extent to which implementation is occurring as intended at the participating sites and the reasons for variations from expectations. Summary results of these data will be provided to project implementers and stakeholders regularly to permit timely modifications and refinements to the project. This process evaluation will examine the extent to which: (i) staff development activities under the grant (such as curricular training and coaching) are implemented and utilized by instructional personnel; (ii) *SFACC* is integrated into classroom programming and utilized with requisite frequency; (iii) levels of fidelity to program models are maintained; (iv) staff apply the results of student assessments to improve the classroom environment and to tailor instructional strategies based on children's needs; and (v) families are engaged in the project activities.

YPI will employ multiple qualitative and quantitative data collection activities in its formative evaluation. To assess the impact of professional development on instructional

personnel (**Purpose 4**), YPI will use three strategies that demonstrate feasibility and effectiveness for assessing changes in instructor skills and participant knowledge: (i) an annual teacher survey; (ii) guided interview protocols for use with professional development instructors and mentor-coaches; and (iii) focus groups.<sup>47</sup> In addition, evaluation staff will administer the ELLCO assessment semi-annually to gauge the extent to which SBRR methods are utilized by teachers in their classrooms (**Purposes 2 and 3**; see **Table G** for ELLCO validity and reliability). YPI will also develop and implement observation protocols to better assess quality, continuity, fidelity, and other features of project implementation; the observation protocols will be administered by YPI staff on a semi-annual basis (**Purposes 2, 3, and 4**). Implementers will complete checklists every six months that will gauge fidelity to the salient features of *SFACC* models (**Purposes 2, 3, and 4**). The annual teacher survey will ascertain instructional staff's levels of experience, educational background, and implementation problems and successes. The annual parent survey will gauge parent levels of involvement in DC-ES, communication with instructional staff, and satisfaction with programming. All instruments and tools for the formative evaluation will be developed in Year 1 of the project.

**Summative Evaluation.** The central goal of the summative evaluation is to measure and explain the outcomes of DC-ES's efforts to increase the number of high-risk children entering kindergarten with age-appropriate reading skills. Outcomes will be compared across the pre-school sites and across groups of participants. These comparisons help identify the most effective program models and their characteristics, defining better program designs and implementations. This outcome evaluation has four areas of concern: (1) *Outcome*: Achievement of significant growth and age-appropriate skills on standard measures of language and cognitive skill development (particularly alphabet knowledge, phonological awareness, oral language skills, and

print awareness). (2) *Impact*: Program effects are sustained in Kindergarten. (3) *SBRR content and classroom environment*: SBRR techniques are thoroughly integrated into the classrooms, and pre-school environments exhibit greater language and print richness and support for oral language development and the acquisition of background knowledge. (4) *Differential outcomes*: The roles of contextual factors in explaining differences in outcomes among participants and sites.

The DC-ES outcome evaluation will utilize a longitudinal evaluation design using pre-test/post-test data collection methods, with measures at program entry and the spring of subsequent years. Please refer to **Table B** under **Selection Criterion 1, Factor 2, Purpose 2** for the specific outcome goals for each year of the project. Preschool and Kindergarten assessment data will be gathered semi-annually by teachers under the supervision of mentor-coaches, and will provide information on students' early literacy development, preparation, and achievement. Surveys and structured classroom observations will be used to measure other dimensions. A summary of outcome data collection methods is contained in **Table G**.

**Analysis Plan.** The evaluation will test hypotheses about the relationships proposed in the conceptual framework. YPI will use multivariate analysis techniques that track relationships between program-level characteristics, mediating variables, and interim and long-term outcomes. Qualitative data will be categorized and analyzed for patterns. Both types of analyses will be combined to produce a description of outcomes, and an assessment and explanation of program impact on participants. The evaluation plan includes ongoing feedback on findings and reports to the project stakeholders to provide opportunities for data-driven program improvement.

# **Project Narrative**

## **Other Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 9831-Mandatory\_APPENDIX\_A\_SCHOOLS.pdf**

### Attachment 2:

**Title: Pages: Uploaded File: 1284-APPENDIX\_B\_ENDNOTES.pdf**

### Attachment 3:

**Title: Pages: Uploaded File: 2518-APPENDIX\_C\_RESUMES.doc**

### Attachment 4:

**Title: Pages: Uploaded File: 4298-Appendix\_D-Letters\_of\_Support0001.pdf**

### Attachment 5:

**Title: Pages: Uploaded File: 8641-DC-ES\_Table\_of\_Contents\_6-9\_final\_2008.doc**

## Appendix A DC Early Success

	Hope Community	Ideal	WEDJ
<b>Total Number of 3-5 year olds</b>	220	39	52
<b>Number of 3 year olds</b>	110	17	34
<b>Number of 4 year olds</b>	110	22	18
<b>Percentage Receiving free or reduced lunch</b>	47%	67%	75%
<b>Percentage White Caucasian</b>	7%	0	0
<b>Percentage Black or African American (non-Hispanic)</b>	89%	96.3%	99%
<b>Percentage Native Hawaiian or Pacific Islander:</b>	0	0	0
<b>Percentage American Indian or Alaska</b>	0	0	0
<b>Percentage Hispanic or Latino/Latina</b>	2%	3.6%	0
<b>Percentage Asian</b>	0	0	0
<b>Percentage Other</b>	2%	1%	1%
<b>Percentage of English Language Learners</b>	4%	13%	0%
<b>Percentage of Children with IEP</b>	2%	9%	8%
<b>Average hours per week children attend</b>	46	42.5	42.5
<b>Days per week in operation</b>	5	5	5
<b>Months per year in operation</b>	11	10	10
<b>Current Basic Instructional Program</b>	Core Knowledge Houghton Mifflin	Houghton-Mifflin/Reading Land of the Letter People Everyday Math	Core Knowledge
<b>Total Number of Pre - School Teachers</b>	11	4	3
<b>Number of teachers with Bachelors degree in Early Childhood</b>	1	2	1
<b>Number of teachers certified</b>	3	2 and 2 more by summer 2008	1
<b>Number of teachers with Masters degree</b>	2	0	1 in progress
<b>Average number of years teaching experience for EC teachers</b>	6	4	5
<b>Number of teacher assistants</b>	11	3	3
<b>Primary Funding Source</b>	Federal, state, and local tax dollars for tuition; NCLB, Title 1.	Federal, state, and local tax dollars for tuition; NCLB, Title 1.	Federal, state, and local tax dollars for tuition; NCLB, Title 1.

**Participating School Profiles DC-Early Success****Hope Community Public Charter School**

(Ward 5; grades PreK-10)

**Tolson Campus**

2917 E. 8<sup>th</sup> Street, NE

Washington, DC 20017

202-723-0909

(Ward 4; grades PreK-10)

**Lamond Campus**

6200 Kansas Avenue NE

Washington, DC 20011

202-722-4421

Hope Community is part of the Imagine School System. Hope is currently operating on two campuses and both will be involved in this project. Hope's primary curriculum is Hirsh's Core Knowledge curriculum.

Hope Community Public Charter Schools' mission is to shape the hearts and minds of their students positively, by providing them with an academically rigorous, content rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships.

Hope Community is committed to:

- A professional staff and content-rich curriculum that challenges students at all levels to achieve.
- Small communities within the school that enable students to form strong relationships with their peers and adults.
- A welcoming and respectful environment for each family, and opportunities for families to be involved in many aspects of the school.
- An emphasis on each student's positive character development through role-modeling curricular emphasis, and community services.

The Pre-K curriculum at Hope Community is driven by the Core Knowledge Preschool Sequence curriculum. Students are assessed with Ck-PAT and observations, anecdotal records and work samples that are organized into individual portfolios. Assessment information is used to drive the lesson plans and to meet each child's individual needs.

Hope Community currently has a strong relationship with the Student Support Center. SSC's Director of Academic Professional Development is currently providing weekly mentoring and professional development to elementary and middle school staff with an emphasis on improving co-teaching and teacher lesson plans.

By Fall 2008, at the preschool level, 220 children will be served by 11 teachers and 11 aides at the Lamond and Tolson campuses. There are currently three certified pre-school teachers.

Hope has received a Walton grant for charter school improvement. In 2007, other special events included participation in a Shakespeare Theater Mini residency, participation in the Brain Awareness Month at the Health Museum in DC, and participation in the Overnight Camp In a the Maryland Science Center.

**William E. Doar Jr. Public Charter School for the Performing Arts (WEDJ)**  
(Ward 5; grades PreK-10)  
705 Edgewood Street NE  
Washington, DC 20017  
202-269-4646

WEDJ has a strong academic program with excellent results for students at the elementary and secondary levels. WEDJ uses a standards based curriculum as well as professional-grade artistic instruction and practice in various forms including visual, performing, written, and physical as they relate to and support the performing of Theater, Movement, and Music. All students are required to participate in at least one public exhibition or performance each year. WEDJ believes that all children learn differently, that comprehensive Education in the Arts is one of the greatest gifts one can provide children as they learn and grow, and that success comes from full community support of and focuses on collective goals.

WEDJ PCS is offering an academic and artistic program to students whose creative outlook may be unique to the regular educational classroom setting. Unlike standard academic settings in schools that reward students whose strengths lie primarily in linguistic and/or mathematical skills. WEDJ PCS will include other areas of strength, teach through them and cultivate these gifts. These principles are already included in the America's Choice program, The University of Chicago Math program, History Alive! Social Studies program and The Prentice Hall Hands-On Science Series adopted by WEDJ. At the preschool level, Core Knowledge is used with guidance from the school's Literacy Coach.

WEDJ has also recently established a partnership with Imagination Stage, Bethesda, MD and will utilize its professional development program, Imagination Quest (IQ). Imagination Quest, also based on Gardner, trains instructors on teaching traditional subject matter through the senses and in a hand-on approach.

During the past few years WEDJ has expanded its program and now enrolls students' prek-10<sup>th</sup> grade. Just this past month WEDJ opened a newly renovated space at its Edgewood address.

WEDJ has received numerous awards, including competitive grants for a 21<sup>st</sup> Century Community Learning Center, a Washington VSA arts Healthy Active Students grant

award, a DC planning grant, and a Safe Schools award. In 2007, WEDJ was voted on one of the top 100 music education communities by the American Music Conference. It was featured on News Channel 8 during as a part of an African American Hisotry performance. WEDJ also received a competitive Technology grant through Best Buy.

WEDJ participates in the Student Support Center's mentoring program. One of WEDJ's preschool teachers is currently pursuing certification through that program. WEDJ also has a mentor who has been trained by SSC staff and SSS. Four teachers at WEDJ are currently participating in teacher certification programs with tuition payments that are subsidized through Transition to Teaching DC and WEDJ.

WEDJ's Executive Director participated as visiting team member on Middle States Accreditation visits in both 2005 and 2004 and WEDJ is the process of becoming accredited through Middle States.

**Ideal Academy Public Charter School (Ideal)**

(Ward 4; PreK-11)

6130 North Capital Street NW

Washington, D.C. 20011

Telephone: 202- 723-6798/7056

Fax: 202-723-6799

The mission of Ideal is to create and implement institutions and programs which help students to develop fully in areas related to their mind, body, spirit and emotions. Students who receive the "Ideal" education are empowered to excel in all academic and personal growth activities, to positively and productively handle challenges and stresses, to appreciate the fine arts, and to express their own creativity, intuition, and critical thinking skills in order to solve problems and positively contribute to the quality of life.

In February 2008 Ideal moved into a newly renovated building. Preschool classrooms are organized with multiple learning centers. In 2007 Title I funds were used to enhance the curriculum, books, and supplies for each preschool classroom.

Parents at Ideal are encouraged to actively participate in the school by joining the PTO, volunteering in the classroom, attending school scheduled parent/teacher conferences, attending Ideal's Parent Retreat, and joining the principal during his monthly coffee/tea.

At the elementary level Ideal is currently using Everyday Math and Houghton-Mifflin Reading. Physical education, art, drama/theater, Success Maker, and Spanish are offered as enrichment/exploratory courses. At the preschool level this has been supplemented with Land of the Letter People.

Ideal's Action Plan for reading for 2007 shows that the area of "Informational Text" will be priority. Ideal is increasing learning time, providing specialized resource teachers for reading/language, upgrading its technology, and providing tutorial support before and after school. To support tutoring, pen pals, and student achievement, Ideal has formed a partnership with the National Geospatial Intelligence Agency. Ideal also has a

partnership with George Washington University's Nursing and Pre-Med programs whereby university students annually conduct special projects with Ideal students.

Ideal had made adequate yearly progress in 4 out of the past 5 years. Last year, during a time of expansion, when Ideal brought in 200 new students who had tested below basic and basic in reading and math, scores dropped on the DC Comprehensive Assessment System (DC-CAS). As part of its strategy to improve instruction, Ideal is implementing plans for all lesson plans to include accommodations and modifications for special education and ELL students as appropriate.

The Student Support Center has a strong relationship with Ideal. All Ideal teachers are provided with on-going supervision, mentoring, and professional development. One of Ideal's kindergarten teachers is serving as a mentor with the Student Support Center's Transition to Teaching DC program. That teacher observes, coaches, and provides informal support, and mentoring to staff at Ideal. The other kindergarten teacher is a Transition to Teaching DC candidate who received a Transition to Teaching DC award for her teacher collaboration with other teachers at Ideal. Currently eight Ideal teachers are participating in the Transition to Teaching DC program. These teachers are taking classes to become certified in elementary education.

In terms of preschool staff, two teachers are certified; two Ideal preschool teachers are in the process of becoming certified. Teacher and staff are master teachers and use developmentally appropriate strategies and teaching techniques with students. In 2007 they received inservice in handwriting techniques and cooperative learning.

**Appendix B: Endnote Citations**

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- <sup>4</sup> National Institute of Child Health and Human Development. Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office, 2000.
- <sup>5</sup> Neuman, S. B., and K. Roskos. "Play, print and purpose: Enriching play environments for literacy development." Reading Teacher, 44.3 (1990): 214-221.
- <sup>6</sup> Neuman, S. B., and K. Roskos. "The influence of literacy-enriched play centers on preschoolers' conceptions of the functions of print." In J. Christie (Ed.), Play and early literacy development. Albany, NY: State University of New York Press, 1991. 167-187.
- <sup>7</sup> Neuman, S. B., & K. Roskos (Eds.). Children achieving. Newark, DE: International Reading Association, 1998.
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- <sup>9</sup> Whitehurst, G., & Lonigan, C. "Child development and emergent literacy." Child Development, 69.3 (1998): 848-872.
- <sup>10</sup> Chambers, B.; Chamberlain, A.; Hurley, E.; & Slavin, R. (2001, April). SFACC: Enhancing Preschoolers' Language Through Comprehensive Reform. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- <sup>11</sup> Jackson, R., McCoy, A., Pistorino, C., Wilkinson, A., Burghardt, J., Clark, M., Ross, C., Shocet, P., Swank, P., and S. Schmidt. National Evaluation of Early Reading First. Washington, DC: U.S. Department of Education, Institute of Education Sciences, 2007.
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- <sup>13</sup> Hart, Betty, and Todd Risley. "The early catastrophe: The 30 million word gap." American Educator, 27.1 (2003): 4-9.

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- <sup>16</sup> Darling-Hammond, Linda. The right to learn: A blueprint for creating schools that work. San Francisco: Jossey-Bass, 1997.
- <sup>17</sup> Carter, Samuel Casey. No excuses: Lessons from 21 high-performing, high-poverty schools. Washington, DC: Heritage Foundation, 2001.
- <sup>18</sup> McNeil, Linda M. Contradictions of school reform: Educational costs of standardized testing. New York: Routledge, 2000.
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- <sup>38</sup> Good, R.H., Gruba, J., and Kaminski, R.A. In Best Practices in School Psychology IV. Thomas, A., and Grimes, J., Eds. Washington, DC: National Association of School Psychologists, 2001.
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# NICOL CHRISTIE

(b)(6)

## PROFESSIONAL SUMMARY

**Dedicated and Passionate Professional Educator** with more than 12 years of Early Childhood, Primary and Elementary grades classroom teaching, training, and program management experience. Expertise working with high-risk students and schools: raising achievement and providing strategic technical assistance including professional development and curriculum development aligned to academic content standards. Proficient technical writer, data analyst and project manager. Extensive experience managing grants, budgets, strategic planning and staffing. Outstanding communication and technology skills; exceptional writing and presentation skills. Proficient in delivering the Curiosity Corner, Creative Curriculum and Montessori early childhood curricula.

**Staff Development Trainer.** Design and facilitate didactic and highly-interactive training sessions for Early Childhood and Primary grade teachers designed to improve early literacy and increase standardized test scores by utilizing multiple teaching strategies. Received more than a dozen, high-performance evaluations on classroom instruction as well as professional development training workshops conducted for groups of 15-300 participants. Received numerous requests for recurring appearances as presenter/ facilitator. Developed innovative and strategic PowerPoint training presentations for school, district and national groups.

## PROFESSIONAL EXPERIENCE

### **D.C. LEARNs, *Early Readers Now Project Coordinator/Training Facilitator*** Washington, DC

2008

Oversee and provide management for the Early Readers Now volunteer literacy program through funding from the D.C. Office of Early Care and Education Administration (ECEA) and Target Foundation. Manage implementation of PreK early literacy training professional development series to 10 child development centers teachers and administrators impacting literacy instruction of thousands of D.C.'s preschoolers. Create and facilitate volunteer training series to re-educate 100 early literacy corporate volunteer "Book Buddies." Manage campaign to the build capacity of childcare centers serving poor, underserved children to increase their literacy, fine motor skills, social and behavioral development.

### **Student Support Center, *Education Specialist/School Liaison*** Washington, DC

2006

Provide technical assistance, program monitoring and oversight to 10 Charter schools by conducting school Site Visits, ongoing Professional Development Training and leadership. Provide training and monitoring of select evidence-based programs, including *Second Step*, *Positive Behavioral Interventions and Support (PBIS)* and *Project Towards No Drug Abuse (TND)*. Train and support beginning teachers, mentors and administrators by providing quality coaching, staff development, and analysis of content standards and high-stakes assessments.

### **Presentations and Papers:**

Mason, C., Harris-Burke, F., Christie, N. (2007). Closing the achievement gap in DC charter schools. Washington, DC: Student Support Center.

## APPENDIX C

Mason, C., Christie, N., Spradley, O., (2007). *Transition to Teaching DC Mentor Manual*. Washington, DC: Student Support Center.

"*Mentoring New Special Education Teachers*" with Dr. Christine Mason, National Webcast. Center for Exceptional Children, April 29, 2008.

"*Implementing Transition to Teaching in DC Charter Schools*" Christine Mason, Nicol Christie, Sherilyn Reid-Williams, Tanya Clark, Presentation, Transition to Teaching Annual Conference, Alexandria, VA, October 2007.

**Friendship House Association, Director of Youth Services/Child Development Center  
Washington, DC 2004**

Manage daily operations of NAEYC accredited Child Development Center. Responsible for planning and implementing deliberate and appropriate early childhood curriculum that meets the needs of diverse children and families. Supervise classroom staff, conduct teacher and student observations, administer and analyze assessments, and individualization plans. Coordinate with local and state health, food service and licensing agencies to ensure compliance with operating regulations.

**Success for All Foundation, Inc., Standards and Curriculum Specialist  
Towson, MD 2003**

Developed more than 50 state Reading, Writing, Math, Science and Social Studies standards and curriculum alignment documents directly leading to generating in excess of \$3 million in school, district, and state-level textbook adoptions and grant funding. Managed multiple project deliverables and supervised instructional staff in Early Childhood schools, Childcare Centers and enrichment programs for PreK and K- 3 grade students. Promoted from co-coordinator to project manager responsible for providing school leadership, technical assistance and support for national, standards-based education reform program under No Child Left Behind Act. Provide grant-writing assistance to schools/districts applying for state and federal funding. Represented organization at national education conferences. Managed \$150,000 budget requisite for hiring staff, contractors and conducting training.

**Nextlinx Corporation, Training and Presentation Coordinator  
Silver Spring, MD 2000**

Managed special projects, conducted staff training, and created presentations for rapidly growing E-commerce Company. Expanded staff development to facilitate improved performance. Created and implemented progress monitoring mechanisms 10-person team. Created a comprehensive, 150-page staff training and resource manual.

**The Edison Project, Senior Teacher  
Washington, DC 1998**

Managed technology, academic curriculum and social development for regular and special needs school students and families. Developed complex, standards-driven instructional and behavioral plans, including performance-based assessments for 3<sup>rd</sup> grade class. Participated in numerous school improvement initiatives including curriculum and grade-level teams.

**School District of Philadelphia, Teacher, Grade Chair, Mentor Grades K-8  
Philadelphia, PA 1992**

Delivered standards-driven instruction to students in Grades K-8. Monitored students' achievement and development using assessment data and social/behavioral observations appropriate for elementary grades. Elected to serve three consecutive terms as AFT Union

## APPENDIX C

Representative. Appointed by principal to position of 5th Grade Chairperson for two years.

**Temple University Measurement and Research Department, *Supervisor***  
**Philadelphia PA**

1992

Supervised test administration of national standardized tests including GRE, LSAT, MAT and PRAXIS series.

### GRANT EXPERIENCE

**Department of Education, *Peer Reviewer***  
**Washington, DC**

2004

Participate with panel of peers to evaluate grant proposals submitted to numerous Offices including the Safe and Drug-Free Schools, Elementary and Secondary Education and Innovation and Improvement. Contribute to multi-million dollar awards of discretionary funds through both on-line and site-based reviews including the Javits Gifted and Talented Program, Teacher Incentive Fund, Carol M. White Physical Education Program, Early Reading First, Elementary and Secondary School Counseling and Partnerships in Character Education.

**Allworld Language Consultants, *Proposal Writer***  
**Washington, DC**

2004

Reviewed RFPs and assembled Story Boards and Red Teams to write multi-million dollar contract proposals to several Top Secret Government Agencies including National Security Administration (NSA) and Drug Enforcement Agency (DEA).

### EDUCATION

**Temple University, Philadelphia, PA**  
Master of Education, Cum Laude  
January 1995

**Hampton University, Hampton, VA**  
B.A., Mass Media Arts, Cum Laude  
May 1992

### TRAINING AND CERTIFICATIONS

Professional Instructional Teaching Certificate II  
Pennsylvania, December 1994

The Landmark Forum, April 2003

The Foundation Center  
Advanced Grant Writing, October 2005

Emergency Crisis Response Training, October 2006

Positive Behavioral Interventions and Support  
PBIS Coach, December 2006

Child and Infant CPR Certification, 2004

## APPENDIX C

**Christine Y. Mason, Ph.D.**  
cmason@studentsupportcenter.org

### **Academic Background**

Ph.D. Educational Psychology, Ohio State University , 1975, M.A. Special Education, Ohio State, 1974;  
B.S. Elementary Education, University of Oregon.

### **EXPERTISE**

Education Reform, Curriculum and Instruction, Mentoring, Special Education, Universal Design for Learning, Urban Education, Teacher Professional Development, Grants Development and Management. Has developed, secured, and served as the Principal Investigator or Project Director on projects totaling over \$33 million (largely funded through the U.S. Department of Education).

### **PROFESSIONAL EMPLOYMENT**

- 2005**      **Director, Academic Professional Development, Student Support Center, Washington, DC.** Dr. Mason designs and implements programs for new charter school teachers to be mentored and obtain certification under the Transition to Teaching Program sponsored by the U.S. Department of Education, working in conjunction with George Mason University, George Washington University, Trinity University, and Catholic University. Her team has an ongoing recruitment campaign to recruit teachers to charter schools. Responsible for budgeting, coordination with project evaluators, mentoring, marketing, and data collection and reporting. Collaborating with 23 Charter Schools, to train and supervise mentors. Recently she developed and is implementing a model to support special education co-teaching.
- 2004-2005**      **Adjunct Professor, George Mason University, Fairfax, VA.** Taught graduate special education research methods seminar, with a focus on qualitative research.
- 2003-2005**      **Senior Research Scientist, Cessi, Inc., McLean, VA.** Developed synthesized educational research reports; wrote articles on accessible technologies and universal design for learning; conducted focus groups and interviews and synthesized research; supervised Senior Researchers. Conducted qualitative research, analyzing interviews that staff conducted, using Nvivo software.
- 2001-2003**      **Senior Associate for Research and Program Development, Council for Exceptional Children, Arlington, VA.** Administered specific research projects. Advised CEC regarding conduct of research activities, data analysis, program evaluation, strategic planning, staffing, and report writing for CEC administered projects, including the ERIC Clearinghouse and the IDEA Partnership Projects, and the National Center for Special of Special Education Professionals.
- 1997-2000**      **Associate for Research and Program Development, Council for Exceptional Children, Arlington, VA(CEC)**
- 1994-97**      **Urban Middle School Study Skills Teacher, Glasgow Middle School, Fairfax County Schools, Alexandria, VA.** Taught using an immersion model with students from diverse cultural backgrounds, using a block scheduling, cooperative learning approach.

## APPENDIX C

- President, Mason & Associates.** Grant writing, project administration/evaluation, technology, curriculum, transition.
- 1988-1993 **Director, Grants & Innovations, American Rehabilitation Association (Formerly National Association of Rehabilitation Facilities).** Washington, DC. (1987-94). Developed and directed over \$3.5 million in grants projects. Supervised staff of 8, including staff on projects from the Department of Education and also the Social Security Administration. Projects focused on community employment, transition from school to work, quality assurance, and multicultural empowerment.
- 1987 **Post-Doctoral Research Fellow, Institute on Transition Problems, University of Washington.**
- 1986 **Associate Director, Morningside Learning Center (Seattle, Washington)** a private school using Direct Instruction and Precision Teaching. Curriculum design and research with youth ages 6-16.
- 1981-1986 **Associate Professor of Special Education, Eastern Montana College—now Montana State University-Billings, tenured 1983, .5 FTE Faculty Development Officer 1984-85. Taught courses in curriculum, instructional design and pedagogy, early childhood, special education**
- 1975-1981 **Assistant Professor, George Mason University, Fairfax, VA; Idaho State University; and Arizona State University.** Directed national projects funded by the U.S. Department of Education for collaboration between general and special education faculty and community implementation of inclusion for students with disabilities. Developed manual for inclusive curriculum assessment.
- From 1978-1986 Coordinated annual Regional Early Childhood Special Education Conferences in Idaho and Montana, with attendance of 300-600 persons. Many leading professionals in early childhood and child psychology presented at these Conferences.*
- 1973-75 **Doctoral Research Assistant, Nisonger Center, The Ohio State University.** Focus on inner city youth, IEP development, collaboration, parent education.
- 1972-73 **Teacher, students with cerebral palsy, and severe physical and cognitive disabilities (ages 2-5).** Lake Washington School District, Kirkland, WA.
- 1970-72 **Head Teacher/ Consulting Teacher, Learning Disabilities/Behavioral Disorders (Ages 4-8), Experimental Education Unit, University of Washington Inner-city program, Seattle Washington.** Researched Direct Instruction for Reading.

---

### **Selected Recent Publications (Including some of over 100 published presentations and papers).**

Mason, C., Steedly, K., & Thormann, M. (in press). Voice, choice, and access: Do the arts impact social, cognitive, and academic skills? *Teacher Education Special Education*. (refereed)

## APPENDIX C

- Mason, C., Christie, N., Spradley, O., & Morant, T. (2007). *Manual for mentoring teachers in charter schools in DC*. Washington, DC: Student Support Center.
- Mason, C. (2007). *Closing the achievement gap in DC charter schools*. Washington, DC: Student Support Center.
- Mason, C. (2005). *Developing the effective teacher: A guide for school administrators*. Horsham, PA: LRP Publications.
- Mason, C., & White, M. (2007). *Anatomy of a mentoring program for new special education teachers*. Arlington, VA: Council for Exceptional Children.
- Mason, C., Dodds, R., & Burgstahler, S. (2005) How all students can participate in internet research and distance education. *techLEARNING News*.  
<http://www.techlearning.com/showArticle.jhtml?articleID=164302301> (refereed)
- White, M., & Mason, C. (2006). Components of a successful mentoring program for beginning special education teachers: Perspectives from new teachers and mentors. *Teacher Education and Special Education*. (refereed)
- White, M. & Mason, C. (2006) Characteristics of an effective mentor. *TEACHING Exceptional Children*. (refereed)
- Orkwis, R., & Mason, C. (2004). *Universal design for learning*. Arlington, VA: Council for Exceptional Children and Pearson Products.
- Wallace, T., Bartholomay, T., & Mason, C. (2001). *The leadership factor: A key to effective inclusive schools* (book). Minneapolis, MN: Institute on Community Integration at the University of Minnesota.

## SELECTED PRESENTATIONS

- "Mentoring Urban Educators" (with N.Christie) and "Mentoring Co-Teachers" (with Lisa Dieker) Council for Exceptional Children, National Web Casts, May 2008.
- "Mentoring New Special Educators" Book signing and Question and Answer Session to the Council for Exceptional Children, Annual Conference, April 2008, Boston, MA.
- "Mentoring: Implications and Advice for Ongoing Involvement." Presentation to Mentoring Coordinators, Tampa, Florida, January 2002.
- "Results from the Mentoring Induction Project" with M. White to the annual Teacher Education Division conference, Savannah, GA, November, 2002.
- "Mentoring Induction: Implications for Teacher Education" to the Teacher Education Division, Annual Conference, Tampa, Florida, November 2001. "

## Frances Harris Burke, Ed.D.

Email – [fharrisburke@studentsupportcenter.org](mailto:fharrisburke@studentsupportcenter.org)

(b)(6)

(HP) (b)(6)  
(WP) 202-628-8848

**OBJECTIVE:** To advance my leadership, management, training and organizational skills in the educational arena.

### **EXPERIENCE:**

*February 2006-present*

*Student Support Center, Washington, DC*

**Title: Project Director**

**Responsibilities:** Provide administrative support and leadership to various Grant programs including school improvement Safe School Healthy Schools and Teacher Professional Development for non-profit organization.

*December 1997 – February 2006*

*Bell School Reform Network, Leesburg, VA*

**Title: President/Educational Consultant**

**Responsibilities:** Provide leadership and direction to the non-profit organization with the mission to focus public and private leadership and resources on implementing research-based reform models, school improvement process, strategic planning, diversity and staff development proven using technical assistance and best practices for comprehensive school improvement for schools/districts nationally.

*July 1994 – August 1999*

*East Hartford Public Schools, East Hartford, CT*

**Title: Elementary Principal/CT Principal of the Year (1996)**

**Responsibilities:** Manage and supervise operational procedures for a PreK-6 school through curriculum development, assessment of teachers/students, maintain order and discipline, communicate with parents students/staff and the East Hartford community. Implemented \$500,000 grant programs including Professional Development Center, School Readiness, Family Resource Center, Homeless Shelter Collaboration, District-wide Character Education Program and Goals 2000 School Improvement Initiatives.

*August 1992 – June 1994*

*East Hartford Public Schools, East Hartford, CT*

**Title: Assistant Principal Middle School**

**Responsibilities:** Manage and supervise the programs for 1200 (Grade 7/8) students, discipline, teacher evaluations, curriculum development parent involvement. Implemented Peer Mediation and Conflict Resolution, Student Assistance Team, Grade Level Teams, Transition Team, and Multicultural Programs.

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*July 1990- July 1992*

*Capitol Region Education Council (CREC), Hartford, CT*

***Title: Project Specialist for Field Services***

***Responsibilities:*** Plan, develop, implement and evaluate training programs offered by CREC's Teacher Career Opportunities Department to Cooperating Teachers, Mentors, Beginning Teachers, Assessors, Principals, Minority Recruitment and Retention, Diversity Issues for Superintendents in 36 school districts in Greater Central Connecticut region.

*August 1984 – June 1990*

*Oliver Ellsworth Elem. School, Windsor, CT*

***Title: Teacher for grades three through five;***

***Unit Leader for team-teaching situation (1988-90)***

***Responsibilities:*** Implement curriculum and maintain academic standards as established by the Board of Education. Served as a team leader for four grade level teachers and provided leadership for curriculum changes, improvement and team needs.

*May 1989 – August 1989*

*Connecticut State Department of Education, Hartford, CT*

***Title: Evaluator/Consultant for Institute of Teaching and Learning***

***Responsibilities:*** State Consultant and evaluator for 60 summer institutes for classroom teachers and administrators statewide. These institutes include parent involvement, curriculum development/enhancement, leadership training, technology, cooperative learning, and early childhood development. Created evaluation procedures for each of the institutes and evaluated the programs to determine their potential for statewide implementation through the Connecticut State Department of Institute for Teaching and Learning.

### ***Education:***

***Doctorate in Educational Leadership, University of Hartford, Hartford, CT 1996***

***Sixth Year Certificate, Administration and Supervision, Central CT State University***

***New Britain, CT 1990***

**MS (Masters of Science) in Reading, Central CT State University, New Britain, CT 1987**

**BS (Bachelor of Science), Early Childhood Education, Hampton University**

**Hampton, VA, 1984**

### **Workshop/Guest Speaker Topics Presented:**

**High School Leadership Conference 2004**

**District-wide Diversity "No Child Left Behind" 2003**

**NABSE "No Child Left Behind" 2003**

**District-wide Closing the Achievement Gap 2002**

**Consortium Principal's Leadership Training (1999-current)**

**Virginia Association of Curriculum and Staff Development 2001**

**National Alliance of Black School Educators (NABSE) 2001**

**National Conference on Urban Education 2000**

## APPENDIX C

### KEYNOTE SPEAKER WINDSOR PUBLIC SCHOOLS 1999 TEACHING IN A CULTURALLY DIVERSE SCHOOL SETTING 1999

#### **Professional Achievements:**

Regional Director for Young Educator's Society 1990-99

Statewide Coordinator for Bell School Reform project 1997-99

Service to Youth Award 7/99

Educators Hall of Fame 3/99

UConn Administrator's Mentoring Program 1997-98

National Distinguished Principal Recognition Committee 1996-99

National Association of Elementary School Principal Nomination Committee 1999

Implemented Performance-based assessment Program 1996-99

**IMPLEMENTED COMPREHENSIVE SCHOOL REFORM PLANNING PROGRAM 1998-99**

First Year Connecticut Principal of the Year Award 1996

East Hartford Superintendent's Award for excellent School/Business Partnerships, 1996

**INSTITUTE FOR EFFECTIVE LEADERSHIP FELLOWSHIP PROGRAM 1991-92**

#### **Professional and Community Involvement:**

National Alliance of Black School Educators (life member)

National Association of Elementary School Principals 1994-present

Kappa Delta Phi Organization, 1994-present

APPENDIX C

**PHILIP B. UNINSKY**

(b)(6)

(b)(6)

(315) 282 0005 EXT. 12

[youthpi@twcnv.rr.com](mailto:youthpi@twcnv.rr.com)

[uninsky@cayuganet.org](mailto:uninsky@cayuganet.org)

**SELECTED LEGAL & PUBLIC POLICY EXPERIENCE**

***Partnership for Results, Inc.***, Auburn, NY..... 2000-2008

Executive Director

- The Partnership is a not-for-profit dedicated to fostering the healthy development of children and youth through improved community-wide collaboration, the effective implementation of evidence-based programs, the development of multi-disciplinary assessment systems, and the design of user-friendly interagency databases. Website: [www.partnershipforresults.org](http://www.partnershipforresults.org).

***Youth Policy Institute, Inc.***, Albany, NY..... 1997-present

Executive Director

- Not-for-profit policy, research and evaluation agency that assists governmental and community organizations to implement effective service systems for children and families.
- The agency's clients (current and recent) include: Office of Juvenile Justice and Delinquency Prevention (U.S. Department of Justice); Washington D.C. Center for Student Support Services in Public Charter Schools; Utica and Syracuse School Districts; MAGI Educational Associates; Task Force for Sensible Welfare Reform; Greater Upstate Law Project; Cayuga County Community Mental Health Center; Auburn Enlarged City School District; and the New York State Child Care Coordinating Council.

***Statewide Youth Advocacy, Inc.***, Albany, NY..... 1995-1996

Senior Attorney

- Legal representation, legislative analysis and advocacy to secure the rights of children in the following areas: special education, education, health, mental health, juvenile justice, foster care and adoption, and benefits programs.
- Director, Kinship Foster Care Project, a federally funded project exploring the incidence of kinship foster care in New York and its legal and policy implications.
- Director of a juvenile justice reform initiative in New York State ("Justice for Children") which sought to improve the reach and effectiveness of prevention and alternative to incarceration programs and to upgrade rehabilitative services in residential settings.

## APPENDIX C

*New York State Assembly, Albany, NY* ..... 1993-1994  
Counsel to the Codes Committee (1994)

- Oversight of Assembly legislation involving the Criminal Procedure Law, Penal Law and of all legislation involving civil or criminal penalty provisions.
- Development and drafting of Assembly bills and their negotiation with the Executive and Senate, including: the Family Protection and Domestic Violence Intervention Act (Ch. 222 of L. 1994) and a wide range of juvenile justice legislation (including provisions of the Omnibus Crime Control and Prevention Act (A. 11428 B, 1994).

### EVALUATION PROJECTS

Principal Evaluator, 2005-2008, of a Safe Schools/Healthy Students initiative to implement evidence-based mental health programs in 20 public charter schools in Washington, D.C.

Principal Evaluator, 2005-2008 of a project funded by the U.S. Department of Education that will implement a comprehensive assessment, early intervention, and service integration program in five urban elementary schools in New York.

Principal Evaluator, 2004-2007, of an implementation of a federally-funded project to provide cognitive behavioral therapeutic interventions for youth in seventh through twelfth grades in New York with substance abuse disorders.

Principal Evaluator, 2002-2005, of a federally-funded project to implement two school-based prevention programs, Primary Mental Health Program and Promoting Resilience in Children Initiative, in eight elementary schools in New York.

Principal Evaluator, 2002-2004, of a Community Action Grant (Center for Mental Health Services, SAMHSA, U.S. Department of Health and Human Services) to provide alternative to incarceration, multi-systemic therapeutic services for young, serious habitual offenders who have co-occurring disorders.

Principal Evaluator, 2000-2002, of the Full Faith and Credit Implementation initiative (U.S. Department of Justice Community Oriented Policing Services Office), a project to develop a Domestic Incident and Order of Protection Registry in New York.

Principal Evaluator, 1999-2000, of a school and community-based initiative to prevent bullying and school bomb threats (Community Oriented Policing Services Office, U.S. Department of Justice)

### ADVISORY PANELS & BOARDS

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U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention National Training and Technical Assistance Center (NTTAC).....	2004 – present
Utica Chamber Society Board of Trustees.....	2006 - present
New York State Bar Association Committee on Children and the Law.....	1995-2003
National Association of Child Advocates Juvenile Justice Advisory Panel.....	1995-1997
New York State Mental Health Action Network Children's Mental Health Committee.....	1995-1997
The Child Care that Works Campaign Legislative and Research Committees.....	1997-2000
Robert C. Parker School Board of Trustees and Executive Committee .....	1998-2000

### LEGAL EDUCATION

<i>New York University School of Law, New York, NY</i>	
• J.D. (May 1992)	
• <u>Journal of International Law and Politics (JILP)</u> .....	1990-1992
• Senior Articles Editor, <u>JILP</u> .....	1991-1992
• Outstanding Note in International Law (1992)	

### UNIVERSITY TEACHING

<i>New York University School of Law, New York, NY</i> Samuel Golieb Fellow in Legal History.....	1989-1990
<i>Hamilton College, Clinton, NY</i> History Department.....	1985-1989
<i>Harvard University, Cambridge, MA</i> Committee on Degrees in History and Literature .....	1983-1985
<i>Bowdoin College, Brunswick, ME</i> History Department.....	1982-1983
<i>University of Michigan, Ann Arbor, MI</i> History Department Lecturer.....	1980-1982

## APPENDIX C

### DC Early Success Early Reading First Mentor-Coach

**The DC-ES Mentor-Coach (2.0 FTE)** is a certified early childhood teacher with at least 5 years teaching experience who has expertise in Pre-K Reading and who will work closely with the Project Director and preschool teachers at all project sites to mentor and assist them in the full implementation of the core reading program (Success for All Curiosity Corner- SFACC) and the supplemental program (Ladders to Literacy). The Mentor-Coach is knowledgeable about the essential components of reading, the appropriate use of assessments, and intervention strategies for assisting at-risk children. The Mentor-Coach will be trained by the Success for All Foundation as well as the Director of Professional Development and the Project Director.

Responsibilities include:

- Provide demonstration teaching and classroom coaching in instructional practices of Curiosity Corner and Ladders to Literacy for classroom teachers and aides.
- Guide teachers in room arrangements, setting up Learning Labs, and use of equipment and materials.
- Provide formal and informal professional development related to research, standards, and practice for classroom teachers.
- Assist classroom teachers in assessing pre-reading difficulties and planning appropriate instruction.
- Provide support to the sites in parent education, Solutions, screenings, reading interventions, and student referral to SST and follow-up for families needing more intensive assistance.
- Facilitate collaborative teacher and administrator analysis, discussions and use of student work, performance assessment data and observational data in relation to scientifically based reading research and developmentally-appropriate practices in emergent literacy.
- Attend and participate in ongoing professional development for Mentor-Coaches as directed.
- Prepare reports and other documents for the Project Director related to work activities.
- Facilitate data collection.

**The Transition Mentor-Coach (.33 FTE)** will meet qualifications for the Mentor-Coach position and have at least 7 years teaching experience and a Master's Degree in Education. The Transition Mentor-Coach will facilitate the alignment of curriculum and instruction between the Success for All Curiosity Corner (SFACC) and Ladders for Literacy (for at-risk students) and the Kindergarten and elementary reading curriculum at each school. This Transition Mentor-Coach will facilitate Pre-K Transition teams at each school, as well as coordination with the Reading First programs if appropriate.

**Lead Teacher (4.0 FTE).** Each campus will appoint a lead teacher to facilitate the implementation of DC-ES at the individual school. Each lead teacher will be a master teacher who will receive additional training and coaching in the implementation of SFACC and will assist project staff in monitoring and guiding implementation at that individual campus. Over the three years of the project lead teachers will be prepared to assume the role of mentor-coach by the time the project ends.

APPENDIX D

June 5, 2008

Ms. Pilla Parker  
Early Reading First Project Officer  
U.S. Department of Education

RE: Early Reading First Project – DC Early Success Memorandum of Understanding between  
Hope Community Public Charter School, Applicant, and the Student Support Center

Dear Ms. Parker,

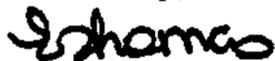
Hope Community Public Charter School and the Student Support Center (SSC) have on file a Memorandum of Understanding to collaborate in implementing an Early Reading First project. This MOU will become effective upon notification of funding, under the terms and guidelines of the U.S. Department of Education. The purpose of the MOU will be to Establish Early Reading Centers of Excellence at three schools (Hope, Ideal, and William E. Doar, Jr.) to provide preschool age children with high-quality oral language and literature-rich environments in which to acquire language and cognitive skills.

The MOU that is on file establishes joint responsibilities related to professional development, support for administrators, participation on the Coordinating Committee, strengthening parent and family involvement, using a lead teacher at each school, collaboration with evaluators, and operation of each school for 43-46 weeks a year.

The MOU establishes that the SSC will be sensitive to the needs of individual teachers, provide tuition stipends towards Early Childhood Certification, and be responsible for professional development and mentoring for teachers, aides, and administrators. The SSC will also supervise the evaluation and data collection, as well as coordinating activities with the Success for All Foundation, report development, and project monitoring. Hope will be the fiscal agent and will participate in all phases of project implementation.

Hope appreciates the opportunity to continue our work with the SSC and looks forward to leading this effort to establish Early Reading First Centers of Excellence in DC.

Sincerely,



Erika Thomas,  
Principal Hope Community Public Charter School



Carolyn Gardner  
Executive Director, Student Support Center

**Statement of Commitment to DC Early Success  
An Early Reading First Project**

As the principal of a school selected to participate in the Early Reading First program, I assure that I am committed to providing instructional leadership and establishing an environment that is conducive to the successful implementation of the Early Reading First program in my building.

I understand that the project will support professional development, and provide resources and materials for implementation, and conduct evaluation activities.

I assure that I will appoint a lead teacher at my school and provide regularly scheduled opportunities for implementers to participate in planning and ongoing review of project activities. I will support professional development and implementation of the Success for All Curiosity Corner preschool program, mentoring for teachers and aides, and certification for teachers. Our school will collaborate with evaluation activities, including assessments and monitoring. We will conduct screening activities and make referrals as appropriate to SST and for home visitations, and I will participate in periodic Principal Leadership mentoring sessions.

My school will operate a 46 week per year preschool program, 5 days per week, 6.5 hours per day. I will ensure that the program is inclusive and available to all preschool students regardless of race, disability, ethnicity, or gender.

<b>Name of Selected Building</b>	<b>Print Name of Principal</b>	<b>Signature of Principal, date</b>
Ideal PCS	George Ruttenford	(b)(6)
William E. Doar, Jr. PC School for the Performing Arts	Julie S. Doar-Sinkfield	

APPENDIX D

LETTER OF SUPPORT AND COMMITMENT

We, the undersigned pre-school and pre-kindergarten teachers at Hope Community PCS (Hope), Ideal Academy PCS (Ideal), and the William E. Doar Jr. School for the Performing Arts PCS (WEDJ), wish to express our enthusiasm and support for the proposed DC Early Success project.

If DC-ES is funded, we are ready and eager to receive training, support, and guidance to implement the Success for All Curiosity Corner literacy curriculum, transform our classrooms into high-quality language-rich environments, engage parents as literacy partners, and effectively use assessments to facilitate literacy acquisition for all our students.

Name	Signature	School	Date
Vera Pickett	(b)(6)	WEDJ	6-4-08
Muzon Cheeks	(b)(6)	wedj	6-4-08
Kenya Brown	(b)(6)	WEDJ	6-4-08
Shantika Richards	(b)(6)	WEDJ	6-4-08
Bobby White	(b)(6)	WEDJ	6-4-08
Armin Peak	(b)(6)	WEDJ	6-4-08
Olabisi Asaya	(b)(6)	IA PCS	6-4-08
Teresa Price	(b)(6)	IA PCS	6-4-08
Jess McCann	(b)(6)	Hope	June 6, 08
Deborah Hughes	(b)(6)	Hope	6-6-08
Melani Lewis	(b)(6)	Hope	6-6-08
Jean Narbonne	(b)(6)	Hope	6-6-08
Gabrielle Montgomery	(b)(6)	Hope	6-6-08
Purtha Baxter	(b)(6)	Hope-Lamond	6/6/08
ANA CRUZ	(b)(6)	Hope-Lamond	6/6/08
Liliana Brantuo	(b)(6)	Hope-Lamond	6/6/08



June 5, 2008

Dr. Christine Mason, Student Support Center  
Washington, D.C. Student Support Center  
1003 K Street, NW Suite 401  
Washington, D.C. 20001

Dear Dr. Mason:

In response to your request for support in implementation of Success for All's Curiosity Corner curriculum as part of an Early Reading First project we have developed a detailed 13 page contract. Contract #SFA08CCC-1804. That contract details expected costs and timelines for delivery of professional development and materials to support implementation of Curiosity Corner with Hope, Ideal, and William E. Doar, Jr. public charter schools beginning in August 2008.

SFAF understands that the contract on file will be signed and implemented upon award notification. That contract includes responsibility of the Foundation for training and support visits, shared training with the Student Support Center, cost for first year start up materials, assessments, establishing a Solutions team to work with parents, and consumables in Years 2 and 3. The contract also specifies expectations for payment terms, discounts, renewals, and terminations, as well as intellectual property rights, and liability.

The expected training includes 2 sessions for initial training, 2 sessions for Curiosity Corner training and 2 sessions for Solutions training, as well as 11 follow-up support sessions in Year 1. Years 2 and 3 each include a 1-day refresher training and 8 days of training support. We understand that Student Support Center mentors and other project staff will attend this training and will also be able to participate in related training that the SFAF provides to its trainers. This training and all required Curiosity Corner materials will be provided at a total estimated cost of \$141,937.00.

Thank you for your request. We look forward to this collaboration should the project be funded!

Sincerely,

A handwritten signature in cursive script that reads "Roger Morin".

Roger Morin  
Chief Financial Officer

cc: Erika Thomas, Hope Public Charter School  
Suemi Araujo, Senior Account Manager

Success for All Foundation, Inc.  
200 W. Towsontown Blvd, Baltimore, Maryland 21204-5200  
Phone: (800) 548-4998 Fax: 410-324-4439  
Member Center: members.successforall.org



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# Budget Narrative

## Budget Narrative

### Attachment 1:

Title: Pages: Uploaded File: 3927-Mandatory\_ERF\_Budget\_Narrative\_final\_DC-ES.doc

**SECTION C: DC Early Success Budget Narrative**

<b>1: Personnel</b>	<b>5% increase annually</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>
Project Director	1.0 FTE	75,000	78,750	82,689
Director, Professional Dev.	.3 FTE x \$85,000	25,500	26,775	28,114
School Leader/ Mentor-Coach	.15 FTE @ \$85,000	12,750	13,388	14,057
Teacher Mentor/ Coaches	2.0 FTE @ \$60,000	120,000	126,000	132,300
Transition Mentor/Coach	.33 FTE @ \$65,000	21,450	22,523	23,649
Home Visitor	2.0 FTE @ 50,000	100,000	105,000	110,250
Accountant	0.27 FTE @ \$55,000	14,850	15,593	16,377
Business Manager	0.2 FTE @ \$75,000	14,500	15,225	15,986
Program Assistant	0.5 FTE @ \$41,200	20,600	21,630	22,712
Contract Manager	0.15 FTE @ \$92,000	13,800	14,490	15,215
Director, QA/Internal Eval	0.15 FTE @ \$69,170	10,375	10,894	11,439
Communications Coordinator	0.10 FTE @ \$41,200	8,240	8,652	9,085
<b>Total Salaries</b>		<b>437,065</b>	<b>458,920</b>	<b>481,873</b>
<b>2. Benefits 23% includes 7.65 % FICA, 9.35% health insurance and retirement funds</b>		<b>100,523</b>	<b>105,552</b>	<b>110,832</b>

**Project Director, Nicol Christie, M.Ed.** will be responsible for implementing the grant, hiring and supervising project staff, coordinating with all project partners, purchasing materials, developing sub-contracts, and filing program and financial reports.

**Dir. Professional Development, Dr. Christine Mason,** will oversee mentor coaching, conduct trainings, work with evaluators to ensure fidelity to proposal, help plan and implement programs for students with special needs, guiding appropriate responses, including Response to Intervention. She will coordinate efforts between Hope and SSC, and work closely with the Project Director.

**Two Mentor-Coaches, to be hired,** will observe, conference, and provide demonstration teaching sessions for teachers and aides. One will work with 11 teachers at Hope, and the other will work with Ideal and WEDJ (7 teachers). They will be trained by SFAF and SSC.

**School Leader Coordinator, Dr. Frances Harris-Burke,** will provide special workshops for School Administrators and meet weekly with Administrators to facilitate implementation of the Exemplary Early Reading First Centers. She will work with Student Support Teams to ensure

proper functioning, and encourage/support home visiting, and positive discipline standards.

**Transition Mentor-Coach, Jeanne Narbonne**, will work with schools to support transition to Kindergarten and continued literacy development to promote sustained achievement.

**Two Home Visitors, to be hired**, will work directly with families in their homes to model various kinds of play and use *SFACC Solutions* materials to promote conversations between caregivers and children. When needed, they will facilitate connections to other community resources. They will be trained by SFAF and SSC and will receive ongoing support from SSC.

**Accountant, Kevin Benn**, will handle all accounting and general ledger activities for the grant, tracking expenditures and revenue and preparing monthly financial reports for project.

**Business Manager, Harold Henry**, will provide fiscal oversight of the project, draw down funds on the grant, review financial reports, follow generally accepted accounting standards.

**Program Assistant, Alexis Leonesio**, will provide administrative support for the project.

**Contract Manager, Carolyn Gardner**, will provide guidance and oversight of all administrative, fiscal and programmatic operations of the grant to ensure that benchmarks are met in compliance with funding guidelines and EDGAR standards.

**Director, QA/Internal Evaluation, Sarah Ghaleb**, will establish tracking mechanisms for schools' ongoing reporting of project deliverables, gather and analyze monthly data and report on progress to the Project Director and Coordinating Committee.

**Communications Coordinator, Jazmen Miller**, will develop project brochures, flyers and informational sheets and work with consultant to develop and managed website.

<b>3: Travel</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>
ERF Conference	6,000	6,300	6,695
Travel to present DC-RA's at a National Conference		6,300	6,695
Local travel to visit schools .50 per mile x 20 miles per wk	4,680	4,914	5,160
Travel to visit other SFA sites	2,100		
<b>Total Travel</b>	<b>12,780</b>	<b>17,514</b>	<b>18,550</b>

**ERF Conf. and National Conf.** 3 staff/evaluators will attend mandatory ERF conference each year; 3 staff will attend additional related conference on reading, early childhood, or early childhood-special education, and one additional national conference in YR 2 and 3 to present the project results and best practices. Calculation: \$600/flight, \$150/hotel for 2 nights, \$50/diem x 6. (Inc. 5%/yr.) **Local travel** to schools, homes and meetings for project staff. Calculated at 30 mi/wk for 6 FTE. (Inc. 5%/yr.) **Travel to other SFA sites.** 6 staff to visit 3 sites. 2 within driving distance: \$660 (Van rental-100/day x 2; gas-\$220; meals-\$240). 2 by train: \$1,440 (tickets-\$1,200; meals-\$240).

<b>5: Supplies</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>
Classroom supplies –Est. \$6,000 per class for 18 classes	108,000	108,000	108,000
<i>Success for All CC Curriculum</i> materials	73,687	8,000	8,000
<i>Ladders for Literacy</i> materials	1,300		
Office Supplies	5,000	5,250	5,513
Laptops for FT staff - 5 @ \$1000 each	5,000		
LCD Projector	515		
Video camera	800		
<b>Total Supplies</b>	<b>194,302</b>	<b>121,250</b>	<b>121,513</b>

**Classroom Supplies:** Materials and equipment based on needs of each classroom to meet ERF standards for exemplary sites (including science labs, bookshelves, parent lending library, any needed classroom furniture). *Success for All curriculum materials*- initial cost est. by SFAF based on number of classrooms and students in project; consumables and replacement costs are estimated at ~10%. *Ladders for Literacy:* 25 books @ \$43/book plus shipping. **Office supplies** are estimated at \$417 per month (inc. 5%/yr). **Laptop computers** for five staff @ \$1000 per unit. **LCD projector** to conduct trainings. **Video camera** to use in coaching sessions to enhance teacher reflection and goal setting.

<b>6: Contractual</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>
SFAF	33,150	17,550	17,550
Ladders for Literacy Training	5,000		
Teacher Summer Stipends	2,500	2,500	2,500
SSC Behavioral Health Services	11,900	12,495	13,120
Evaluator	100,000	100,000	100,000
Substitute Teachers for training times	25,380	26,655	27,985
Lead Teacher stipends	12,000	12,000	12,000
Data entry support		3,900	4,095
Editing assistance		5,000	5,500
Website Design/Management	6,000	5,500	5,500
Auditor	8,000	8,400	8,800
<b>Total Contractual</b>	<b>203,930</b>	<b>194,000</b>	<b>197,050</b>

Success for All Foundation will provide professional development and coaching on *SFA Curiosity Corner* curriculum and *Solutions*, incl. a 2-day teacher training on the curriculum, a 2-day coaches training, and 2-day training of *Solutions*, and semi-annual follow-up site reviews. *Ladders for Literacy Training* by curriculum creators to ensure fidelity (2-day training at \$1,500/day plus expenses). **Teacher Summer Stipends** for teachers working during summer breaks on curriculum development related to *SFACC* and on other Exemplary Center Enhancements. Calculated at \$500/ea for five teachers. **SSC Behavioral Health Services** will provide initial and ongoing training and support of Home Visitors to increase skills in working effectively with families in their homes. Contract includes initial one-day training (\$1,500) and weekly 2 hr meetings (\$10,400; inc. 5%/yr). **Evaluator:** Youth Policy Institute will develop survey and observational protocol; make site visits; collect and analyze data from archival and assessment instruments; and prepare quarterly and final evaluation report. **Substitute Teachers** to replace teachers and aides during trainings [\$150/day for 18 teachers x 6 days (\$16,200) and \$90/day for 17 aides x 6 training days (\$9,180)]. **Lead Teacher stipends** (\$3,000/yr x 4 schools) for added responsibilities. **Data entry support** to enter and analyze ongoing programmatic evaluation and review (\$10/hr for 7.5 hr/wk (inc. 5%/yr)). **Editing assistance** to support teacher/project personnel in writing articles regarding outcomes of project in 2<sup>nd</sup> and 3<sup>rd</sup> yr.

Calculated at \$50/hr for 100 hr (inc 5%/yr). **Website Design/ management** to assist in developing and managing a web presence to disseminate project information. **Auditor** to conduct audit required for federally-funded project.

<b>8: Other</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>
Training Space	5,000	5,000	5,000
Telephone	2,500	2,604	2,756
Teacher Certification Stipends	7,000	41,000	
Teacher Incentives	2,000	10,000	10,000
Parent stipends for summer tuition costs	21,000	22,050	23,129
Printing	5,000	8,000	15,000
Postage/Courier Service	500	560	600
Equipment Rental	900	950	992
Meeting/Open House Costs	5,000	10,000	10,000
Computer/Internet Service and Maintenance	2,000	2,100	2,205
Subscriptions	500	500	500
<b>Total Other</b>	<b>51,400</b>	<b>102,764</b>	<b>70,182</b>

**Training Space** for teacher training @ \$500/day x 10 days, including a **Retreat** in YR 2 & 3.

**Telephone** @ \$48/mo (inc 5%/yr). **Teacher Certification Stipends** @ \$6,000 each for 8 teachers to attend Geo. Mason Univ. starting in Jan 2009. **Teacher/Aide Incentives** for professional books, classroom enhancements, especially in Yr 2 & 3 to keep staff motivated.

**Parent stipends:** To assist parents with cost of summer school (\$175/wk x 6 wks x 20 children).

**Printing:** Project brochures, informational flyers and documents. **Postage/Courier-** calculated @ \$50/mo. **Equipment Rental-** photocopier rental and maintenance (12% of total annual cost of \$7,500). **Meeting/Open House:** Costs for awards and recognitions, food, honoraria, etc with 1-2 community meetings a year and smaller monthly events. **Computer/Internet Service-** internet and computer service and maintenance (12% of total annual cost of \$16,750). **Subscriptions-** journals for each school and staff.

	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>
<b>Total Direct Costs</b>	<b>\$1,000,000</b>	<b>\$1,000,000</b>	<b>\$1,000,000</b>
<b>Total Project</b>	<b>\$1,000,000</b>	<b>\$1,000,000</b>	<b>\$1,000,000</b>