Early Reading First
And
Doors to Discovery

A Partnership for Early Reading Success

Important Grant Information

Applicants should read the RFP for complete information about the competition. Visit: http://www.grants.gov/.

Eligibility: If you aren't sure whether you are eligible, all eligible school districts are listed at http://www.ed.gov/earlyreading/index.html

Applicants must register with www.grants.gov **to submit their applications.**

The Twelve-Page PRE-APPLICATION Narrative

For the pre-application you will address only the "Need for the Project" and "Quality of Project Design" sections. These are valued at 100 points. The following information is designed to assist applicants who are developing proposals that will implement *Doors to Discovery,* if funded. Grant requirements are provided in bold face type, followed by the supporting *Doors to Discovery* information.

NEED FOR THE PROJECT (20 POINTS)

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))**

Applicants may address this factor in any way they choose. However, the Secretary believes that high-quality applications addressing *Selection Criterion 1, Factor 2* likely will –

- Explain the extent to which the proposed Early Reading First project would provide equitable opportunities to learn for preschool aged children, particularly those who have limited proficiency in English, are disabled, or have other special needs.

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

- Include in the appendices, charts, graphs and/or tables illustrating the demographics of the existing preschool program(s) that the proposed Early Reading First project would support and serve. (Applicants may cross-reference their response to Selection Criterion 2, Factor 2, Purpose 1, rather than repeating the information in response to this selection criterion). Sample chart attached.

- Explain the extent to which each of the proposed Early Reading First centers and classrooms would serve preschool-aged children from low-income families.

QUALITY OF PROJECT DESIGN (80 POINTS)

Selection Criterion 2, Factor 1: **The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (34 CFR 75.210(c)(2)(xiii))**

Applicants may address this factor in any way they choose. However, the Secretary believes that high-quality applications addressing *Selection Criterion 2, Factor 1* likely will –

- **Include in the appendices, full endnote citations supporting the research basis for the Quality of Project Design (Selection Criterion 2) narrative. Do not include a general reference bibliography.**
- **Explain the extent to which the body of research on which the project is based meets the definition of Scientifically Based Reading Research in Section 1208 of the ESEA, beginning in Section C of the application package.**

Main Features to the Program:

FEATURES	BENEFITS
Alignment with IRA/NAEYC position paper	Strong research base, authentic research
Oral Lang. Dev., Phonological Awareness, Alphabet Knowledge, & Concepts of Print, books, & stories	Alignment with IRA/NAEYC paper regarding predictors of literary success; Addresses national literacy initiatives
Alignment w/High Scope & Creative Classroom curricula	Use by all pre-K markets – Publicly funded pre-K's, Head Starts, National child care chains, independent pre-K's and current ERF sites
Early Literacy immersion environments that feature unique Shared Literacy. The program features: 4 BB's that focus on fiction, nonfiction, mathematical concepts, and interactive oral language and vocabulary development	Opportunities for oral language/vocabulary development; concepts of print, books, and stories; alphabet knowledge; and phonological awareness
Developmentally appropriate activities	Engagement of children in differentiated activities that support literacy
Inclusive Components that are called-out	ESL, Special Needs, Differentiated Curriculum includes all learners
Family Literacy	Opportunities for parallel and integrated family learning activities that enrich, extend, and teach the curriculum, recognizing parents as the first "teachers" of their children
On-going Professional Development	On-site, on-going training; address the needs of target teacher market; address classroom management in each unit; address shared literacy in each unit; address components of pre-k in each unit
Assessment	On-going and periodic assessment components are integrated into the TG. A separate assessment booklet accompanies the program, complete with rationale, research, BLM's and assessment management ideas
Literacy Learning Centers	Cross-curricular instruction; integration of play/imagination of children and teachers
Math Component	Alignment w/state standards & guidelines;

	connections to literacy learning
Professional Development	INSIGHT Professional Development – Customized, consultative solutions, need assessment, follow-up services; Stand-alone or Solutions model

NOTE: *Selection Criterion 2, Factor 2:* **The Early Reading First statute lists 5 purposes for the Early Reading First program that can be found in Section C of the application package. For the applicant's convenience, they are listed below.**

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

Applicants may address *Selection Criterion 2, Factor 2 , Purpose 1* **in any way they choose. However, the Secretary believes that high-quality applications likely will –**

- **Specify the existing preschool program(s) that the project proposes to support and improve with Early Reading First funds. <u>The Secretary recommends that, in the case of center-based programs, the applicant generally include no more than a total of 5 centers in order to ensure that funds are sufficiently concentrated to achieve the program goals.</u>**

As you identify your centers, consider including private and faith-based early childhood centers, university daycare programs and/or Head Start programs. In the Appendix, you will be able to provide data about each center. Provide all data requested. You should select centers that enable you to serve children for 2 consecutive years –between the ages of three and five.

- **Explain how each existing center selected for the proposed project has the capacity and potential to become an Early Reading First preschool center of educational excellence.**

The Secretary believes that such centers are likely to be preschool programs that currently:
- o Have existing, appropriately equipped, preschool classrooms in which the Early Reading First program will be implemented.
- o Have high rates of daily attendance for enrolled children.
- o Are staffed by teachers with the qualifications necessary to implement a language and literacy focused project, such as a bachelor's degree.
- o Demonstrate a history of low staff turnover.
- o Effectively attend to the developmental domains traditionally supported by preschool programs, including social, emotional, and physical; and are ready to implement an added component focused on developing young children's oral language, cognition, early reading skills.

 (Be sure to address all of the bullets above).

- **Include <u>in the appendices</u> the name(s) and address(es) of the preschool program(s) that the proposed project would support. Provide a brief description of <u>each</u> of the following for each of the preschool programs:**

  1. **the ages and number of the children being served;**
  2. **demographic and socioeconomic information on those children;**
  3. **information on the type(s) of special needs that any of the children may have;**
  4. **the average hours the children attend the program (hours/day, days/week, and months/year);**

5. primary funding source(s);
6. the basic instructional program; and
7. the number of staff and their qualifications.

This information may be provided in table format and must include all of these points for each center. **Remember that ERF focuses on high poverty areas and programs that operate 6.5 hours a day, 5 days a week, 46 weeks a year.**

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

a. **Recognition, leading to automatic recognition, of letters of the alphabet;**
b. **Knowledge of letter sounds, the blending of sounds, and the use of increasingly complex vocabulary.**
c. **An understanding that written language is composed of phonemes and letters each representing one or more speech sounds that in combination make up syllables, words, and sentences;**
d. **Spoken language, including vocabulary and oral comprehension abilities; and**
e. **Knowledge of the purposes and conventions of print.**

Applicants may address *Selection Criterion 2, Factor 2, Purpose 2* **in any way they choose. However, the Secretary believes that high-quality applications likely will –**

- **Outline the proposed project's goals for improving young children's oral language, phonological awareness, print awareness and alphabet knowledge.**

*NOTE: Goals are requested in three different sections of this application as appropriate. Note however, that this section is asking **only** for goals related to oral language, phonological and print awareness and alphabet knowledge. Each section of the pre-application has a place to identify specific goals. Applicants should be aware of the GPRA measures by which **all** projects will be evaluated and which may be reflected in your individual goals.*

These are:

o The percentage of preschool age children participating in Early Reading First programs who achieve significant gains on oral language skills as measured by the Peabody Picture Vocabulary Test IV, Receptive (significant is defined as a standard score increase of four (4) or more points between pre-and post-test);

o The percentage of preschool age children participating in Early Reading First programs who demonstrate age appropriate early language skills as measured by the Peabody Picture Vocabulary Test IV, Receptive (age appropriate is defined as a standard score of 85 or above);

o The cost per preschool age child participating in Early Reading First programs who achieves significant gains on oral language skills as measured by the Peabody Picture Vocabulary Test IV, Receptive;

o The Early Reading First teachers' scores on the Early Language and Literacy Classroom Observation (ELLCO) Pre-K Tool Revised (replaces the ELLCO Toolkit Research Edition) after each year of implementation; and

o The average number of letters that preschool age children are able to identify as measured by the Uppercase Alphabet Knowledge Subtask on PALS Per-K assessment.

- **Outline the curriculum's defined scope and sequence and describe how it is structured, systematic, and aligned to support the development of children's oral language, phonological awareness, print awareness, and alphabet knowledge.**

Doors to Discovery is organized around 8 thematic exploration units. Each Exploration included four (4) Big Books that focus on fiction, nonfiction, mathematical concepts, and interactive oral language and vocabulary development. Each day includes whole group and small group instruction, discovery centers and a home connection. Developmentally appropriate activities are provided for children in differentiated learning centers that support literacy. Opportunities for parallel and integrated family learning activities that enrich, extend, and teach the curriculum, recognizing parents as the first "teachers" of their children.

Assessment strategies are integrated into the *Doors to Discovery* program. A separate Assessment booklet accompanies each Exploration, complete with rationale, research, blackline masters and assessment management ideas.

Children take the first steps toward literacy long before they become readers and writers in the conventional sense. In the preschool years, early experiences with language and literacy build the foundation for later reading success. *Doors to Discovery*'s literacy "explorations" develop the five areas identified by the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC) as the foundation for early literacy success:
- Oral language
- Phonological awareness
- Concepts of print
- Alphabet knowledge and writing
- Comprehension

Doors to Discovery helps children acquire these skills through a shared literacy model based on early childhood practices that consistently produce successful readers, writers and thinkers.

- **Describe how the curriculum, combined with project procedures and other supports, will ensure that each day teachers know what they are supposed to do in order to support the development of children's oral language, phonological awareness, print awareness, and alphabet knowledge, and the extent to which the curriculum and other project supports will provide teachers with the materials to do it.**

Pre-assessments using PALS Pre-K and the PPVT III will give teachers baseline data about the instructional levels of their students. A full day of staff development takes teachers through each component of the program and allows times for hands-on practice and questions. Teacher guides for each unit direct teachers through the planning of each unit and include complete directions for each whole and small group activity as well as for creating the learning centers. Teacher materials also include: strategies for ELL and special needs children, assessment strategies, and home connections.

The most significant support for the teacher will come from the site-based literacy coach who will probably spend 3-4 hours a week in each classroom helping teachers implement the curriculum. The coach will help the teacher analyze on-going monitoring data, plan instruction, determine the make-up and needs of small groups, model instructional strategies and help the teacher create an effective literacy environment.

Note: Be sure to address all other procedures you have in place to help teachers implement program components. These might include additional professional development, the hiring of a project literacy coach or the purchase of additional teacher materials. The description of the role of the on-site literacy coach is particularly crucial.

Oral Language – Learning to think, listen, speak, question and communicate with others is the intended outcome of *Doors to Discovery*. Storybooks, nonfiction titles and concept books provide an avenue for preschoolers to their own experiences and feelings. Each "Exploration" includes a wordless interactive book filled with things for children to name and describe. Shared literacy promotes active student involvement with books, words, pictures and ideas. There are a variety of

props with every story that invite children to create their own books while fostering oral language development.

Innovative learning centers give children compelling experiences to discuss. Discovery Center lesson plans give teachers the structure to integrate oral language into art, math, blocks music, and cooking. A "Wonderful Words" component focuses on systematically building vocabulary and "Language Keys" will show teachers how to enrich and extend children's conversation.

Phonological Awareness – Songs, rhymes, chants and fingerplays build solid phonological skills. Each Exploration has a colorful teaching poster and an accompanying audio CD with music, poetry, and shared literacy lessons that help children learn to hear and analyze the parts and sound of speech.

Components of Print – Children in a *Doors to Discovery* classroom will be immersed in a stimulating print-rich environment. Daily shared reading and writing activities provide a relaxed setting for exploring books and experiencing the power of print first hand. Big Books introduce children to each new Exploration. They move through each at their own pace. A developmental range of appropriate activities gives children ample time to see, hear, and touch each book and to re-visit it in varied ways.

Literacy-enriched learning centers provide a meaningful context for exploring the many functions of print with each center incorporating relevant books, environmental print and writing activities.

Alphabet Knowledge and Writing – The shared literacy approach leaves children with a solid understanding of the foundations of written language. Through shared reading and modeled writing, children learn that words have meaning, that words consist of letters and that the letters have shapes and names. There are daily opportunities to work with letters and "to write."

Comprehension – Each unit offers opportunities to predict events, confirm guesses with pictures, sequence pictures to tell a story, link prior knowledge to a text, and to answer an increasingly complex set of questions about the text.

- **Describe how instruction in new knowledge and skills is explicit and intentional and starts as teacher directed and moves toward more independent activity within the context of whole-group instruction and practice, small-group instruction and practice, and independent practice.**

Each day's instruction begins with the **whole group** and includes a *Gathering Activity* (song, chant, poster); *Enjoying the Story* (includes building background knowledge, choral reading, questioning, re-telling with props etc.); *Exploring Print and Sounds* (includes such concepts as beginning/ending sounds, rhymes, syllables etc); and *Extending Story Meaning* (enacting, sequencing, adding sound effects to the reading of the story; recording student discussion about the story and playing it back, etc.).

Daily **Small Group** activities are highly engaging and come with complete instructions. They allow teachers to group the children in different ways as they systematically focus on oral language, concepts of print, vocabulary development, listening and following directions and speaking to convey information.

Each day children work **individually or in pairs** in discovery centers applying or reinforcing concepts learned in whole and small group. There are Center directions and activities for art, blocks, cooking, dramatic play, math, music and movement science, sensory and writing.

- **Outline the content (subject matter) that will be provided as the context for improving children's oral language and background knowledge.**

Explorations include: *New Places, New Faces; Vroom! Vroom!; Tabby Tiger's Diner; Build it Big!; Healthy Me; Discovery Street; Our Water Wonderland*; and *Backyard Detectives*. Each

exploration includes a storybook, a concept book, a nonfiction book and an interactive book (all provided in both Big Book and Lap Book formats). Explorations also come with a Song and Rhyme Poster, a door poster, story character props, activity cards, word cards and an audio CD. Content is extended through suggestions for speakers, study trips and related books.

- ▪ **Detail the amount of time the proposed program will spend developing each child's language, cognition, and early reading skills.**

The program can easily fill 90 + consecutive minutes of instruction and flexibly offers multiple opportunities for small group work and rotation through learning centers.

If you provide any kind of summer or transition program for children who are at risk of failure when they reach kindergarten, describer it here. Grant funds can be used to provide this added instructional time.

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

Applicants may address *Selection Criterion 2, Factor 2, Purpose 3* in any way they choose. However, the Secretary believes that high-quality applications likely will –
- • **Outline the proposed project's goals for improving the language and print richness of the environment.**

Goals should address the relevant GPRA measures.

- • **Describe the strategies and materials that the project proposes to enhance the literature and print richness of the environment.**

Doors to Discovery comes with Big Books, lap books, scrapbooks, song and rhyme posters, and activity and word cards – all enhancing the rich classroom literacy environment. However, in this section you should also describe how you will utilize environmental print, realia, student work, graphic organizers, maps, charts, mailboxes, signs, labels and other materials to enrich the environment and how these materials will improve instruction.

- • **Describe the strategies and materials that the project proposes to implement so that the physical environment will provide support for the development of children's oral language.**

Consider the inclusion of listening and recording equipment; McGraw-Hill's Oral *Language Builder*; a combination of literacy, learning and developmental centers with periodically changing themes (for example, the dramatic play center can be a kitchen, grocery store, ticket office at the zoo or a bank); regular opportunities for conversation and dialog with other students and with adults. Children are encouraged to bring things they discover outside of school (fall leaves, a magazine cover of the new library, etc.) to share with others and describe.

- • **Describe the strategies and materials that the project proposes to implement so that the physical environment will provide support for the development of children's background knowledge.**

Teacher guides provide teachers with conversation starters designed to draw on the children's background knowledge before beginning any new story. For example, prior to a story about a taxi, the teacher might ask children how they get to school and record responses on a graphic organizer. Then she might ask what they would do if they didn't have a car – then how would they get to school? Professional development shows teachers how to elicit longer, more complex answers and to allow children to talk rather than encouraging silence.

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

Applicants may address *Selection Criterion 2, Factor 2, Purpose 4* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- **Outline the goals for the project's proposed professional development program.**

Applicant provides specific goal(s) here.

- **Describe the content and scope and sequence of the professional development to be provided.**

Doors to Discovery includes a full day workshop to introduce teachers to every component of the program and how to use it to meet diverse student needs. Applicants will want to include other relevant professional development from external providers such as local educators or a university. Examples include: training in the administration and use of the PALS test or other assessments, integration of phonemic awareness throughout the school day, outdoor literacy activities, and evaluation and enhancement of the classroom environment using the ELLCO or a similar resource.

Wright Group provides a number of appropriate pre-k literacy workshops through INSIGHT. Modules are designed to be flexible and adaptable; most workshop modules are 3 hours unless otherwise indicated. IMPORTANT: 2 three-hour modules need to be combined to equal one full six-hour early childhood workshop day.

- Early Literacy Overview
- Shared Book Experience
- Oral Language
- Phonological Awareness
- Concepts of Print
- Writing (6 hours)
- Comprehension
- Reading Aloud
- Family Learning
- Classroom Management
- Centers
- Purposeful Play
- English Language Learners
  Special Needs Students

Be sure to describe the on-going and connective role of your local literacy coach. This person is apt to have the greatest impact on teachers simply because of frequency and length of contact.

- **Explain the strategies and materials that will be implemented in the professional development that will ensure that it will be classroom focused and will enhance the implementation of the curricula, materials and instructional strategies outlined in the applicant's response to Purpose 2.**

Strategies incorporated in the *Doors to Discovery* professional development include use of the *Doors to Discovery* instructional materials; planning based on student data, demonstrations and modeling of research-based strategies; and opportunities to practice with the materials and ask questions.

Strategies utilized by the local literacy coach will likely include all of the above as well as modeling the use of materials and strategies in the teacher's classroom with the students;

monitoring data regularly and working together to plan appropriate instruction; and

observing teachers practicing new strategies and getting feedback from the literacy coach. Use the role of your district Reading First coach as a guide.

Materials used in professional development include:

Some key examples of reading research (National Reading Panel Report, etc.)

All curriculum materials

Teacher Guides particularly

Beginning of year baseline student data if available.

Delineate the number of hours, the frequency, and the method of delivery of the professional development for each teacher and the extent to which the professional development will be high quality, sustained and intensive.

Workshop days are typically 6 hours. Applicants should also discuss all other professional development including that from universities or other program providers, reflection time provided to teachers, observation in other classrooms, book studies, college courses, and the weekly classroom support of a local literacy coach.

- **If teacher mentoring is provided as part of the professional development plan, specify the qualifications of the teacher mentor and explain the link between the teacher mentoring and the professional development delivered in a classroom or workshop setting.**

Applicant provides.

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

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

Applicants may address _Selection Criterion2, Factor 2, Purpose 5_ in any way they choose. However, the Secretary believes that high-quality applications likely will –
Specify screening instruments for young children's oral language, phonological awareness, print awareness, and alphabet knowledge.

The ERF program has high standards of accountability. Applicants should plan for at least three formal assessments a year as well as ongoing monitoring using an instrument such as the TROLL (Teacher Rating of Oral Language and Literacy). Screening is important for predicting which children might experience difficulties and for assisting teachers in planning small-group work as well as individualized time at the computer. Monitoring is important for determining whether children are making adequate progress and modifying their instruction if they are not. Outcome or end-of-year assessment serves to show that individual student goals have been met and also helps the next year's teacher in initial planning.

Applicants should describe assessments they are currently using and what each does as well as the gaps. Some current assessments may be unnecessary. If assessments are added it should be to fill gaps. Be sure to describe all kinds of assessment including any informal checklists or teacher observation.

For Early Reading First, it will be important to have formal and informal assessment tools that report children's progress in oral language, phonological awareness, print awareness and alphabet knowledge. Because the following assessments are part of the national evaluation, applicants will want to include them:

Phonological Awareness Literacy Screener Pre-K (_PALS_), which has subtests addressing rhyme, sound knowledge, alphabet knowledge, and concepts of words and print

Peabody Picture Vocabulary Test IV Receptive (English and Spanish versions), which assesses listening comprehension for spoken words

The Early Language and Literacy Classroom Observation (ELLCO) Pre-K Tool looks at environmental factors, specifically the literacy environment and the teacher's literacy activities.

The Teacher Rating of Oral Language and Literacy (_TROLL_) is another commonly used tool (but not required). It looks at language use in various situations, rhyme recognition and production, vocabulary use, speech production, listening and comprehension, engagement with books, letter and word recognition and writing behaviors.

Informal assessments might include:

      focused observations (anecdotal notes)

      portfolios of student work, checklists

      teacher-made assessments such as rubrics and checklists

      videos, tape recordings, and photos

Specify progress monitoring instruments for young children's oral language, phonological awareness, print awareness, and alphabet knowledge.

See above description of the Teacher Rating of Oral Language and Literacy (TROLL) as an example of an easy to use monitoring tool.

- **Provide validity and reliability data for specified measures, when it exists.**

Check the publisher's website; include the validity and reliability for each tool in your narrative.

- **Describe strategies, systems and professional development activities that will ensure teachers gather high-quality data and will assist teachers with using information gained from screening reading and progress monitoring assessments to improve instruction for individual children.**

During training, the literacy coach discusses effective use of screening, diagnostic and classroom-based assessment; teaches the administrator how to make decisions based on this data; and shows how to continuously monitor the implementation and student performance using teacher observation and the informal assessment suggestions included in the Teacher's Guide. Mid-year PALS testing will show teachers the progress children are making on the measures that USDOE will follow for the national evaluation. Applicants will also want to include professional development on the administration and interpretation of PALS, PPVT, ELLCO and any other external assessments being used.

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

Selection Criterion 2, Factor 3: **The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (34 CFR 75.210(c)(2)(xvi))**

Applicants may address this factor in any way they choose. However, the Secretary believes that high-quality applications addressing *Selection Criterion 1, Factor 3* likely will –

Demonstrate how the proposed project will coordinate with the LEA to prepare students with the foundational language, cognitive, and early reading skills to ensure a successful transition into the LEA's Reading First program, if it has one, or a district elementary reading program based on scientific research.

Include information about how teachers will share student data and create a seamless instructional sequence across grade levels. Describe project activities that will facilitate transition to kindergarten.

Evaluation
Applicants should be aware of the GPRA measures by which all projects will be evaluated and which may be reflected in your individual goals. These are:

o The percentage of preschool age children participating in Early Reading First programs who achieve significant gains on oral language skills as measured by the Peabody Picture Vocabulary Test IV, Receptive (significant is defined as a standard score increase of four (4) or more points between pre-and post-test);

o The percentage of preschool age children participating in Early Reading First programs who demonstrate age appropriate early language skills as measured by the Peabody Picture Vocabulary Test IV, Receptive (age appropriate is defined As a standard score of 85 or above);

o The cost per preschool age child participating in Early Reading First programs who achieves significant gains on oral language skills as measured by the Peabody Picture Vocabulary Test IV, Receptive;

- The Early Reading First teachers' scores on the Early Language and Literacy Classroom Observation (ELLCO) Pre-K Tool (replaces the ELLCO Toolkit Research Edition) after each year of implementation; and

- The average number of letters that preschool age children are able to identify as measured by the Uppercase Alphabet Knowledge Subtask on PALS Per-K assessment.

Be sure to budget for these assessments, if they are not already being used. The annual performance report required by the Department of Education is very thorough and applicants are advised to **include an experienced, outside evaluator** in their programs. The evaluator will disaggregate, analyze and report data and may also provide training to teachers in the administration and use of the assessments.

Appendices
You may include only the following 2 appendices in the pre-application:

Appendix 1:
Include the name(s) and address(es) of the preschool program(s) that the proposed project would support. Provide a brief description of <u>each</u> of the following for <u>each</u> preschool program site:

1. the ages and number of the children being served;
2. demographic and socioeconomic information on those children; and information on the type(s) of special needs that any of the children may have;
3. the average hours the children attend the program (hours/day, days/week, and months/year); primary funding source(s);
4. the basic instructional program; and
5. the number of staff and their qualifications.

While applicants are not required to do so, this information may be provided in chart format.

Appendix 2:
Include endnote citations for research cited specifically in the Pre-Application Narrative. <u>Do not include a general reference bibliography.</u>

Your Pre-Application Appendices may not include any other enclosures.