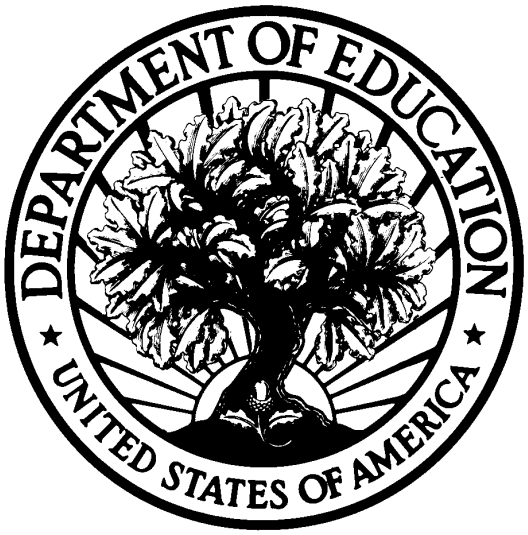
U.S. Department of Education

Office of Elementary and Secondary Education

Washington, D.C.

Fiscal Year Application for New Grants Under The Early Reading First Program

CFDA 84.359B: Full Application



Approved OMB Number: 1894-0006

PROJECT NAME: Project SOAR

(School-Wide Opportunity for Academic Readiness)

Felicia Robinson

University of Arizona

PROJECT SOAR

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Abstract

Early literacy plays a key role in providing the kind of early learning experiences that are linked with academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life. Early literacy interventions for young children at risk for school failure due to low socio-economic status, developmental delay, or English language learner status are most effective when instruction is provided by knowledgeable teachers, in collaboration with the familial environment, and the community. The researcher proposes to address the needs of young learners by implementing a system wide approach to early literacy in an inclusive preschool environment by a) providing a comprehensive language and literacy based program to children ages 3-5 who are at risk of educational failure, b) providing ongoing teacher professional development and mentoring opportunities, c) implementing a kindergarten transition component, and d) coordinating parent and community based participation.

NEED FOR PROJECT **(0-20 points)**
The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:
Selection Criterion 1, Factor 1: The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (34 CFR 75.210(a)(2)(iii))
Selection Criterion 1, Factor 2: The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (34 CFR 75.210(a)(2)(iv))

Need For Project

Selection Criterion 1, Factor 1: **The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (34 CFR 75.210(a) (2)(iii))**

Early language and literacy skills are critical to success in school. For preschoolers at risk of educational failure due to risk factors such as low socioeconomic status, developmental delays, or learning English Language Learners, increasing early literacy skills is vital to closing the achievement gap between them and their more advantaged peers (Klein & Knitzer, 2007). Poor reading skills during preschool and early elementary school are predictors of later lower academic success and increased high school drop-out rates (Temple, Reynolds, & Miedel, 1998). Providing high quality preschool experiences and academic supports can begin to close the achievement gap and reduce poor social outcomes for children from disadvantaged backgrounds.

A high quality preschool program is essential to the academic success of children from economically disadvantaged families and children with special needs.

Early childhood programs provide services to children from birth to age eight. Children take their first critical steps toward learning to read and write during these years. These steps begin to define the assumptions and expectations about becoming literate and give children the motivation to work toward learning to read and write (Neuman, Copple, & Bredekamp, 2000). The quality of children's experiences in preschool programs plays an important role in their development of academic, language, literacy, and social/emotional competencies that collectively, prepare them to enter school ready to learn (Bronfenbrenner, 1986). Children who experience social and economic risks may benefit more from attending high-quality preschool programs than their more advantaged peers; thus, programs to deliver high-quality experiences may serve as a protective factor for these children to help close the achievement gap that exists at school entry (Burchinal et al., 2000).

The influence of early childhood education on the healthy development and future well-being of children who are economically and socially disadvantaged is a vital policy concern with important implications for families, communities, businesses, and policy-makers. Young children living in poverty face substantial education deficits and are less likely to enroll in preschool than their counterparts from higher socio-economic backgrounds (Olsen & Jerald, 19987). The early childhood educational experiences of young children are crucial for the development of school readiness skills and later school success.

Early identification and intervention for preschoolers at risk for reading failure are topics of increasing interest nationwide. Increase in the use of performance and accountability measures through the No Child Left Behind Act of 2001 have resulted in greater academic

pressure for schools and for individual students at young ages (Silliman, Wilkinson, & Brea-Spahn, 2004). With these increased expectations comes the widespread recognition that children arrive at the critical juncture of kindergarten with variable states of readiness and that the quality of early learning experiences and environments contributes substantially to that variability (Shonkoff & Phillips, 2000; Snow, Burns, & Griffin, 1998). Up to 40% of children enter kindergarten at least one year behind age level peers in critical language and reading readiness skills. The cost for children to be on grade level with their peers exceeds the costs of prevention and early intervention during the preschool years (Fielding, Kerr, & Rosier, 2007).

Early literacy is the process of learning to understand and use language for functional communication. Functional communication is the forerunner to later success in reading and writing. Children first learn to use oral forms of language, which are comprised of listening and speaking, and then begin to explore and implement the written forms of language. The process of early literacy development is a greater challenge for the young learner at risk due to low socioeconomic status, developmental delays, special education eligibility, or English Language Learner status (ELL).

Preschoolers at risk due to Socioeconomic Status. According to Olson and Jerald (1998), the societal problem of poverty is one of the biggest challenges facing school systems in the United States. Extreme poverty in the United States is defined as living with an annual income below $7,870 for a family of three. The United States leads other industrialized nations in the number of children living in poverty with a national poverty rate of 12.3 percent. Since the year 2000, an additional 1.3 million children have fallen into poverty (Reid, 2006). After reaching a historic low in 2000, the number of children living in poverty in the United States is currently approaching 13 million. One out of every six children is poor and one in every three children

from a racial minority lives in poverty. More children are living in poverty now than four decades ago and the numbers continue to increase.

Campbell, Pungello, Miller-Johnson, Burchinal, and Ramey (2001) found that children's early learning environments are affected by socioeconomic status. For example, compared with kindergarteners from families in the bottom fifth of the socioeconomic distribution, children from the most advantaged fifth are four times as likely to have a computer at home, have three times as many books, have the opportunity to be read to more often, and have less television time than children in families of lower socioeconomic status. Poor children are more likely than their affluent peers to experience poor physical or mental health, to have parents who have completed fewer years of education, and to grow up in households that are less cognitively stimulating, all of which can negatively affect children's cognitive and academic attainment (Day, Randal, Kaye, Hair, & Anderson-Moore, 2009). The association is strong between poverty, poor cognitive, social, and academic outcomes for children. Children born into poverty, especially children exposed to multiple risks are more likely to have measured IQs lower than their middle-class peers (Campbell & Ramey, 1994), to be slower in developing language and literacy skills (Hart & Risley, 1995), and to show poorer performance on academic tests in school contexts (Korenman, Miller, & Sjaastad, 1995).

The influence of early childhood education on the healthy development and future well-being of children who are economically and socially disadvantaged has become a vital policy concern with important implications for families, communities, business, and government. Young children living in poverty face substantial education deficits and are less likely to enroll in preschool than their counterparts from higher socio-economic backgrounds. The early childhood

educational experiences of young children are crucial for the development of school readiness skills and later school outcomes.

Bernhard, Winsler, Bleiker, Ginieniewicz, and Madigan (2008) found evidence that children living in poverty have considerable difficulty with literacy, including reading, letter recognition, text comprehension, and the production of written text. School intervention programs have been successful in improving the developmental outcomes of children living in poverty. As early childhood education becomes the focus of public policy debates, more attention is being paid to how early childhood programs are promoting early literacy. Policymakers, educators, and community stakeholders are developing an interest in early intervention policy and programs, with a special concern for reading readiness and emergent literacy skills in young children.

Preschoolers At risk due to Identification of Developmental Delays. Early childhood special education provides free, appropriate, specially designed instruction to meet the unique needs of a preschool child with a disability from three years of age until the age of eligibility for kindergarten (Arizona Revised Statute 15-76122). Instruction is provided in the least restrictive environment for the child, which often is the public preschool classroom. It is imperative to include young children with disabilities in educational environments with typically developing children.

Children who qualify receive preschool special education services under the category of Speech Language Impairment (SLI), Developmental Delay (DD), or Preschool Severe Delay (PSD). SLI is demonstrated as performance by a preschool child on a norm-referenced language test that is measured at least one and one half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child. DD is demonstrated as performance by a preschool child on a norm-

referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following developmental areas: cognitive, physical, communication, social or emotional, and adaptive. PSD is defined as performance by a preschool child on a norm-referenced test that measures more than three standard deviations below the mean for children of the same chronological age in one or more of the developmental domains. The results of the tests must be supported by information from a comprehensive developmental assessment to include parental input. As preschool children transition to kindergarten, the preschool category in which they were served is reviewed. Eligibility criteria for students, ages 8-21, are used to determine which disability classification for special education is appropriate.

Preschoolers at Risk due to English Language Learner Status. Due to rapid population growth and patterns of low educational attainment, improved educational outcomes for Latino youth has become a top priority for policymakers, practitioners, and researchers (Garcia & Miller, 2008). At the turn of the century, approximately 17% of school-aged children spoke a language other than English at home, while two decades earlier, only 9% did. Already the nation's largest minority group (14% of the United States population) recent projections are that by 2030 Latinos will represent approximately one-fourth of America's early childhood population and face the challenges of growing up in poverty and learning English in primarily Spanish speaking households (National Task Force on Early Childhood Education for Hispanics, 2007). Tabors and Snow (2002) documented an achievement gap between White children and children from Spanish speaking households. Many Latino children enter kindergarten scored significantly below their same-age White, English-speaking peers on measures of language and

literacy (Garcia & Miller, 2008; National Task Force on Early Childhood Education for Hispanics, 2007; Vernon-Feagans, Hammer, Miccio, &Manlove, 2002).

A strategy for improving Spanish-speaking students' educational outcomes is providing content instruction in Spanish (Collier & Thomas, 2004; Oller & Eilers, 2002; Rolstad, Mahoney, & Glass, 2005). Teachers' support of academic instruction in a child's native language will, over time, support improved academic and literacy outcomes in English (Cummins, 1979; Krashen, 1999). For young Spanish-speaking children, researchers provide evidence of cross-linguistic transfer of early literacy skills, with higher achievement in Spanish early literacy development in kindergarten and first-grade predicting improved reading achievement in English in the third and fourth grades (Lindsey, Manis, & Bailey, 2003; Manis, Lindsey, & Bailey, 2004).

The need for all young children to be better prepared to enter school ready to learn is imperative. Researchers found that the literacy learning strategies thought to be most effective were consistent with conclusions described in the Report of the National Reading Panel (National Institute of Child Health and Human Development, 2000). Early literacy intervention for young children at risk for educational failure is most effective when purposeful instruction is provided by knowledgeable teachers in collaboration with families and communities.

Description of the programs to be served by the proposed project, including demographic and socioeconomic information on the preschool-aged children enrolled

District demographics. Sunnyside Unified School District covers 93.6 square miles in the southern part of the City of Tucson and areas adjacent in Pima County, including the northern two miles of the Tohono O'odham Nation. Sunnyside serves more than 17,000 students preK-12 in 22 schools, including two large high schools. The District operates an early childhood education center, 13 elementary schools (grades K-5), five middle schools (grades 6-8), and three

high schools (grades 9-12) including one alternative education school. The early education centered opened at the start of the 2010-2011 school year.

The percentage of students identified as minority is 94.4%. Specifically, the ethnic make-up of the student body is 87.7% Hispanic, 5.6% Anglo, 4.1% Native American, 2.1% African American, and 0.5% Asian American. Approximately 86% of SUSD students are eligible for free or reduced-price meals. About one-third of students are classified as English language learners (ELL). Approximately 14% of the district's student population receives Special Education services.

The Sunnyside District is cognizant of the fact that these statistics inherently put their students at risk for academic failure. They are proactive and committed to facing these challenges with innovative programs. The District's high school graduation rate between 2002 and 2006 school years was approximately 65%, and from 2004 to 2006 nearly 40% of freshmen were not advancing to sophomore status. During the following 2006-2007 school year, a sense of urgency led to the development Project Graduation. Project Graduation is a comprehensive multi-phased, research based graduation effort. It includes site-based graduation plans, online, after-school and Saturday classes for credit recovery, and a district wide attendance component. The Sunnyside District has gained state and national attention for Project Graduation's impact on attendance, freshman promotion rates and especially high school graduation numbers. In 2009, 715 students graduated. A total of 821 students graduated in 2010, up from 715 in 2009 and 598 in 2008.

Another example of their innovation and commitment to all children is the Ocotillo Early Learning Center. This learning center is a developmentally appropriate, inclusive early childhood center serving children from birth to five. Programs include Title One preschool, early

childhood special education, and a fee-based program. The preschool special education program provides children ages 3-5 with opportunities to develop communication skills, social skills, and basic problem-solving abilities along with the confidence and motivation to learn. Children engage in developmentally appropriate activities to encourage creative responses and free exploration. Integration with community programs can enrich student growth and development. Creating and shaping the best education experience for each student can be achieved through ongoing communication and collaboration between families and staff. The mission of the preschool special education program is to provide each child with the individual skills, knowledge, behaviors and attitudes necessary to succeed in future educational and social experiences.

Selection Criterion 1, Factor 2: **The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (34 CFR 75.210(a)(2)(iv))**

Early literacy plays a key role in providing the kind of early learning experiences that are linked with academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life. According to Vygotsky's theory, a quality program is one that promotes learning by providing age and developmentally appropriate activities with a focus on preschoolers' ability to engage in intentional learning activities. Brodrova and Leong (2005) found the ability to self-regulate behaviors, the ability to use symbols, and the ability to interact positively with peers and adults are the components of programs with developmentally appropriate content and adult-child interactions. Specific knowledge and skills should be viewed as a means to the development of these essential competencies and not as the end result of

preschool education. Content should be taught in such a way that it scaffolds the development of underlying competencies.

The researcher will address the needs of diverse young learners by implementing a systems approach to early literacy in an inclusive preschool environment by providing a comprehensive language and literacy based program to children ages 3-5, providing ongoing teacher professional development and mentoring requirements, implementing a kindergarten transition component, and coordinating parent and community based participation.

Project Design

The project will address the needs of diverse young learners by implementing a systems approach to early literacy in an inclusive preschool environment by: (a) providing a comprehensive language and literacy based program of instruction to children ranging in age from 2.9 to 5.5 years of age who are at risk of educational failure, (b) providing ongoing teacher professional development and mentoring opportunities, (c) implementing a kindergarten transition program, and (d) coordinating a family, school, and community partnership.

(a) Language and Literacy. Federal and state legislators have emphasized evidence based practice to guide curriculum and instruction. Evidence must be grounded in scientifically based research, which is the application of systematic and objective procedures to obtain information about questions within a field and to ensure that the research will have a high degree of confidence that it is reliable and valid. An early literacy curriculum grounded in empirical research is comprised of the following key components:

- Oral language development
- Alphabet Knowledge
- Phonemic awareness
- Print awareness

OWL has a strong emphasis on language and literacy, targeting critical areas of oral language, phonological awareness, print awareness, and alphabetic knowledge by providing activities, routines, and intentional instructional scope and sequences that reflect scientifically based reading research literature. Participating preschool programs will accomplish the following goals: 1) implement a comprehensive preschool curriculum with a strong focus on

early literacy; 2) develop a multi-tiered intervention structure that differentiates instruction within each classroom for children identified through assessment as at high risk for academic failure; and 3) incorporate activities and practices to increase parent participation in extending early literacy learning from the classroom to home.

Opening the World of Learning (OWL) was selected as is it a comprehensive, core curriculum in language and literacy. OWL's curriculum content is organized in broad thematic units of Family, Friends, Wind & Water, The World of Color, Shadows & Reflections, and Things That Grow. Language and literacy targets are integrated throughout the curriculum that also integrates social development, mathematics, science, social studies, the arts, and physical development. The curriculum's rich content provides multiple and varied opportunities for children to development knowledge, skills, and language in literacy contexts. Components of the curriculum will be systematically and sequentially implemented during whole group and small group instruction in preschool classrooms. Table 1 provides an overview of time allocations and activity blocks for OWL implementation.

Table 1 OWL Daily Instructional Activities

Time	**Activity**	**Instructional Focus**
30 Minutes	Morning Meeting	Print Awareness, Alphabetic principles, Phonological Awareness
60 Minutes	Center Rotations	Print Awareness, Alphabetic principles, Phonological Awareness, Art, Math, Science, Social Studies
20 Minutes	Story Time	Interactive Reading Strategies, Literary Selections
20 Minutes	Small Groups	Phonemic Awareness, Sound Blending, Letter-Sound Associations

(b) Professional Development. The need for highly capable teachers is a constant theme in early childhood education literature (Strickland & Riley-Ayers, 2007). National and

government mandates have increased the expectations and educational requirements of early childhood teachers for federally and state funded preschool programs (U.S. Department of Health and Human Services, 2003). Early childhood teachers need to be able to promote a range of language and literacy practices and strategies to foster development and assessment of vocabulary, oral language, phonological awareness, and print awareness. The goals for professional development and mentoring provides a framework for evaluating and improving skill levels in content areas and in developing professional development opportunities (study groups, coaching, training, and coursework) in the following areas:

- Best practice in language and early literacy instruction
- Child growth and development
- Child observation and assessment
- Family and Community Partnerships

(c) Kindergarten Transition Program. The kindergarten transition program is a developmentally appropriate summer (four weeks, four days per week, four hours per day), literacy program focusing on preschool students with special needs transitioning to kindergarten. The curriculum is developed from the state Learning Standards for kindergarten with a focus on reading, including phonemic awareness, vocabulary, letter and sound recognition, and text comprehension using a project approach and interactive community based instruction. Instruction is provided in English with Spanish. Staffing patterns include two preschool teachers, one kindergarten teacher, and four instructional assistants. Parent education sessions will be conducted during each of the four weeks with emphases on kindergarten learning expectations. Parents are expected to participate in discussions and activities in the four targeted areas. Activity packets and ideas will be sent

home for parents to use with their children for the remainder of the pre-kindergarten summer. The following goals are provided for kindergarten transition:

- Extended Year Instruction
- Curricular Focus on Kindergarten Readiness
- Parent Education Emphasizing Kindergarten Learning Expectations
- Home Learning Activity Packets

(d) Family, School, and Community Partnership. Successful systemic initiatives usually result in an increase in the quantity and quality of the various forms of parent involvement, volunteering in the school and helping their children with homework (Epstein, 1995). Educators implementing these initiatives have succeeded in improving student academic achievement and transforming the culture of schools (Lewis, 1997; Murnane & Levy, 1996). The main goal of the parent involvement initiative is to raise students' academic achievement. Effects of home environments on school learning are significant and well documented in the research literature. There is convincing evidence that parents make significant contributions to their children's school outcomes (Fan & Chen, 2001). Parent participation in their child's education is associated with increased achievement motivation, reduced dropout rate, and improved social behavior and interactions with peers. The following objectives are provided to meet the goal of developing a collaborative team in creating an early childhood family, school, and community partnership:

- Create a parent steering committee
- Provide a parent involvement coordinator staff position

- Coordinate services with Parents as Teachers, Family Literacy, and Reading First Programs
- Develop ongoing parenting workshop and resource opportunities (4 each year)
- Establish a checkout system for program library
- Send home a monthly literacy calendar with home activities

QUALITY OF THE PROJECT EVALUATION (0-10 points)
The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors: ***Selection Criterion 5, Factor 1*:** The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (34 CFR 75.210(h)(2)(i)) ***Selection Criterion 5, Factor 2*:** The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (34 CFR 75.210(h)(2)(iv))

Project Evaluation

NOTE: *Selection Criterion 5, Factor 1*: Applicants may address *Selection Criterion 5* and the above factors in any way they choose. In addressing this criterion, applicants may want to–

(a) Specify the methods and instruments the proposed project will use to evaluate the achievement of each of the proposed project goals, including those proposed in *Selection Criterion 1, Factor 5.* (Title I, Part B, Subpart 2, Section 1222 (b)(9))

An evaluation consultant will be hired to evaluate the project and supervise data analysis to avoid possible conflict of interest or bias.

(a)Language and Literacy. Ongoing assessment as part of the teaching-learning process informs instruction. Literacy assessment will be formal and informal using CreativeCurriculum.Net to provide a comprehensive view of students' abilities. Assessment will involve teacher observations with dated and organized records to

document development over time; checklists with predetermined observation guides to document development in specific aspects of language and literacy behavior.

The Preschool Language Scale 4 (PLS-4) will be administered to students identified as having a special need. The PLS-4 is a formal assessment tool that has an extended span of language skills and norms to capture a more accurate view of a child's language ability. The PLS-4 includes a Caregiver Questionnaire for families to share information regarding the child's home communication ability.

DIBELS will be administered to each child to obtain longitudinal data. DIBELS assesses initial sound fluency, phoneme segmentation fluency, nonsense word fluency, word use fluency, and oral reading fluency, and retell fluency. Initial Sound Fluency (ISF) is a standardized, individually administered measure of that assesses a child's ability to recognize and produce the initial sound in a word presented orally (phonological awareness). Nonsense Word Fluency (NWF) measure is a standardized, individually administered test of the alphabetic principle, including letter-sound correspondence, in which letters represent their most common sounds and of the ability to blend letters into words. Word Use Fluency (WUF) is given as an oral assessment. Students are given a word and asked to use in an utterance to demonstrate word meaning.

Students' scores are entered into the school district's DIBELS database. The students are administered DIBELS three times during the school year (August, December and April) from kindergarten through grade 3 by trained school faculty. Data is reviewed from the beginning, middle, and end of the kindergarten year to

determine early literacy skills acquisition and necessity of additional intervention services.

(b) Professional Development. Professional development activities will be evaluated qualitatively through staff collaboration by projecting a long term plan for ongoing, high qualify professional growth. This plan will include developing a system to address the content focus and staff needs. Evidence of professional growth will consist of staff logs or journals to document changes, surveys, periodic analysis of classroom observations, and records of students' progress.

(c) Kindergarten Transition Program. Students participating in the kindergarten transition program will be administered the Kindergarten Readiness Assessment. The Kindergarten Readiness Assessment is a school district screening and assessment tool. This screening tool is used as a pre-intervention and post-intervention formative kindergarten assessment in phonemic awareness, initial sound identification, letter recognition, classification, and identification of story elements. Phonemic awareness is assessed by requiring students to produce rhyming words orally in response to spoken words, to blend spoken phonemes to form a single syllable word, and to segment one syllable words into phonemes. When initial sound identification is assessed, students are required to identify the initial and final sounds of a spoken word. When assessing letter recognition, students are required to identify capital letters of the alphabet. Classification skills are assessed by requiring students to sort familiar words into basic categories (colors, shapes, foods, animals).

(d) Family, School, and Community Partnership. Family, school, and community partnership will be evaluated qualitatively by the use of parent surveys, attendance log of parent workshops, and parent focus group.

(b) Provide validity and reliability data for specified evaluation measures. (Title I, Part B, Subpart 1, Section 1208 (7)(B))

DIBELS. All students' early literacy skill acquisition will be assessed longitudinally using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills to provide support early and prevent the occurrence of later reading difficulties.

Elliot, Lee, and Tollefson (2001) established correlations between DIBELS scores and criterion measures of phonological awareness, standardized achievement measures, and teacher ratings of achievement provided concurrent validity coefficients ranging from .60 to .70. These researchers also found scores on the Skills Cluster of the Woodcock-Johnson Psycho-educational Battery-Revised supported the use of DIBELS measures for identification of kindergarten students who are at risk for reading failure and progress monitoring.

Creative Curriculum. Creative Curriculum is a comprehensive and integrative curricular model for early childhood programs. It offers multiple examples of how teachers can implement developmentally appropriate and engaging learning activities that enable children to progress in each developmental domain and mastery of content knowledge and skills through the use of the Developmental Continuum Assessment

System. The Continuum is a teacher assessment tool and addresses four areas of development: social/emotional, physical, cognitive, and language. Reliability refers to the consistency and stability of the information that is obtained through the use of the Continuum. Consistency refers to the extent to which the information from items within factors agrees with itself. Stability refers to the extent to which the same information remains stable over measurements across time. Lambert (2004) determined estimates of the internal consistency reliability of the factor scores of the Continuum. Each of the factor scores yielded good reliability coefficients. All of the coefficients were above .92 and reliabilities of .80 or greater are considered acceptable.

Preschool Language Scale-4th edition (PLS-4). The PLS-4 assesses language skills in children from birth to 6 years 11 months. It is a diagnostic and research tool designed to identify current comprehension and expressive language skills and measure changes in language skills over time. The test is individually administered and includes tasks that assess skills in the areas of preverbal behaviors, as well as linguistic skills in the areas of semantics, morphology, syntax, integrative language skills, and pre-literacy skills.

The reliability of the PLS-4 was determined using test-retest reliability, internal consistency, and inter-rater reliability. The test-retest stability coefficients range between .82 and .95 for the subscale scores and .90 to .97 for the Total Language Score. The internal consistency reliability coefficients range from .66 to .96 (for most ages the coefficients are .81 and higher). The inter-rater reliability study included 15 scorers who scored the Expressive Communication subtest on 100 protocols selected from the standardization sample. Each protocol was scored by two different scorers. The

percentage of agreement between scorers was 99% and the correlation between the Expressive Communication scores was .99.

Assessment Timeline

Instrument	Conducted
PLS-4	August
CreativeCurriculum.Net	Quarterly
Family Literacy Interview	Fall/Spring
Family School Contact	Continuously
Teacher Self-Efficacy Scale	Fall/Spring
Transition Checklist	Summer

This section should be attached as a single document to the Budget Narrative Attachment Form in accordance with the instructions found on Grants.gov. It should be organized in the following manner and include the following parts in order to expedite the review process.

You must attach any narrative sections of your application as files in a ***.DOC*** *(document),* ***.RTF*** *(rich text), or* ***.PDF*** *(Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.*

Please note that Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

Suggested Guidelines for the Budget Narrative

In accordance with 34 CFR 75.232, Department of Education staff perform a cost analysis of the each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. We may delete or reduce costs from the budget during this review.

To facilitate the review of your Budget Narrative, we encourage each applicant to include the following information for each year of the project:

Project SOAR Budget Narrative

1. Personnel

Project director will be responsible for project design, implementation, operations, and budgets. She will employ, supervise, and evaluate project personnel and district consultants. This will include oversight of professional development and training of teaching staff. She will also participate in curriculum implementation, data collection, and analyses.

Graduate Assistants I will be responsible for assisting with coordinating staff professional development, student assessment, parent workshops, and parent participation in project design.

2. Fringe Benefits

- Faculty fringe benefit rate is 28.4%
- GA's fringe benefit rate is 42.6%
- Staff fringe benefit rate is 44.9%

3. Travel

Travel to an annual national conference is included for each budget year for the project coordinator and graduate assistants. Annual conference attendance facilitates collaboration, professional development, and presentation of program data. Resources are allocated for LEA personnel to attend in-state workshops and professional development opportunities.

Community based instruction for preschool students are an integral part of developing

early literacy skills by expanding vocabulary knowledge through experiential learning. Preschool students will participate in monthly field trips throughout the academic school year and weekly field trips during summer SOAR participation. Field trips will align with thematic curriculum.

4. Equipment

The project coordinator, instructional coach, parent involvement assistant, and graduate assistants will be provided with a laptop computer and printer for data collection. Student assessment data is recorded via CreativeCurriculum.net, which is an online assessment tool. The computers will provide access to student records and information.

5. Supplies

Instructional supplies are allocated for classroom teachers to facilitate early literacy learning. Funds are also allocated for children's books in order to provide a set of appropriate literature for home use and practice.

6. Contractual

Contractual agreement with Sunnyside Unified School District (LEA) will be generated to utilize preschool teaching staff, instructional coach, and parent involvement specialist. Human resources will ensure that all staff meets qualification guidelines.

7. Other

Parent incentives are provided to encourage ongoing participation and attendance of summer workshops.

Teaching staff stipend for professional development outside of student contact time.

Postage includes mailings to disseminate information as well as communication with LEA and stakeholders.

8. Total Direct Costs

- The project will be housed in the *Department of Disability and Psychoeducational Studies (DPS)* in the *College of Education* at the University of Arizona. The College will provide space, expertise, and technology assistance to complete the project.
- Total direct costs for year one are $133,479.00.
- Total direct costs for year two are $103,229.00.
- Total direct costs for year three are $103,229.00.

9. Indirect Cost

- Full indirect cost rate is 51.5%

CURRICULUM VITA

Carol June Maker

EDUCATION

Institution	Major Field	Degree	Dates
Western Kentucky University	Elementary Education	B.S.	1966-1970
Southern Illinois University	Special Education (Gifted)	M.S.	1970-1971
University of Virginia	Dual majors in Educational Psychology (Gifted) (Gifted) and Special Education (Learning Disabilities)	Ph.D.	1975-1978

PROFESSIONAL EMPLOYMENT

University of Arizona, Department of Special Education and Rehabilitation, Professor 1996-Present
University of Arizona, Department of Special Education and Rehabilitation, Assoc. Professor 1983-1996
University of Arizona, Department of Special Education Assistant Professor, 1981-1983
University of New Mexico, Department of Special Education, Assistant Professor. 1978-1981
University of Virginia, School of Continuing Education, Off-campus instructor 1976-1978
University of Virginia, Department of Foundations of Education, Graduate Instructor 1976-1977
U.S. Department of Education, Office of Gifted and Talented, Administrative Intern. 1974-1975
Illinois Office of Education, Department of Exceptional Children, Regional Supervisor 1971-1974.

PUBLICATIONS (Last 10 Years)

Maker, C. J. & Muammar, O., and Jo, S. M. (2008). Development of Creativity: The influence of traditional and non- traditional pedagogy. *Learning and Individual Differences, 18(4),* 402-417.

Maker, C. J. & Zimmerman, R.H. (2008). Problem solving in a complex world: Integrating DISCOVER, TASC, and PBL in a Teacher Education Project. *Gifted Education International, 24(2/3), 160-178*.

Maker, C. J. & Pease, R. (2008). DISCOVER and TASC in a Summer Program for Gifted Students. *Gifted Education International*.

Begay, H. & Maker, C. J. (2007). When geniuses fail…Na-Dene' (Navajo) conception of giftedness in the eyes of the holy deities. In Shane N. Phillipson & Maria McCann (Eds.) *Conceptions of Giftedness: Socio-Cultural perspectives*. (pp. 127-168) Lawrence Erlbaum Associates.

Sak, U. & Maker, C. J. (2006). Developmental variation in children's creative mathematical thinking as a function of schooling, age, and knowledge. *Creativity Research Journal,18(3),* 279-291.

Maker, C. J., Muammar, O., Serino, L., Kuang, C. C., Mohamed, A., & Sak, U. (2006). The DISCOVER curriculum model: Nurturing and enhancing creativity in all children. *Korean Educational Development Institute (KEDI) Journal of Educational Policy, 3(2*), pp.99-121.

Maker, C. J. (2006). Creativity, intelligence, problem solving, and diversity. In *Diversity in gifted education: International perspectives on global issues.* B. Wallace & G. Eriksson (Eds.). London: Routledge Falmer.

Sak, U. & Maker, C. J. (2005). Selecting resources in the education of the gifted. In J. Purcell (Ed.) *Guidelines for Developing and Enhancing Educational Programs and Services for Highly Capable Students*. Washington D. C. National Association for Gifted Children.

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Wallace, B., Maker, C. J., Cave, D., & Chandler, S. (2004). Thinking skills and problem-solving – an inclusive approach. London: David Fulton Publishers.

Maker, C. J. (2004). Creativity and multiple intelligences: The DISCOVER project and research. In Lau, S., Hui, N. N.A., Ng, Y. C. G. *Creativity: When East Meets West*. Singapore: World Scientific Publishing Co. Pte. Ltd.

Maker, C. J. (2003). Creativity, Problem Solving, Multiple Intelligences, and Diversity. In *Diversity Appreciation and Education.* (pp.101-107). Belgrade, Serbia: Institute for Educational Research.

Schiever, S.W., & Maker, C.J. (2002). Enrichment and acceleration: An overview and new directions. In G. Davis & N.
Colangelo (Eds.), *Handbook of gifted education*.(3rd Ed.). (pp.113-125) Boston: Allyn & Bacon.
Maker, C. J. (2001). DISCOVER: Assessing and developing problem solving. *Gifted Education International*. (15), 232-
251.

SERVICE/OUTREACH (LAST 6 YEARS)

Local/State Outreach

Advisory Board for Cholla High School Magnet Program
1999-2000
Arizona Department of Education Test Review Committee for Gifted Programs 2005
Advisory Committee for Early Childhood Center for La Paloma Family Services 2004-Present
Assistance to Local School Districts on the Navajo Nation, Arizona, New Mexico,
Ohio, Kentucky, and Colorado On-going

National/International Outreach

Editorial Review Board for *The Journal for the Education of the Gifted*
1977-2003
Editorial Board of *Gifted Education International* 1985-Present
Editorial Advisory Board for *Understanding Our Gifted* 1995-Present
Editorial Board for the *Eurasian Journal of Educational Research* 2002-Present
Editorial Board for *Evaluation and Research in Education* 2004-Present
Editorial Board for the Journal of the Institute for Educational Research in Serbia 2005-Present
Manuscript review (approximately one for each journal each year) for the *Gifted Child Quarterly* (1985-Present), *Roeper Review* (1989-present), and the *Journal for the Education of the Gifted* (2003-Present)
Sponsored Fulbright Scholars
Usanee Anuruthwong, Srinakharinwirot University, Thailand
2002-2003
Ali Loury, Arabian Gulf University
2003-2004
Sponsored International Scholars funded by Foreign Governments
Aibi Chen, Beijing Institute of Education 2000
Yu Xin, Beijing Institute of Education 2002, 2003
Hing Fung Tsui, Hong Kong Institute of Education 2003
Ad Hoc Member, Task Force on Identification of Gifted Minorities for the New Mexico Department Of Education
1998-2000
Advisory Committee Member, Niños Brilliantes School, Juarez, Mexico 1998-2001

CURRICULUM VITAE

FELICIA ROBINSON

College of Education

University of Arizona

Telephone: (520)294-9820 or (520) 490-1763

EDUCATION:

Year	Degree	Institution	Discipline
2010	Ph.D.	University of Arizona	Special Education Early Childhood Educational Leadership
2000	M.A.	University of Arizona	Special Education Learning Disabilities
1996	B.A.	Prescott College	Elementary Education
1994	A.A.	University of Maryland College Park	Business Management Accounting

PROFESSIONAL EXPERIENCE:

Year	Institution	Position
1997-Present	Sunnyside Unified School District Tucson, Arizona 85706	ECSE
1996	Sunnyside Unified School District Tucson, Arizona 85706	Teacher

AREAS OF SPECIALTY AND RESEARCH INTERESTS:

Early Childhood Curriculum Development

Early Literacy

Parent Involvement in Educational Processes

Education Policy

PROFESSIONAL AFFILIATIONS:

Council for Exceptional Children

National Association for the Education of Young Children

LISCENSES AND CERTIFICATIONS:

Arizona Elementary Education

Arizona Early Childhood Special Education

Arizona Special Education K-8th Grade

Arizona Sheltered English Instruction Endorsement

Arizona Early Childhood Endorsement

PROFESSIONAL HONORS:

Black Honor Society Award

Sunnyside Star Teacher Award

TRAININGS CONDUCTED:

Count Me In: Preschool Inclusion

Ocotillo Preschool Family Math Night

Sunnyside Preschools/United Way Healthy Ways Family Night

Ocotillo Assistants Medicaid in the Public Schools

List of Existing Preschool Programs Proposed:

Sunnyside Unified School District

Tucson, Arizona 85706

> The school district's early childhood center is committed to improving their early literacy focus, strengthening the transition from preschool to kindergarten, and increasing students' success in reading. SOAR collaborative provides the opportunity to increase substantive educational efforts in providing effective preschool experiences.

Ocotillo Early Learning Center is a developmentally appropriate early childhood center serving children from birth to five of all abilities in an inclusive, nurturing, stimulating environment. Programs include Title One preschool, early childhood special education, and our fee-based program (fees are adjustable based on DES eligibility.).

Parents as Teachers is free for all families who live in the Sunnyside District, beginning in the third trimester of pregnancy until children are 5 years old. Services include home visits by parent educators, Stay and Play, Dad and Me, toy and book lending library.

Early Childhood Special Educators provide specially designed instruction to meet the unique needs of a student with a disability. Services are available to meet the needs of all students with disabilities in district who are eligible and need special education and related services in order to benefit from their educational program.

References

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intervention. *American Educational Research Journal,* 32, 743–772. doi: 10.31020002831203200 4743

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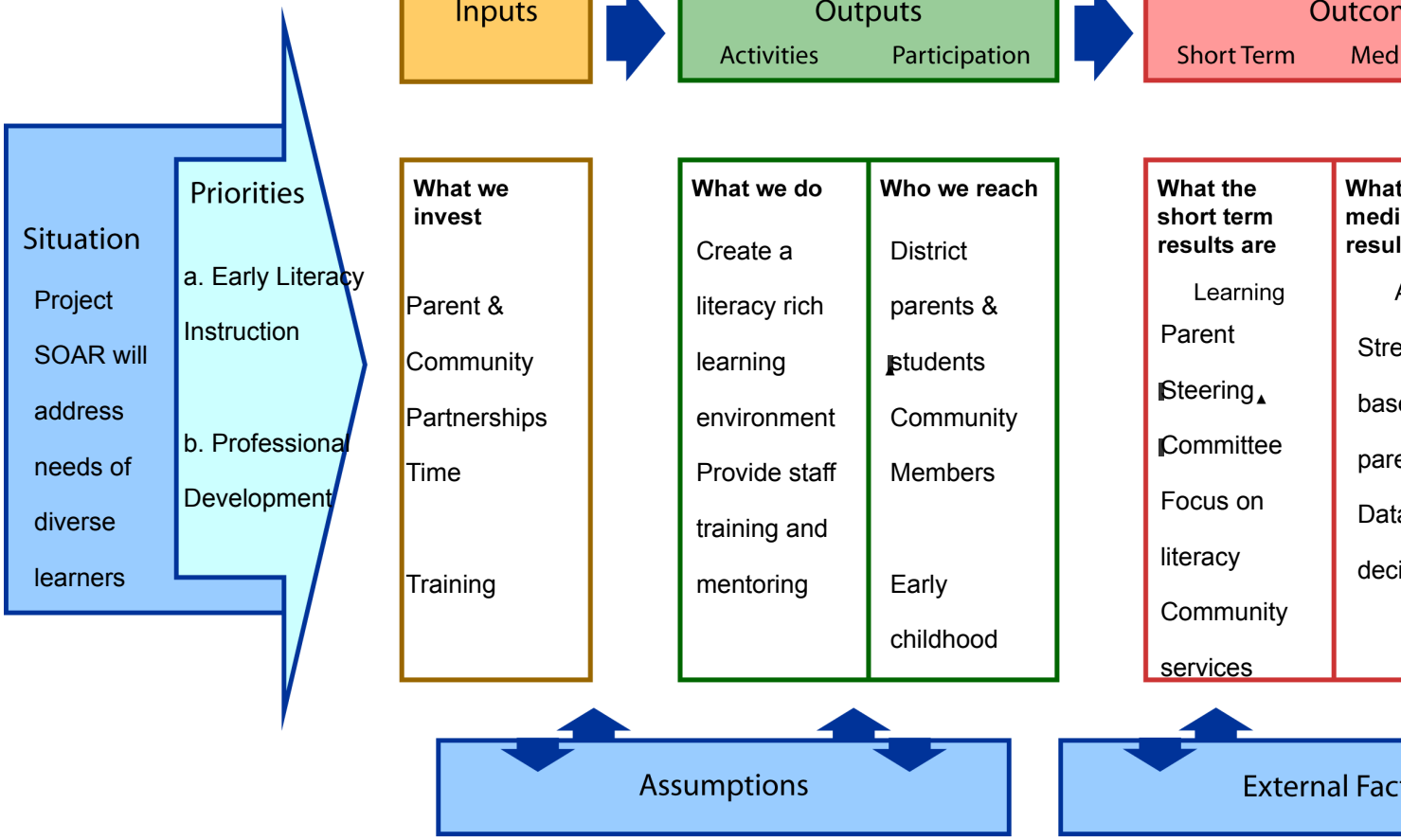
PROJECT SOAR (SCHOOL-WIDE OPPORTUNITY FOR ACADEMIC READINESS)

Felicia Robinson

Program Action - Logic Model



Evaluation

Focus - Collect Data - Analyze and Interpret - Report