

Abstract

This proposal represents a partnership between Bryan Independent School District and Texas A&M to address the five purposes of Early Reading First in preschool classrooms that serve predominantly Spanish-speaking and low-income children. Over the 3-year period, four existing and three new preschool classrooms will be prepared through ongoing professional development to implement a prevention-based, three-tiered early language and literacy model educating approximately 450 children in full-time/full-year services. The comprehensive level of preparation is designed to address the early language and literacy development of children who citywide are at significant risk of later reading difficulty. This ERF Application seeks to integrate within existing and new preschool programs, a model that incorporates systematic screening and progress monitoring, a trio of SBRR curriculums, and scaffolded professional development to enhance the quality of instruction and outcomes for preschool children enabling them to attain state-articulated standards. The project will provide literacy rich environments that support student achievement in phonological awareness, concepts of print, alphabetic knowledge and oral language while preparing them for successful transition to kindergarten and beyond. The project will support the efforts of existing and new personnel to achieve the guiding principles of the ERF through nationally recognized professional development from **Center for Improving the Readiness of Children for Learning and Education (CIRCLE)** designed to build local capacity within the preschool center. . We will evaluate the effects of this program on preschooler outcomes through longitudinal time series pre/post-test designs screening preschoolers at entry to the classroom as they enter and exit kindergarten, and at the end of grade 1. Program evaluation information will be used to modify and support program implementation.