



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

August 13, 2010

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To: Mr. Dale R. Henderson, Superintendent
Iberia Parish School Board

From: Jeanette B. Vosburg, Executive Director *J. Vosburg*

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 023-111

Title: Iberia Parish 8(g) Student Enhancement Block Grant
Pre-Kindergarten Program 2010-2011

Allocation: \$309,069.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

c: Dr. Catherine H. Segura

FY 2010-2011

8(g) Student Enhancement Block Grants

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
State Board of Elementary and Secondary Education
2010-2011

Agency:		IBERIA PARISH SCHOOL BOARD		Parish:		IBERIA	
Agency Head:		DALE R. HENDERSON		Project Administrator:		DR. CATHERINE H. SEGURA	
Title:		SUPERINTENDENT		Title:		SUPERVISOR	
Agency Fiscal Agent/ Budget Contact:	Name	CARL J. LEBLANC		Address:	Street/ P.O.	1500 JANE STREET	
	Title	DIRECTOR OF BUSINESS/OPERATIONS			City/ State/ Zip	NEW IBERIA, LA. 70560	
Phone:		337-365-2341	EXT. 4117	Phone:		337-364-7641	EXT. 3024
Fax:		337-365-6996		Fax:		337-367-9611	
E-Mail:		dhenderson@iberia.k12.la.us		E-Mail:		casegura@iberia.k12.la.us	

Funding Requested for 2010-2011 (round to the nearest dollar)		Focus Area of Project	
\$ 309,069.00		Focus Area 1 <input checked="" type="checkbox"/>	Prekindergarten programs for at-risk four-year-olds (public systems only)
*Are Other Funds to be Utilized in Project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If YES, name the source(s) and amount of funds. LA4 - \$ 60,609.88		

TO BE COMPLETED BY BESE STAFF

Proposal is in compliance with Board guidelines and approval is recommended.

Proposal is not in compliance with Board guidelines and approval is NOT recommended.

8/13/10 R
 Date Signature of 8(g) Staff

<input checked="" type="checkbox"/> Request Approved Assigned Log # <input type="checkbox"/> Request Denied <u>023-111</u> ✓	Date Received in BESE Office RECEIVED AUG 02 2010 Board of Elementary and Secondary Education
8-13-2010 Dante B. Adams Date Signature of Executive Director	

Title of Project (8 words or less)	IBERIA PARISH 8(G) STUDENT ENHANCEMENT BLOCK GRANT PREKINDERGARTEN PROGRAM 2010 - 2011		
Purpose of Grant (1 sentence)	The purpose of the grant is to accommodate the needs of at-risk four year olds in Iberia Parish.		
Number and Description of Students To Be Served	Sixty-five (65) at-risk four year olds will be targated by four (4) highly qualified teachers with the help of four (4) highly qualified teacher assistants.		
Project Implementation Date (with students)	August 16, 2010	Project Ending Date (with students)	May 27, 2011

Project Sites and Personnel

(List all participating schools and the primary person responsible for implementing the project at each school.)

	School Site Code (found in School Directory)	School	School-Level Personnel	
			Name	Title/Position
1	023-006	Coteau Elementary	Tessie Trappey	Pre-K Teacher
2	023-006	Coteau Elementary	Florence Romero	Pre-K Aide
3	023-070	Jefferson Island Road Elementary	Catherine Prudhomme	Pre-K Teacher
4	023-070	Jefferson Island Road Elementary	Angeline Narcisse	Pre-K Aide
5	023-019	Loreauville Elementary	Jolene Segura	Pre-K Teacher
6	023-019	Loreauville Elementary	Margorie Green	Pre-K Aide
7	023-019	Loreauville Elementary	Vicki Norris	Pre-K Teacher
10	023-019	Loreauville Elementary	Rester A. Tripeaux	Pre-K Aide

Proposal Preparation

(List school-level personnel involved in the preparation of this proposal.)

Name	Title/Position	School
Consuela Roberson	Principal	Coteau Elementary
Deborah Viator	Principal	Jefferson Is. Rd. Elem.
Gannon Dooley	Principal	Loreauville Elementary
Tessie Trappey	Pre-K Teacher	Coteau Elementary
Catherine Prudhomme	Pre-K Teacher	Jefferson Is. Rd. Elem.

Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

DALE R. HENDERSON

(Print Name of Agency Head)

Dale Henderson OKB2

(Signature of Agency Head in blue ink)

8-2-10

(Date)

Iberia

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Summary Page 1
2010-2011

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$
SALARIES (100)	\$230,244.00 ✓
EMPLOYEE BENEFITS (200)	67,213.23 ✓
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	1,854.45 ✓
PURCHASED PROPERTY SERVICES (400)	N/A
OTHER PURCHASED SERVICES (500)	4,998.00 ✓
SUPPLIES (600)	4,759.32 ✓
PROPERTY (700)	N/A
TOTAL COST (Round to nearest dollar)	\$309,069.00 ✓

Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 2
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	224,574.00 ✓
	120	Salaries-Temporary	4,950.00 ✓
	130	Salaries-Overtime	N/A
	150	Salaries-Stipend Pay	720.00 ✓
		Object Code Total	230,244.00 ✓

BUDGET NARRATIVE: Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

Important

All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.

All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.

See Attached Page

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 2 (a)
2010-2011

FULL TIME TEACHERS	SALARIES	SUBSTITUTES (SICK DAYS)			STIPENDS		
		# days	\$/day	Total	# hrs.	\$/hr.	Total
Tessie Trappey	\$ 48,453.00	10	\$85.00	\$ 850.00	20	\$12.00	\$ 240.00
Catherine Prudhomme	\$ 51,742.00	10	\$85.00	\$ 850.00	20	\$12.00	\$240.00
Jolene Segura	\$ 45,575.00	10	\$85.00	\$ 850.00	20	\$12.00	\$240.00
TEACHER TOTAL	\$145,770.00	30	\$85.00	\$2,550.00	60	\$12.00	\$720.00

FULL TIME ASSISTANTS	SALARIES	SUBSTITUTES (SICK DAYS)			STIPENDS		
		# days	\$/day	Total	# days	\$/day	Total
Florence Romero	\$19,951.00	10	\$60.00	\$600.00			
Angeline Narcisse	\$20,251.00	10	\$60.00	\$600.00			
Rester A. Tripeaux	\$19,351.00	10	\$60.00	\$600.00			
Margorie Green	\$ 19,251.00	10	\$60.00	\$600.00			
ASSISTANT TOTAL	\$78,804.00	40	\$60.00	\$2,400.00	0	\$0.00	\$0.00

100 CODE TOTALS	SALARIES	SUBSTITUTES (SICK DAYS)			STIPENDS		
		# days	\$/day	Total	# days	\$/day	Total
	\$224,574.00			\$4,950.00			\$720.00

Stipends for Professional Development Dates TBA March-May

3 teachers at 20 hours @ \$12.00 per hour

1. Aligning Technology with Pre-K Curriculum
2. Aligning Pre-K Comprehensive Curriculum, Mapping and GLEs
3. Developing Activities for Learning Labs
4. Aligning DSC skills with Learning Labs

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 3
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	17,040.32 ✓
	220	Social Security Contributions	N/A
	225	Medicare/Medicaid Contributions	3,338.55 ✓
	230	Retirement Contributions	45,509.38 ✓
	260	Workmen's Compensation	1,324.98 ✓
		Object Code Total	67,213.23 ✓

BUDGET NARRATIVE: Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

	Group Insurance Trustmark	Medicare 1.45%	TRS 20.20%	Work Comp. 0.59%
FULL TIME TEACHERS				
Tessie Trappey	\$ 0.00	\$ 702.57 ✓	\$ 9,787.51	\$ 285.87 ✓
Catherine Prudhomme	\$ 0.00	\$ 750.26 ✓	\$ 10,451.88	\$ 305.28 ✓
Jolene Segura	\$ 3,867.00	\$ 660.84 ✓	\$ 9,206.15	\$ 268.89 ✓
		2113.67	29,445.54	860.04
FULL TIME ASSISTANT				
Florence Romero	\$5,731.32	\$ 289.29 ✓	\$ 4,030.10	\$ 117.71
Angeline Narcisse	\$0.00	\$ 293.64 ✓	\$ 4,090.70	\$ 119.48
Rester A. Tripeaux	\$3,867.00	\$ 280.59 ✓	\$ 3,908.90	\$ 114.17
Margorie Green 19251	\$ 3575.00	\$ 279.14 ✓	\$ 3,858.70	\$ 113.58
		1,142.66	15,918.40	464.94
SUBSTITUTES	N/A	\$ 71.78	\$ 0	N/A
STIPENDS	N/A	\$ 10.44	\$ 145.44	N/A
200 CODE TOTAL	\$ 17,040.32 ✓	\$ 3,338.55 ✓	\$ 45,509.38 ✓	\$ 1,324.98 ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 4
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
300		Purchased Professional and Technical Services	
	320	Purchased Educational Services	1,854.45
	340	Technical Services	
		Object Code Total	1,854.45

BUDGET NARRATIVE: Provide detailed description of services being proposed: amount, duration, hourly rate, itemized listing of services provided, and cost of service on each contract to be awarded.

The Learning Station (Music and Movement)
Contracted Services 1,200.00
Four Programs of 3 hours per program

Curiosity Corner Learning Labs
Four hours @ \$163.6125 an hour \$654.45

Professional Development

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 6
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
500		Other Purchased Services	
	510	Student Transportation Services	2,400.00
	530	Telephone and Postage	N/A
	550	Printing and Binding	N/A
	580	Travel (In-State)	2,598.00
		Object Code Total	4,998.00

BUDGET NARRATIVE: Provide detailed description of services being proposed: type of service, cost, and justification. Travel: provide reason, purpose, number of persons traveling, cost per person, and itemized explanation of costs.

SCHOOL TRANSPORTATION SERVICES

SCHOOL FIELD TRIPS

Five (5) Field Trips X \$160/Trip X Three (3) Teachers = \$2400.00

CONFERENCES

REGISTRATION PER CONFERENCE

Three (3) Teachers X \$120/Training = \$360.00 - LAECA TRAINING
 Three (3) Teachers X \$100/Training = \$300.00 - EARLY CHILDHOOD TRAINING

\$ 660.00

HOTEL ACCOMODATIONS

For Three (3) Teachers - 2 Rooms X \$100 X 2 Days = \$400.00 - LAECA TRAINING
 For Three (3) Teachers - 2 Rooms X \$150 X 2 Days = \$600.00 - EARLY CHILDHOOD CONF.

\$ 1000

MILEAGE PER CONFERENCE

TRAINING #1 - Two (2) Cars X \$0.44 X 200 Miles = \$176.00 - LAECA TRAINING
 TRAINING #2 - Two (2) Cars X \$0.44 X 150 Miles = \$132.00 - EARLY CHILDHOOD CONF.

\$ 308

MEALS

Six (6) Teachers X \$21/Day X Five (5) Days = \$630.00

\$ 630.00

2598.00
 \$ 4998.00

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 7
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
600		Supplies	
	610	Materials and Supplies	4759.32
	640	Textbooks (or allowable textbook substitutes)	
		Object Code Total	4759.32 ✓

BUDGET NARRATIVE: Object Sub-Code 610 — Materials and Supplies

Provide a general description of purchases: types of items and justification. (It is not necessary to provide per unit cost.)

Object Sub-Code 640 — Textbooks (or allowable textbook substitutes)

Provide a detailed description of purchases: types of items, per unit cost, and justification.

DSC Web License

3 Classes x \$95.00/Class = \$285.00 ✓

4,759.32 ✓

MATERIALS & SUPPLIES (CONSUMABLE ITEMS, MANIPULATIVES, PUZZLES, ETC.)

Three (3) Teachers @ \$ 1,491.44 = \$ 4,474.32 ✓

- **Portfolio Items Such As:**
 - Multiuse Color Paper (blue, canary, gold, green, ivory, salmon, white)
 - Card Stock (Assortment)
 - Cover Stock (blue, ivory, white)
 - Ink Cartridges
 - Etc...
- **Art Materials/Supplies Such As:**
 - Paint
 - Construction Paper
 - Collage Materials (sequins, pipe cleaners, wiggle eyes, etc...)
 - Writing Materials (crayons, markers, pencils, chalk, etc...)
 - Play-doh, modeling dough, clay
 - Etc...
- **Center Materials**
 - Books, manipulatives, puzzles, dramatic play clothing and materials, music/movement materials, science materials, etc...

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Proposal Narrative Form 2010-2011

1. Class Design and Instructors

a) Student to Teacher Ratio	b) Student to Adult Ratio	c) Total Days of Attendance for Students	d) No. of Instructional Minutes Per Day
20 to 1	10 to 1	177	360

e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.

	Name	Certification	Certificate #	8(g) Students Served
1.	Tessie Trappey	Non- Cat. Preschool	B-085134	20
2.	Catherine Prudhomme	Nursery School, Elementary	B-078338	20
3.	Jolene Segura	Pre-K-3, Elementary	B-427921	20
4.	Vicki Norris	Pre-K-3, Elementary	Level 2 484361	5
5.				
6.				

2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	\$ 283,509.00	60	\$ 309,069	65
Title I	\$ 655,402.00	140	\$ 575,970.00	120
Even Start				
Special Education	\$ 30,000.00	63	\$ 30,000.00	63
Head Start*	\$ 1,500,000.00	300	\$ 1,500,000.00	300
REAP				
EEF				
Locally Funded				
LA 4	\$ 1,566,250.00	340	\$ 1,506,075.99	340
Others				

* If district is grantee for Head Start

3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.* Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

X	Brigance Pre-School Screen for Three and Four-Year-Old Children
	Developmental Indicators for the Assessment of Learning (DIAL-R)
	Developmental Indicators for the Assessment of Learning (DIAL-3)
	Denver Developmental Screening Test
	Early Recognition Intervention Systems (ERISys)
	Battelle Developmental Inventory-Screening Test
	Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds
	*This agency provides universal access.

Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.

4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students

a) Name of the developmentally-appropriate, research-based Curriculum being used: Creative Curriculum – SFA Curiosity Corner

b) Describe the developmentally appropriate curriculum being used:

Creative Curriculum/Curiosity Corner is a comprehensive early childhood program for four year olds. It is a special curriculum which introduces a concept or skill, has children sing songs or chant rhymes related to the concept, and has the children engage in meaningful activities related to the concept. These concepts are revisited later in the unit, as well as in future units.

Creative Curriculum/Curiosity Corner program's goal is to insure that every child enters Kindergarten with language skills, early literacy, numeracy concepts, social skills, self-help skills and self-confidence necessary for success. The components listed below provide a balance of active and quiet, teacher-directed and child-initiated, whole and small group as well as individual activities: GREETINGS AND READINGS, CLUES AND QUESTIONS, RHYME TIME, LEARNING LABS, STORY TREE, OUTSIDE/GROSS MOTOR PLAY, SNACK TIME, QUESTION/REFLECTION, AND HOME LINK.

The assessment process includes observations using anecdotal records, Structured Oral Language Observations (SOLOS) and a Child Assessment Tool (CAT). The CAT provides a checklist of skills with brief anecdotes or notes on a particular item.

Portfolios are maintained on each child and include photographs, student work samples, checklists and assessment data.

c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design:

The developmental domains specified in Bulletin 105 are incorporated in the following manner:

COGNITIVE DEVELOPMENT – instructional activities are planned to develop mathematical, science, and social studies concepts through hands-on, meaningful, concrete experiences.

CREATIVE ARTS DEVELOPMENT – activities are designed to foster creative and individual expression, self esteem, imagination, and appreciation of cultural diversities.

HEALTH AND PHYSICAL DEVELOPMENT – activities are structured to encourage Pre-K children to explore their world, promote agility and strength, enhance visual processing, and develop general body competence and overall autonomy.

LANGUAGE AND LITERACY DEVELOPMENT – activities focus on acquisition and utilization of language, both oral and written.

SOCIAL AND EMOTIONAL DEVELOPMENT – proper guidance techniques are used to help children develop the ability to deal with feelings in a socially acceptable manner.

d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:

Central to family literacy in Iberia Parish is the belief that parents and children who learn together in the home enhance and support learning in the schools. A family intervention program that embraces and supports the parent as both a learner and a teacher in the home is promoted. This intergenerational learning model is evident through our parental involvement programs both parish-wide and at individual schools. Included among these family early intervention efforts are the following strategies and activities:

1. Two (2) Title I parish-wide parent meetings will be held to which all Pre-K parents will be invited.
2. School-based parent meetings will be provided following the same design and content as the two (2) annual meetings.
3. A Parent Advisory Council will be convened throughout the school year. This will be a representative group of all parents in the school district. This council will provide opportunities to participate in planning and evaluating educational offerings. This group will also evaluate the parental involvement policy annually.
4. Materials on parenting and family literacy will be distributed through the office of the Family Literacy Specialist for parents of all participating children.
5. Assistance in developing parent-school compacts will be provided through the office of the Parental Involvement Specialist.
6. Home visits will be provided as requested or as needed.
7. Parental training through the Parental Involvement Specialist will be provided to schools as requested or needed.
8. Parent input will be solicited regarding the types of workshops or in-services needed.
9. Two Parent Programs will be provided during the school year. The fall program will cover topics related to literacy and the spring program will cover topics related to numeracy.
10. Opportunities to network with other programs and agencies (e.g. Head Start, Special Education, Title I, and LA4 Pre-K) and to involve the community will be pursued through Parent Involvement activities.
11. Parent Teacher Conferences are scheduled in the fall and the spring.

e) Describe the classroom environment:

The classroom is designed to accommodate whole group as well as small group activities. There are areas designated as learning labs which foster theme exploration through concrete hands-on experiences in a variety of learning centers. There is sufficient child-sized furniture for routine care, planning, and learning. There is space set aside for children to play alone or with a friend, protected from intrusion by other children.

f) Describe the outdoor playground environment:

The outdoor equipment includes playground equipment for climbing and space for running and jumping to develop strength, endurance, and coordination. Unstructured activities, as well as cooperative games and guided activities, provide daily opportunities for children to engage in the gross-motor play that supports their abilities in locomotion, anchored movement, balance, coordination, and creative movement.

g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:

Learning labs foster theme exploration through concrete, hands-on experiences in a variety of learning centers. Fine motor and visual perception skills will be developed through art activities, games, and finger plays. Visual discrimination and memory skills will be enhanced through whole and small group activities, as well as art activities. Manipulatives, blocks, and dramatic play props, puppets, gross motor and fine motor materials, creative art materials, and hands-on science activities will be provided for the students. Water and/or sand play will be provided daily along with a housekeeping center. Field trips will be planned to complement themes being taught whenever possible.

h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:

Language and literacy experiences area developed through the following activities:

GREETINGS AND READINGS – theme related individual/small group activities that culminate in a Daily Message during Gathering Circle.

CLUES AND QUESTIONS – whole group activity which introduces the thematic concepts for the day.

RHYME TIME- active theme-related rhymes and songs that promote phonological awareness and that include specific phonemic awareness activities.

STORY TREE – engages children in literature and concepts of print.

QUESTION AND REFLECTION –students recall and summarize activities.

LEARNING LABS – teachers/assistants encourage students to use higher order thinking skills and communication skills in order to solve problems independently thereby maximizing oral language development.

i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:

Iberia Parish utilizes a developmentally appropriate research-based curriculum which offers many opportunities for children to learn mathematical concepts connected to everyday life situations. Through repetition of concrete activities, the children develop their ability to classify; to create, extend, and copy patterns; to create and interpret graphs; to count; and to demonstrate one to one correspondence. Literacy activities also help students to develop number vocabulary such as number concepts, putting together and taking apart, directionality, order and position, comparing quantities, and sequencing events. A variety of assessment tools, including portfolio assessment and the Developing Skills Checklist, is used to see how well the children understand numbers, shapes, comparing, classifying, and estimating.

j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)

On-going student assessment will be used to plan for and modify the instructional program to meet the needs of the individual child. Students will be screened by SPED for vision and hearing. Results will be used to determine follow-up services. The Developing Skills Checklist (9DSC) is used as a Pre-Post Test. Data from the Pre-test is used to guide instruction. Post-test data shows growth over the school year. Classroom teachers will be required to maintain a portfolio for each student. The portfolio may contain, but will not be limited to the following: work samples to include the students' artwork, writing samples, CDs or photographs of products, and/or audiotapes of interviews with children; teacher observations to include informal notes on the child's classroom, social, and academic interactions and anecdotal record sheets; checklists and inventories (The Developing Skills Checklist, SOLOs, CATs, and/or developmentally-appropriate instruments) in which the teacher will record observations, behaviors, and skills; and parent conference notes to include information on the child provided by the parents. Portfolios will be kept up-to-date in the classroom for review during the on-site visits and to analyze student progress.

k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.

ECERS-R will be used to set up the early childhood environment to provide developmentally appropriate hands-on learning activities for four year olds. Classrooms will be evaluated formally and informally by curriculum staff using ECERS guidelines to determine strengths and weaknesses and to make changes as needed.

l) Describe plans for professional development for program staff:

Pre-K teachers will participate in a minimum of 18 hours of professional development activities. Dates and projected topics include:

August 11, 2010	3 HOURS	COMPREHENSIVE CURRICULUM MAPPING, GOALS AND OBJECTIVES
September 24, 2010	6 HOURS	ECERS EVALUATIONS, TECHNOLOGY
January 10, 2011	6 HOURS	HIGHER ORDER THINKING SKILLS, FOUNDATION GLEs
May 23, 2011	3 HOURS	END OF YEAR REVIEW AND PLANS FOR NEXT YEAR

Iberia Parish teachers also participates in Whole Faculty Study Groups. These sessions are held at the individual school sites every other Thursday from October to May for one and one half hours.

Pre-K teachers and teacher assistants are also invited to attend one of two conferences – LAECA or the SDE Early Childhood Conference.

m) Other related information that helps describe the project:

The 8(g) Pre-K Program is a vital part of the Early Childhood Programs for at-risk four year olds In Iberia Parish. The multi-sensory, hands-on learning experiences and collaboration among local agencies, teachers, and parents help ensure successful educational experiences to at-risk four year olds in this area.

n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).

Date	Activity
August 12 – 13, 2010	Teachers develop schedules
August 13, 2010	Student Orientation Screening <i>ok</i>
August 16 – 19, 2010	Screen students with Developing Skills checklist (DSC Pre-Test)
August 20, 2010	First Full Day of School for students
October 1, 2010	Completed Roster sent to Curriculum Department (Pre-K Coordinator)
May 9 – May 18, 2011	Screen students with Developing Skills checklist (DSC Post-Test)
May 26, 2011	Last day of school for Pre-K students
HOLIDAYS	
September 6, 2010	Labor Day
September 24, 2010	Sugarcane Festival/Staff Development Day (No School Students)
November 22 – 26, 2010	Teachers Convention & Thanksgiving Holidays
December 20, 2010 – December 31, 2010	Christmas Holidays & New Years Holidays
January 10, 2011	Staff Development Day (No School Students)
January 17, 2011	Martin Luther King Day
March 7 – 8, 2011	Mardi Gras Holidays & Ash Wednesday
April 22 – April 29, 2011	Spring Break & Easter Holidays
FIELD TRIPS	
October – May	Fire Station, Parish Library, Community Tour, Acadiana Zoo, Park/Farm Day, Children's Museum
PARENT TRAINING	
August 2010	Parent Orientation
September 2010	Open House
Oct. – Nov. 2010	Parent Workshop (Literacy)
January 13, 2011	Parent/Teacher Conferences
Feb. – Apr. 2011	Parent Workshop (Numeracy)
TEACHER INSERVICES	
August 16, 2010	Academic Vocabulary, Comprehensive Curriculum Mapping, Fine Motor Skills, Goals and Objectives, DSC Implementation
September 24, 2010	Parishwide Staff Development
October 22 – 23, 2010	LAECA
January 10, 2011	Parishwide Staff Development
September 2009 - MAY 2011	Ongoing Classroom Visitations, Staff Development and Observations; Development of Portfolios
Oct. 2009 – April 2011	Whole Faculty Study Group
January 25 – 26, 2011	Early Childhood Conference
May 23, 2011	Data Review and Collection

o) Attach a sample classroom schedule that meets Bulletin 741 requirements.

Teacher: SAMPLE SCHEDULE

Bell Time: 8:20 - 3:30

School: _____

Total Minutes: 430

School System: Iberia Parish

Instructional Min.: 400

Substantial Portion: 133

Least # Minutes Required 100 140

Most # Minutes Allowed 140 180 40 80

TIME	ACTIVITY	Teacher Directed Min.	Student Initiated Min.	Restroom and Snack	Nap	Planning, Lunch and Recess
8:20-8:40	Greetings & Readings	20				
8:40-9:00	Breakfast	20				
9:00-9:20	Clues & Questions	20				
9:20-9:30	Restroom			10		
9:30-10:00	Outdoor Gross Motor	15	15			
10:00-10:45	Learning Labs		45			
10:45-11:00	Music & Rhyme Time	15				
11:00-11:15	Outdoor Gross Motor		15			
11:15-12:00	Learning Labs		45			
12:00-12:20	Story Tree	20				
12:20-12:50	Lunch					30
12:50-1:35	Learning Labs		45			
1:35-1:45	Restroom			10		
1:45-3:05	Nap				80	
3:05-3:25	Snack & Restroom			20		
3:25-3:30	Questions & Reflections	5				
TOTAL:	430	115	165	40	80	30

Reminder: According to Bulletin 741, schedules shall include a minimum of 360 minutes of instructional time exclusive of recess, lunch and planning periods. The schedule should include the following time allotments:

Student-initiated activities

35% - 45%

ECERS-R Requirements:

* learning centers

Free play/child-initiated activities

* available for a substantial portion of the day
* one-third or 35% of the instructional day (at least 2 hours in a 6 hr. instructional day)

* outdoor free play

Teacher-directed activities

25% - 35%

Gross Motor Activities:

* available for at least 45 minutes daily

* whole group activities (no longer than 15-20 minutes at a time)

* small group activities

* outdoor planned activities

Snack, restroom

10%

Nap

20%

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010 - 2011

1. Objectives <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	2. How Measured <i>Indicate the instrument to be used to measure each objective.</i>	3. Summarized Results <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
Seventy-five percent (75%) of the students participating in developmentally appropriate related activities in the 8(g) Early Childhood Development class will score in the second, third, or fourth quartile in Language on the post administration of the Developing Skills Checklist.	Scores on the Summary Subtest Report of the Developing Skills Checklist (DSC) post – assessment will be collected as assessment data.	TO BE COMPLETED FOR END OF YEAR REPORT

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS

Measurable Objective Form

2010 - 2011

1. Objectives <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	2. How Measured <i>Indicate the instrument to be used to measure each objective.</i>	3. Summarized Results <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
<p>Seventy-five percent (75%) of the students participating in developmentally appropriate related activities in the 8(g) Early Childhood Development class will score in the second, third, or fourth quartile in Mathematics on the post administration of the Developing Skills Checklist.</p>	<p>Scores on the Summary Subtest Report of the Developing Skills Checklist (DSC) post – assessment will be collected as assessment data.</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010 - 2011

1. Objectives <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	2. How Measured <i>Indicate the instrument to be used to measure each objective.</i>	3. Summarized Results <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
<p>Seventy-five percent (75%) of the parents/guardians will participate in at least 1 (of the parent conferences held during the year.</p>	<p>Parent signatures on conference sign-in sheets will be collected.</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>

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(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

1995 B.A., MCNEESE STATE UNIVERSITY

General Areas(s) Of Certification:

(103) NURSERY SCHOOL, 1/16/1996

(101) KINDERGARTEN, 1/16/1996

(107) LOWER ELEMENTARY GRADES, Grade(s):1-4, 1/16/1996

(402) NONCATEGORICAL PRESCHOOL HANDICAPPED, 1/16/1996

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Degree(s):

1986 B.G.S., UNIVERSITY OF LOUISIANA AT LAFAYETTE

1993 M.ED., NORTHWESTERN STATE UNIVERSITY

General Areas(s) Of Certification:

(103) NURSERY SCHOOL, 12/9/1993

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(01) VALID FOR LIFE FOR CONTINUOUS SERVICE, 3/9/2004

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(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

2001 B.A., UNIVERSITY OF LOUISIANA AT LAFAYETTE

General Area(s) Of Certification:

(800) PK-3, Grade(s):24-3, 3/9/2004

(101) KINDERGARTEN, 11/6/2002

(111) ELEMENTARY GRADES, Grade(s):1-8, 6/6/2001

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Name: VICKI HEBERT NORRIS

Certificates or Permits:



LEVEL 2 484361 Issued:1/15/2009

Valid For: 1/15/2009 - 1/15/2014, Valid

(P) Teacher must complete 150 CLUs of professional development over a five-year time period in order to have a higher level certificate renewed., 1/15/2009

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LEVEL 1 443781 Issued:6/27/2005

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(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE, 6/27/2005

Degree(s):

2005 B.A., UNIVERSITY OF LOUISIANA AT LAFAYETTE

General Area(s) Of Certification:

(800) PK-3, Grade(s):24-3, 7/26/2005

(111) ELEMENTARY GRADES, Grade(s):1-8, 6/27/2005

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