

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

**EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080025
Grants.gov Tracking#: GRANT00473113**

Closing Date: JUN 10, 2008

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
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* 3. Date Received: 06/09/2008	4. Applicant Identifier: _____
--	--

5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
--	---

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
---	---

8. APPLICANT INFORMATION:

*** a. Legal Name:** Imperial County Office of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 95-6001665	* c. Organizational DUNS: 084980176
--	---

d. Address:

* Street1:	1398 Sperber Road
Street2:	_____
* City:	El Centro
County:	Imperial
* State:	CA: California
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	92243

e. Organizational Unit:

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

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

Prefix: _____	* First Name: Antonia
Middle Name: _____	
* Last Name: Zupancich	
Suffix: _____	

Title: Executive Director, Curriculum Support Svs.

Organizational Affiliation:

* Telephone Number: 760-312-6533	Fax Number: 760-312-6565
---	---------------------------------

*** Email:** azupan@icoe.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Educational Agency

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

* 12. Funding Opportunity Number:

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

* 15. Descriptive Title of Applicant's Project:

Imperial County Office of Education/Ready to Read Plus

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,425,060.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,425,060.00"/>

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

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

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

- Yes
- No

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Imperial County Office of Education

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

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 622,303	\$ 658,906	\$ 677,949	\$ 0	\$ 0	\$ 1,959,158
2. Fringe Benefits	\$ 162,638	\$ 167,770	\$ 170,415	\$ 0	\$ 0	\$ 500,823
3. Travel	\$ 21,627	\$ 17,471	\$ 17,471	\$ 0	\$ 0	\$ 56,569
4. Equipment	\$ 19,900	\$ 0	\$ 0	\$ 0	\$ 0	\$ 19,900
5. Supplies	\$ 57,500	\$ 28,360	\$ 28,880	\$ 0	\$ 0	\$ 114,740
6. Contractual	\$ 146,892	\$ 153,260	\$ 152,900	\$ 0	\$ 0	\$ 453,052
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 21,396	\$ 21,396	\$ 21,396	\$ 0	\$ 0	\$ 64,188
9. Total Direct Costs (lines 1-8)	\$ 1,052,256	\$ 1,047,163	\$ 1,069,011	\$ 0	\$ 0	\$ 3,168,430
10. Indirect Costs*	\$ 87,337	\$ 83,773	\$ 85,521	\$ 0	\$ 0	\$ 256,631
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,139,593	\$ 1,130,936	\$ 1,154,532	\$ 0	\$ 0	\$ 3,425,061

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2008 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): CDE negotiated through US Dept. of Education
- (3) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Imperial County Office of Education

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00473113

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Juan Campos	* TITLE County Superintendent
* APPLICANT ORGANIZATION Imperial County Office of Education	* DATE SUBMITTED 06-09-2008

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

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Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Attachment Information

File Name

1686-ERF_GEPA_2008.pdf

Mime Type

application/pdf

General Education Provisions Act (GEPA), Section 427

Imperial County Office of Education and all participating school districts and preschool centers are all equal opportunity employers, ensuring equitable access and participation from all eligible participants and others involved in the project.

In order to ensure access to Ready to Read Plus (*RR+*) services, program and preschool staff will identify artificial barriers. These barriers will be addressed so that gender, race, national origin, color, disability, and/or age will not impede access or participation in project activities. Preschool teachers who observe special needs in children will contact the parents in order to request services from Imperial County's Special Education Local Plan Area (SELPA) to determine the child's specific need. SELPA is the "umbrella" entity, comprised of our county's 17 school districts, that provides special education programs and services for all identified children. As an example, if speech is identified as an area of need, SELPA works with the local school district to ensure speech services are available to children. Services are available to children as young as 3 years old. An initial screening is conducted. If services are deemed necessary, the school district's speech therapist meets with the child twice a week during 30-45 minute sessions. The preschool teacher communicates with the therapist and provides ongoing child observations.

All teachers in Imperial County assume responsibility for English Language Learners' (ELs) educational needs and for the special education students in their classes. All training will include strategies appropriate for use with our ELs and special needs students. Additionally, teachers and other school and project personnel receive special instruction on cultural diversity and related issues. ICOE's Curriculum and School Support Department are experienced in providing staff development to school districts on a variety of subjects including communication, social emotional learning and cultural diversity awareness and sensitivity.

All participating school districts and preschool centers meet state requirements for physically challenged students. All students, regardless of gender and age, will be encouraged to participate in all aspects of project activities. To ensure participation, special outreach will be conducted through project staff and development of age-appropriate activities that are free of gender, racial, ethnic, nationality or disability biases.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Imperial County Office of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: John Middle Name: D. * Last Name: Anderson Suffix: * Title: County Superintendent	
* SIGNATURE: Juan Campos	* DATE: 06/09/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Antonia

Zupancich

*** Address:**

1398 Sperber Road

Imperial
County

El Centro

CA: California

92243

USA: UNITED STATES

*** Phone Number:**

760-312-6533

Fax Number:

760-312-6565

Email:

azupan@icoe.org

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00473113

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 2037-2008_Full_ERF_Abstract.pdf

Abstract

The Imperial County Early Reading First Project – **Ready to Read Plus (RR+)** is based on the existing exemplary Early Reading First (ERF) project, **Ready to Read**. It will target children and families who live below the federal poverty line along the Mexican-American border in Imperial County, California. **Ready to Read Plus** is a scientifically-based instructional program designed to address the development of a) oral language and vocabulary skills, b) alphabet knowledge, c) phonological processing, d) print awareness, and e) emergent writing skills.

Additionally, **Ready to Read Plus** provides high quality, intensive professional development to educators (teachers and aides), as well as parenting programs that promote parental involvement in the early reading and language development of their children. **Imperial County's existing Early Reading First Project has been validated** through a rigorous research study which shows that children in the program outperformed their preschool peers on assessments of oral language, alphabet recognition, and phonemic awareness (IESD, 2007).

Ready to Read Plus builds upon its existing validated program by proposing the addition of the **following five new, research-based components in four full-day preschool centers of excellence:**

- 1) *Parent Involvement Plan* – an intensive and interactive parent-child home based program conducted the Home Literacy Aides; 2) An *articulation system* that uses innovative, culturally-appropriate approaches to connect parents and children to kindergarten classrooms; 3) *Integrated Child Assessment System (ICAS)* to monitor children's mastery of new state learning foundations; 4) an ongoing *accredited professional development program* that integrates university learning and in-classroom practice, through the University of Houston's C.I.R.C.L.E. Training; and 5) instruction and early literacy based assessment training and coaching.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 8239-Mandatory_2008_Full_ERF_Narrative_FINAL.pdf

1. Quality Of The Project Design *Criterion 1, Factor 1:*

Guiding research statement of *Ready to Read Plus (RR+, 2008)*: “Children’s performance in oral language, phonological awareness, letter and sound knowledge and print awareness is significantly stronger when access to books and other literacy materials is combined with professional development and training for preschool teachers.¹”

Selection Criterion 1, Factor 1: *Ready to Read Plus (RR+, 2008)* is an exemplary* Early Reading First (ERF) project that builds on an existing high quality, research-based educational program. The four, full-day RR+ preschool “Centers Of Excellence” serve economically disadvantaged children living along the USA/Mexico border area of Imperial County. Since 2004, Imperial County’s ERF program positively transformed five preschool environments by using up-to-date knowledge in scientifically based reading research (SBR Research) in professional development (PD) for teachers and their aides, curriculum, instructional strategies, materials, and assessments **[Evidence of success on page 35]. * All 2008 RR+ components are based on lessons learned from prior project implementation and SBR Research (as seen in later sections).**

RR+ is building upon its existing model program by proposing new research-based components that target four additional centers that serve low-income children. Table 1 shows the new components RR+ is proposing that build upon its existing model:

Table 1: RR+ Components	
RR+ Existing Validated Program	New Proposed Components
1. An intensive early reading program, linked to California’s new Preschool Foundations (standards), that integrates innovative curricula, scientifically-based strategies, and dynamic learning environments to address a) oral	1. Four additional preschool centers that are ready to become Centers of Excellence. 2. Parent Involvement Plan- an intensive and interactive parent-child home based program conducted by the Home Literacy Aides. 3. An articulation system that uses innovative,

* Children who will attend RR+ centers have statistically significant higher levels of alphabet recognition (average 18 letters) and receptive oral language.
 **Published research findings show that children leaving current county ERF classrooms average 9 standard score gains on the PPVT-3 (pre-post).²

<p>language skills; b) phonological awareness; c) alphabet knowledge; d) emergent writing skills; and e) concepts of print. 2. Ongoing PD program. 3. Family Literacy Nights that engage parents and children together in center based and home based early language and literacy activities.</p>	<p>culturally-appropriate approach to connect parents and children to kindergarten classrooms. 4. Integrated Child Assessment System (ICAS). 5. Ongoing professional development program that integrates university learning and in-classroom practice (C.I.R.C.L.E.). 6. Instruction and early literacy based assessment, training and coaching.</p>
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The research and scope/sequence of our curriculum can be found later under Purpose 2. The research and scope/sequence of our professional development is under Purpose 4.

Criterion 1, Factor 2, Purpose 1: RR+ is built upon SBR Research. The program draws upon the large body of research that promotes the use of high quality curricular materials, literacy activities, intentional instruction, ongoing assessments, and quality classroom environments. A detailed description of our use of SBR Research is in (Factor 2) and a reference list is attached.

RR+ selected a new cohort of four centers for their current capacity to serve as “Centers of Excellence” and because they serve the highest poverty population. They include three United Families, Inc. Centers located in the communities of Westmorland, El Centro, and Brawley, CA, and the Imperial County Office of Education Migrant Infant /Toddler/Preschool Center located in Holtville, CA. Table 2 provides data on the current capacity/potential of the four selected full-day preschool centers to be served over the next three years. (See Appendix A for more details.)

<p>Table 2: Newly Targeted Preschool Centers – Ready to Become Centers of Excellence</p>	
<p>1. Teachers are highly trained/educated (all w/B.A.’s) 3. Strong literacy environments 5. Full day (6.5 hours) full time (230 day) programs</p>	<p>2. Appropriately equipped centers 4. Feed into Reading First schools 6. Committed to using SBR Research strategies</p>
<p>See evidence and full center descriptions in Appendix A (ECERS, ELLCO, etc).</p>	

All of the preschools have bilingual educators (teachers and aides) who support the needs of English learners (ELs). Centers are approved contractors for state-funded preschools, employing appropriately licensed and credentialed staff and maintaining adequate staff/child

ratios that attend to age appropriate literacy and language needs. All centers are rated excellent on the scientifically research based Early Childhood Environment Rating Scale-Revised (ECERS-R^{*}) for self-evaluation and in the top 90% on the ELLCO environmental assessment. The current average staff turnover rate of the centers is 1.25%. The average child attendance at the four centers is 88%. Students, on average, score at or near mastery in all developmental domains (including social, emotional, and physical) as measured by California's Desired Results Developmental Profiles (DRDP-R). All centers maintain their excellence through attention to developmental domains (See Appendix A), using learning centers designed for independent exploration and concept building. They adhere to state and/or federal standards for preschool operation and commit to ongoing program improvement by using scientific research.

Purpose 2: RR+ will use the *Scholastic Early Childhood Program (Scholastic)*, based on SBR Research and meeting the following language and literacy goals (4 ERF Areas)^{3,4}:

<p><u>Print awareness:</u> Children will</p> <ul style="list-style-type: none"> a) Understand that print carries a message by recognizing labels, signs and other print forms in the environment. b) Understand that letters are different from numbers. c) Begin to understand that print runs from left to right and top to bottom. d) Begin to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces). e) Understand associations between spoken and written words by following print as it is read aloud. 	<p><u>Phonological awareness:</u> Children will</p> <ul style="list-style-type: none"> a) Become increasingly sensitive to the sounds of spoken words. b) Begin to identify rhymes and rhyming sounds in familiar words, participate in rhyming games, and repeat rhyming songs and poems. c) Begin to understand the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way. d) Begin to break words into syllables by clapping along with each syllable in a phrase. e) Begin to create and invent words by substituting one sound for another.
<p><u>Alphabet knowledge:</u> Children will</p> <ul style="list-style-type: none"> a) Begin to associate the names of letters with 	<p><u>Oral language:</u> Children will</p> <ul style="list-style-type: none"> a) Use language for a variety of purposes

^{*} ECERS-R is reliable at the indicator and item level, and the level of total score, with percentage of agreement across the full 470 indicators at 86.1%; no indicators below 70%⁵. ECERS-R has a long history of research demonstrating good predictive validity.^{6,7}

<p>their shapes. b) Identify 18 or more printed alphabet letters c) Begin to notice beginning letters in familiar words. d) Begin to make some letter and sound matches. e) Begin to identify some high-frequency words (age 4).</p>	<p>(e.g., expressing needs and interests). b) Use sentences of increasing length (three or more words) and grammatical complexity in everyday speech. c) Use language to express common routines and familiar scripts. d) Begin to retell the sequence of a story. e) Attempt to use new vocabulary and grammar in speech.</p>
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The scope and sequence of *Scholastic Early Childhood Program* is based on 10 theme-based lessons that include activities that support vocabulary, comprehension, and language of English Language Learners (EL). Lessons adapt easily to class needs with suggestions and activities for

Theme 3 Skills	
<p><u>Vocabulary Building:</u> •Names of body parts •Action words •Position words •Describing words</p>	<p><u>Letter Focus:</u> English: Hh, Kk, Ee, Rr, Ss, Qq Spanish: Ff, Yy, Gg, Ll, Pp</p>
<p><u>Concepts of Print:</u> •Directionality •Parts of a book •Match letters •Asking questions</p>	<p><u>Story Work:</u> •Recognize sequence •Note patterned language •Choral read •Connect to experience</p>

flexible groupings of students. Each theme is high interest, actively engages children, and builds on learning from previous themes to prepare for the next themes. For example, **Theme 3, *Inside and Outside Me (Yo, Por Dentro y Por Fuera)*, develops oral language, vocabulary, and listening comprehension** as children learn about body parts. A language/conversation rich environment will help speed language development.⁸ Children learn to use words that describe body movements in sports, ask questions and make comments in discussion. They learn by talking with adults, by relating personal experiences and opinions.⁹ They use words, phrases, and sentences of increasing lengths and complexity and use language for a variety of purposes including personal narrative. Children understand that writing carries ideas and information. The following areas are also developed in an integrated manner:

<p>Phonological awareness, e.g., alliteration, movement patterns, oral segmentation, sound plan, rhyming games, songs, recognizing differences between similar sounding words</p>
<p>Print knowledge and alphabet knowledge, e.g., recognize favorite books, associate spoken</p>

and written words, track print from left to right and top to bottom, understand some print conventions; that letters are different from numbers, and that print and illustrations carry meaning **(See page 35 for past success in print and phonological awareness.)**

The themes and lessons adapt easily to class needs and suggestions and include activities for flexible groupings of students. Educators (teachers and aides) will participate in highly effective, research based, and job embedded PD ^(10, 11) that initially guides them through the scope and sequence of *Scholastic* (and continues with university level best practices and assessment training). Language and early literacy are central to every part of the day. With consistent daily routines, children feel secure knowing what comes next, with less time on transitions. Lessons are structured with activities in oral language, phonological awareness, print concepts, sounds and letters, reading comprehension, music and movement, science, writing, and math. All lessons are featured daily in Circle Time and Story Time. Circle Time includes **“ESL Bridge” to help EL children learn English** during oral language, math, and phonological awareness activities.

RR+ activities promote a conversation rich environment and introduce vocabulary that helps to develop language capabilities and literacy success.^{8,12} Language is a part of every day, and is vital for early reading skills and overall cognitive development and plays an important role in children’s social competencies.^{13,14} Daily components include Circle and Story Time (see daily schedule) and are integrated and structured using the **four ERF Areas (Purpose 2)**. **Two hours each day (minimum) are spent with language development, cognition, and early reading activities** (large and small group, and individual learning time). Daily, **RR+** classrooms begin with a teacher directed/whole group Circle Time with reading experiences that are tied to monthly themes. Children move from whole group to child-choice centers (dramatic play, writing, reading, block, science, math, art, and computer) and then to small groups where explicit skill instruction and learning take place. This promotes subject matter content development that extends the learning of concepts and skills that were first presented in the large group.

Thematically organized curriculum focuses on building oral language, phonemic awareness, print awareness, and letter identification that address preschoolers' need to explore.

Phonological awareness: Teacher-directed instruction is provided daily during Circle Time; children listen to books, sing songs, rhyme, listen to poems, and work with sounds and patterns of language.

Alphabet and sound knowledge: Children have many opportunities to learn letter sounds, letter forms, and letter sound correspondence. Instruction is drawn from a variety of *Scholastic* teacher resources, e.g., *Teaching Letters and Sounds* book, manipulatives, blocks, songs.

What does reading research says about RR+ activities and their impact on children?
Activities promote a conversation rich environment, and introduction of words and vocabulary that helps develop language capabilities and literacy success.^{8,12,15,16} Children are exposed to contextual reading where words are used in a meaningful context that promotes competent reading, comprehension, language, and use of language structures.⁵

A Literacy Focused Daily Schedule	Full Day
Circle Time - Teacher-directed, explicit instruction in oral language, phonological awareness, mathematics, and additional skills from the content areas.	35 min
Learning Centers and Teacher's Table - Child-directed explorations across the curriculum that focus on the targeted skills and concepts for the week, as well as provide extra practice and reinforcement in previously taught skills and concepts.	60 min
Story Time - Teacher-directed, explicit instruction in language and early literacy skills especially in oral language, phonological awareness, alphabet and sound knowledge, print awareness, and writing.	30 min am 30 min pm
Transitions - Teacher-led opportunities that use oral language and thinking skills to develop additional literacy area concepts.	
Small Group Time - Teacher-directed explicit instruction in the following areas: ABC poster, read the rhyme, listen for sounds, alliteration, write the letter, letter sorting, and body use.	30 min am 30 min pm
Structure of Daily Lessons /focus on language, cognition and early reading skills: Teachers instruct developmentally appropriate materials for 3 and 4 year olds as children learn to hear and make sounds and associate them with print in large, small and individual support groups. With consistent daily routines, children feel secure knowing what comes next and less time is wasted on transitions.	

RR+ supports English and Spanish instruction with guides detailing how to support ELs. *ESL Bridge Support Lessons* are based on SBR Research and appear in Circle Time with ideas to modify lessons in smaller group settings for children who are learning English. (See illustration on next page.) Support lessons to frontload and reinforce concepts are based on reading research that includes read-aloud activities, which promote reading success.⁸ Lessons

expose children to contextual reading where words are used in a meaningful context, which promotes competent reading, comprehension, language, and use of language structures.¹⁷

						
<p>Oral Language After children sing “<i>The Shape Song</i>,” tell them to answer questions about shapes in the room.</p> <ul style="list-style-type: none"> • Point out an object, name it, and ask a question using terms from the song, such as <i>Is it a tall shape or a circle?</i> • When children begin to show some confidence in answering the questions, add questions about the colors of the objects you point out. <p>Phonological Awareness Model one verse at a time for children; show precisely how to do the motions and clap.</p> <ul style="list-style-type: none"> • For example, for the first verse say, “I’m standing in a tall shape,” using the original motions of the song. Then repeat just the words “tall shape,” clapping twice above your head. • Follow a similar procedure for the second, third, and fourth verses. 	<p>Vocabulary</p> <table border="1" data-bbox="1093 742 1406 840"> <tr> <td><i>red</i></td> <td><i>blue</i></td> </tr> <tr> <td><i>tall</i></td> <td><i>small</i></td> </tr> </table> <p>Observing Children</p> <ul style="list-style-type: none"> • Are children able to tell you the correct names of the shapes you point out? • Note whether children are attempting to repeat the sentence. 	<i>red</i>	<i>blue</i>	<i>tall</i>	<i>small</i>	<p>Color Words:</p> <p>Help children gain fluency with color words by rereading their shared writing together. Read the sentence “We like ___” and invite children to name the appropriate color word based on the illustration.</p> <p>Choral-read the shared writing, including a title. When you have finished, invite children to turn to the page for their favorite color and repeat the sentence on that page.</p>
<i>red</i>	<i>blue</i>					
<i>tall</i>	<i>small</i>					

Educators will become more familiar with the lessons they need to teach children through in-depth PD and examination of *Scholastic* lessons. Teachers will be guided through the direct instruction model: orientation, presentation, highly structured practice, guided practice, and independent practice (e.g., Teacher Table and Small Group) in their PD sessions as well as during in-classroom support from Early Literacy Coaches. Coaches will support teachers in their lesson planning, materials development (for all developmental domains), and PD follow-up on a consistent basis. Coaches will guide educators, i.e., teachers and aides, through classroom management strategies to assist them in organizing the classroom for age-appropriate learning

experiences. Coaches observe lessons, pre-conference, demonstrate lessons and post-conference with educators. The Assessment Coordinator (new for 2008) will provide teachers with support and training in assessment analysis. Educators will design a space where the children are highly engaged in group and individual instruction, with sufficient time to play, explore, and receive direct instruction for purposeful learning. Materials to enhance the centers include, in English and Spanish, Alphabet Mini-Books, Phonics Posters, *Teaching Letters and Sounds*, Phonological Awareness, and Picture Cards, big and little books, audio-cassettes, content area books, puppets, flannel boards, manipulatives and *Clifford's Social/Emotional Kit*. **Content/ Subject Matter:** (See Purpose 3 for Oral Language, Print Awareness, and background knowledge.)

Purpose 3: Research states that children need high quality language and conversation rich environments in order to develop cognitive learning and language abilities.^{8,9} Children need broad exposure to books, labels, signs and other environmental print key for reading success.^{18,19}

Environment GOAL: Educators (teachers and aides) will increase language and print richness of the preschool environments by implementing specific strategies with children during daily routines and activities. Baseline data will be obtained and observed through the *Literacy, Language and Curriculum* checklists of *ELLCO*.

Enhancing Centers with Literacy and Print Richness Strategies/Materials

- a) Children will help create a print rich environment (English and Spanish) by adding print hung throughout the center, creating labels, nametags, and other print materials.
- b) Print material in English and Spanish will be displayed throughout all learning centers: theme content specific based books, posters, phonics poems, math concept cards, alphabet posters, magazines, newspapers, etc. Materials will not be limited to the library, e.g., sports magazines in the dramatic play area or animal books in the science center.
- c) Crayons, pencils, paper available throughout the center encourage self-initiated writing.
- d) Real life literacy props in the dramatic play area, such as notepads, file folders, forms, old bills, etc., will add authentic literacy to their play.
- e) Theme based audio-cassettes for guided reading provide opportunities for listening and speaking skills.

Oral Language Strategies: Research states that children need high quality language and conversation rich environments in order to develop cognitive learning and language abilities.^{8,9}

RR+ will expose the children to varied print, oral language, and background knowledge

opportunities in developmentally appropriate activities provided to 3 and 4 year olds. High level conversation and explicit oral language development lessons, key for oral language development, occur daily during Circle and Story Time and Learning Centers and Transitions. These experiences are centered around thematic investigations.¹⁵ Strategies are listed below:

- a) New vocabulary is explicitly introduced and highlighted by teachers and used by children through theme based stories, activities, music CD's, and discussion.
- b) Children have many opportunities to develop rhyming, blending, and segmenting skills through speaking, chanting, and singing activities.
- c) Teachers read to children aloud, re-tell a story, have children re-tell it, and converse about its context, all critical activities for reading success.^{20,21,22}
- d) Children are exposed to the sounds and patterns of language and letters through songs, finger-plays, and poems.

Background Knowledge Strategies are used daily with students in language, early literacy, mathematics, science, social studies, art, physical development, and personal and social development. Topics are organized around experiences relevant to the child with connections to in-school and out-of-school experiences. A "launching activity" starts each new theme, revealing children's background experiences and allowing the teacher to build on that knowledge. For example, in Theme Seven (*Make It/ Build It*) children help construct a large rainbow on paper. Children explore colors and shapes and develop a focus wall for the theme with books, letters, poems, and rhymes that provide more opportunities for background knowledge and exploration.

RR+ provides explicit instruction for ELs. The instructional staff teaches oral language skills and develops background knowledge through explicitly detailed lesson plans that include dialogue and conversation that is structured around the program's materials throughout each day. ELs are provided support by bilingual instructors located in each classroom. **RR+** incorporates student home language in order to increase expressive and receptive language. ELs are pre-taught new concepts in their primary language and are provided extended home literacy activities and books in their primary language (through Home Literacy Aides), which are designed to

engage parents and children. ELs are also supported during small group instruction by frontloading new learning or reinforcing content material.

Purpose 4: What are you teaching the educators? How? What other strategies?

PD Goal: Yearly, educators will receive a minimum of 60 hours of PD in curriculum, instructional strategies, and the 4 ERF areas. Teacher will learn to use assessments and data to prepare children to enter kindergarten. PD also includes English language acquisition training (discussed later and in EL plan) and parent involvement training (also discussed later).				
PD Scope and Sequence and Trainer(s)	Years/PD with Hours of Instruction	1	2	3
<i>Scholastic</i> Curriculum and ERF Training: Overview and Implementation (<i>RR+</i> Coaches and publisher)		12		6
University of Texas, Center for Improving the Readiness of Children for Learning and Education (C.I.R.C.L.E.) training: Best Practices, Phonological Awareness, Oral Language, Written Expression, Print/Book, Read Aloud and Letter Knowledge (Two <i>RR+</i> staff are nationally certified trainers.*)		12	12	12
Effective Classroom Management and time management (<i>RR+</i> staff)		6		
Assessment Training: Using data to drive instruction, sharing results and progress monitoring, using outcome instruments: PPVT-3, TVIP, EVT2, Pre-K PALS and ELLCO (Assessment Coordinator, consultant, and evaluator)		12	6	6
Oral language development and phonological awareness for English Learners (Dr. Hallie Yopp)		6		6
Early identification and best practices for working with children of special needs (Dillon Henry, California Pre-school Instructional Network, CPIN)			6	6
Parent Involvement training (Coach Lori Campos and Rebeca Valdivia)			6	6
California Preschool Foundations: Literacy and Numeracy – (Clements)				6
English Language Acquisition Training (SEE ELAP PLAN FOR DESCRIPTION.)				
EL GUIDE I – (Valdivia)		12		
PreK Guided Language Acquisition Design Training- (Orange County GLAD)			30	
Pre-K GLAD follow-up- (Orange County GLAD)				12
Yearly Total <i>180 PD hours over 3 years</i>		60	60	60
<i>*Additional RR+ staff and qualified preschool supervisors will become C.I.R.C.L.E. Trainers during the first year.</i>				

Educators will learn the expected skills during this three-year project. Learning will be sustained over time through four Key Components. (KC) 1: SBR Research-based professional development (PD) in early literacy development and language acquisition, coupled with high levels of guidance, resources, and support, will increase teachers’ understanding of effective strategies. Educators will participate in PD that will initially guide them through all of

the components of *Scholastic*. Teachers will become more familiar with the lessons they need to teach children; after initial training in core curriculum, teachers will create new daily schedules, pacing guides, re-design classrooms, and develop and deliver lessons.

Teachers, say hello to your RR+ Early Literacy Coaches!

Coaches (experts in content with Masters degree) will train, guide, and support teachers in their lesson planning, materials development (for all developmental domains), and PD follow-up on a consistent basis. Coaches will guide all educators (teachers and aides) through classroom management strategies and assist them in better organizing the classroom for the appropriate learning experiences, provide support in assessment analysis, observe lessons, pre-conference, model/demonstrate lessons, and post-conference with the educators.

KC 2: A 3-day coaching cycle, 35 hours of monthly intensive on-site coaching, is delivered to

each center (25 curriculum hours, 10 assessment hours conducted by Assessment Coordinator). **Day One: Pre conference** gives time for educators to discuss their needs with the coach. **Day Two:** Highly qualified literacy coaches provide **direct instruction demonstration**, help with lesson planning, and observe teachers apply newly acquired content knowledge in their classrooms and plan lessons to either model or observe.

Ex. Coaching Schedule:		
	Curriculum	Assessments
Week 1	10 hrs	1 hr
Week 2	5 hrs	3 hrs
Week 3	5 hrs	3 hrs
Week 4	5 hrs	3 hrs
Minimum 35hrs per center per month		
4 Key Components		

Day three: In post-conference teachers debrief; the coach gives feedback. Educators will be supported in creating a space where the children are highly engaged in group and individual instruction with sufficient time to play, explore, and receive direct instruction for purposeful learning. **KC 3:** Teachers are released to observe each other and have discussions. Preschool

staffs will re-examine their centers to identify additional instructional strengths and engage in “self study.” Site visits will help center staff learn about high quality preschools and create higher *Centers of Excellence*. **KC 4:** Highly organized quarterly articulation meetings with kindergarten teachers will foster learning for both groups. Preschool teachers will learn from the kinder teachers what additional early literacy they will need to teach children in order to ensure

reading success and kindergarten readiness. Kinder teachers will be provided with incentives to attend meetings.

ELLCO- Preschool Directors will learn how to use the *Early Language and Literacy Classroom Observation Toolkit/Research Edition*^{*} as a pre and post benchmark assessment each year to drive planning for program and for tailoring professional development and to assist teachers to self-assess their own classrooms to develop or update their individual plans.²³

Teachers will learn expected skills over the course of the three-year project implementation. The coach will model, practice with, and give feedback to the director and peer teacher observers so that a culture of learning together emerges as they discuss **ELLCO's** Literacy Environment Checklist (book area, book selection, book use, writing materials, writing around the room) and the Classroom Observation Tool and Teacher Interview (classroom organization and contents, technology use, opportunities for child initiative, classroom management, oral language facilitation, approaches to writing and book reading, recognizing diversity in the classroom, facilitating home support for literacy, and approaches to assessment).

RR+ trainers are nationally recognized and experienced. Two **RR+** staff members are nationally certified through C.I.R.C.L.E. at the University of Texas, Health Science Center, Houston. (Additional **RR+** staff and preschool directors will be trained as trainers in **C.I.R.C.L.E.** during the first year of the grant.) Additional trainings include two *Scholastic* program components: *My Guide for Ongoing Assessment and Professional Development* and a series of twelve teacher workshops with a four-step approach centered on research by noted experts (Neuman, Katz, Greenspan, and Clements). Teachers (1) facilitate discussion among teaching teams, (2) discuss and create an action plan, and (3) develop and (4) integrate new activities into the daily schedule. A large scale longitudinal study of the use of dialogic reading

^{*} *ELLCO* has been validated in several research studies, including research in more than 150 preschool classrooms for New England Quality Research Center and the Literacy Environment Enrichment Project.²⁴

over a year of a Head Start program for 4-year olds showed large effects on oral language skills that were maintained through the end of kindergarten.²⁵ Teachers will receive training in dialogic reading strategies that creates a more interactive exchange where the child learns to become the storyteller.²⁶

Annual raining institutes will occur over 6-hour sessions held during 10 Saturdays per year (60 hours per year). English Language Acquisition will also be provided. (See Language Acquisition Plan in Appendix.) As an incentive for participation, educators completing their PD hours for the year will receive a stipend. Our PD is based on Joyce and Showers' research, using five components that ensures that our PD is high quality, sustained and intensive.^{27, 28, 29}

i) Presentation of content knowledge and theory behind the new practice or strategy - PD and Coaching Cycle (CC) ii) Model/demo of the new strategy - CC iii) Practice in simulated and actual settings - CC iv) Structured feedback to provide information about performance in their practice - CC v) Coaching for application of follow-up work to help with the on site implementation of the practice and/or knowledge	PD Monthly Hours				
	<u>6</u> Sep	<u>6</u> Oct	<u>6</u> Nov	<u>6</u> Dec	<u>6</u> Jan
	<u>6</u> Feb	<u>6</u> Mar	<u>6</u> Apr	<u>6</u> May	<u>6</u> June
Minimum of 10 Saturdays per year (begins in Sept.)					

Purpose 5: - The program evaluator will train and assist centers on the administration and use of student assessments. The Assessment Coordinator will coach teachers (10 hours/month per center) to use formal and informal assessments to determine/monitor student progress, identify possible cognitive, speech, or other developmental concerns, and **tailor instruction to meet the individual needs of students.** The Coordinator will help teachers develop assessment strategies for use with instruction and teach them current research and strategies in observation and assessment.

Curriculum Based Assessments- *Scholastic's* formal assessment handbook provides individual and group assessments in book and print awareness, phonological awareness, letter knowledge, writing skills, and a checklist for monitoring pre-kindergarten curriculum goals in

language and early literacy, mathematics, science, social studies, personal and social development, fine arts and physical development. **Informal assessments**, within the context of learning, include daily work observation (participation in circle time, story time, learning centers and small group instruction), portfolio review, and learning/ development.

Program Performance Assessments- An experienced external evaluator will be contracted to evaluate the children’s performance by measuring the skills that predict early reading success and will report on assessment results deemed valid and reliable by the Dept. of Education and ERF for collection of GPRA performance measures (U.S Dept. Ed, 2006).

Instruments	Description
Early Language and Literacy Classroom Observation (ELLCO) Type: Monitoring	Field-tested observation toolkit assesses early childhood classrooms related to language and literacy development. The three part toolkit and User’s Guide provide for the collection of crucial data needed to strengthen classroom quality and build better literacy programs. There exists high content validity and between assessment reliability. ²⁴
Curriculum-based assessments of letter knowledge, concepts of print, phonemic awareness, and early writing Type: Monitoring	RR+ has developed curriculum-based monitoring assessments that integrate <i>Scholastic’s</i> target competencies in each of the developmental domains with California’s new preschool standards (Foundations).
PALS* Pre-K Tasks: Alphabet Knowledge, Letter Sounds, Name Writing, Beginning Sound, Print and Word, Rhyme and Nursery Rhyme Awareness Type: Screening and Progress Monitoring	The teacher asks the child to name the 26 upper-case letters of the alphabet presented in random order. Children who know 16 or more upper case letters take the lower-case alphabet recognition task. Children who know 9 or more lower-case letters are also asked to produce the sounds associated with the graphemes. The 26-letter assessment shows high internal and between-test reliability. ³⁰
Family and Child Experiences Survey (FACES) – Parents Type: Progress Monitoring	FACES parent survey has been used successfully in two longitudinal Head Start studies of parent attitudes, knowledge, and behaviors. It is recognized as having a high content validity. It is supplemented by an observational component that bolsters reliability.

* **PALS Reliability/Validity-** Publishers report high-rated reliability (r=.90), and medium to high concurrent validity with the Test of Awareness of Language Segments and the Child Observation Record from High Scope. 2006 Early Reading First Performance Reports indicate that *PALS* has been demonstrated to have a strong positive correlation with the Woodcock-Johnson Letter-Word Identification test.³⁰ *PALS* also measures these skills: name writing ability, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness.

Instruments	Description
PPVT-3** (English) and TVIP (Spanish) Type: Screening and Progress Monitoring	The new PPVT-3 and TVIP are designed as measures of receptive language. Both instruments consist of two forms that are individually administered and un-timed. They have high internal reliabilities (above .9) and high construct, concurrent, and predictive values. ³⁰
Expressive Vocabulary Test (EVT2)* Type: Screening and Progress Monitoring	EVT2, often used in conjunction with the PPVT-3, is an individually administered, norm-referenced test of expressive vocabulary and word retrieval. The EVT2 has high reliability ratings (.8) and content validity.

The Integrated Child Assessment System (ICAS), a new component of *RR+*, provides classroom teachers access to child assessment data (including instruments in the table above). Each teacher is given computer access to data to target individual student language and early reading skill competencies. Classroom profiles are generated each month detailing individual student progress toward meeting curriculum learning benchmarks and standards.

Criterion 1, Factor 3: Coordination with State Standards - RR+ program, strategies, PD, and curriculum (Scholastic) are all aligned to California Preschool Foundations (Jan. 2008), California Content Standards in K-3, and Reading First Plans. RR+ with its strong oral language and pre-reading skill development, together with its whole child developmentally appropriate approach and adaptations for ELs and special needs students, ensures that children enter kindergarten well prepared for success.

Coordination with Public Schools - RR+ staff will organize/lead quarterly preschool/ kindergarten articulation meetings in conjunction with elementary schools, held after the school day to ensure kinder teachers are available and preschool teachers are not taken away from

** PPVT is a nationally normed test, validated by the U.S. Department of Education Early Reading First and correlated with other measures of cognitive development³⁰.

*EVT Reliability/Validity-Publishers report a high degree of internal consistency. Split-half reliabilities yielded .94 and .93, test is reliable across all age groups and grades measured. Test-retest studies yielded correlations between .94 and .97 (very high). Alternate forms are "very reliable" with coefficients between .83 and .91. Validity studies include comparisons to similar vocabulary tests. EVT demonstrates reasonable content validity for American populations.

instructional time. Meetings will facilitate **preschool to kinder transitions** by giving kinder teachers an “early preview” of their incoming students and their preparedness for kinder. Kindergarten teachers will collaborate with the preschool teachers, letting them know what additional skills they need to work on to prepare the children for kindergarten.

Preschool to kindergarten transitions will also be supported through PreK Summer Academies at partnering elementary schools. Academies will be coordinated in conjunction with the partnering school site’s summer school program, lasting 2-4 weeks with kindergarten teachers participating in articulation meetings will be recruited as academy teachers. Imperial County’s P-16 (preschool to grade 16) Council is a local partnership of school districts, ICOE, colleges, universities and the business community focused on improving college-going rates in the Imperial County. P16 will partner with *RR+* and ICOE to provide PreK Summer Academy (kinder) teachers with three day training on the **Four ERF Areas** and P16’s new *College Begins in Kindergarten (CBK)* program. *CBK*, a core element of the Academies, is intended for four and five year old children and their families and introduces parents to California Kindergarten content standards and prepares children and parents for the rigor of kindergarten. PreK Academies will bridge the transition into the K-12 educational system through *CBK* by allowing students and parents to overcome cultural barriers and have a jumpstart in mastering the California Kindergarten standards-based language arts curriculum and an introduction to alphabet sound cards used by district reading programs.

Coordinating with local organizations- Brawley Public LAMBS, (Literacy And Mobile Book Services) a 32-foot literacy bus will visit preschool centers, offering a wide variety of literacy activities to children and families. The vehicle visits centers once a week and has ample books and materials for children to check out. Participating children also receive books to keep.

Coordinating with educational organizations - We will contract with Red Schoolhouse to provide their Online Assessment Recording System (OARS), allowing teachers to look at children's growth over time. OARS provides a seamless sharing of data, since Reading First districts also use OARS. Facilitated by the Assessment Coordinator, teachers will have data-driven conversations that facilitate instructional decisions and provide immediate and direct feedback to the preschool teachers over the course of each year. OARS facilitates coordination with public schools by allowing kindergarten teachers to know exactly where to continue each child's learning.

<p>Parent Training/Involvement Goal: Training and reinforcement focused on helping parents support their children's literacy learning through increased understanding and involvement in literacy development will be provided to parents at each center.</p>
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RR+'s Parent Involvement Plan is based on scientific evidence that demonstrates a direct link between parental involvement and academic achievement. This link helps to further transitions as children enter kindergarten and higher grades.^{31, 32} Family-school connections help parents understand their children's particular strengths as learners and specific methods to support their learning at home.³³ Together, the preschool site supervisor, **RR+** Parent Coordinator, and Home Literacy Aides partner with families to create a connection between children's life experiences and skills with the content of school learning. Parents receive a wealth of resources, support materials and learning activities. These are available in both English and Spanish, designed to help parents create a stimulating rich home environment for their children that reinforces literacy and fosters family-school connections.

The **RR+** Parent Coordinator will implement a **3-part Parent Involvement Plan** (See below.) that includes training for center staff, ongoing parent education, and parent involvement activities to support **RR+** goals. The plan follows Dr. Joyce Epstein's *Six Types of Parent Involvement*.

<p>Part 1 – Preschool educators will be provided with parent involvement PD, using Epstein’s model and 6-hour Family Partnership Initiative Training. Teachers will learn to use and implement home/school connection materials during formal and informal connections that create joint pathways of communication between families and schools.³⁴ Formal opportunities include teacher-parent conferences, family meetings, family home projects, family learning nights, and letters to families that introduce themes studied. Informal connections with families will take place during daily routines, such as dropping off and picking up children. Ongoing parent involvement training for staff members takes place at each center during teacher monthly staff meetings, PD, and through the efforts of the Parent Coordinator and Home Literacy Aides.</p>
<p>Part 2 – 4 Home Literacy Aides (one for each center) will go through Latino Family Literacy (<i>LFLP</i>) training. The Parent Coordinator will provide follow up trainings (1 per month, 6 hours each) during the year. <i>LFLP</i> training focuses on family involvement, language, and parent-child literacy activities. Trainings are designed to establish family reading routines for Spanish- and English-speaking parents and their children during a 10-week program. Age-specific materials are bilingual, simple formats that engage the parents in reading with their children. Aides will meet with parents 2 hours per month at each of the preschools, in the evening to accommodate the schedules of working parents. Child care will be provided by school district child monitors. Home Literacy Aides will conduct three home literacy sessions (30 minutes to 1 hour) for each family interested in additional home literacy support. Parents will receive incentives and/or home resources for kindergarten transitions for attendance at training or parent meetings and completion of activities.</p>
<p>Part 3-The Parent Coordinator will facilitate 5 Early Reading First Parent trainings throughout the year at each of the participating centers. Supporting teacher training and student learning, C.I.R.C.L.E Parent Trainings will include phonological awareness, written expression, language development, print and book awareness/read aloud, and letter knowledge.</p>

Minutes	Parent Training Schedule (Content)
45	Explicit and direct training on C.I.R.C.L.E. component: Parents will receive focused training on specific components of C.I.R.C.L.E.
30	Meaningful manipulative creation: Parents will engage in making purposeful manipulatives that foster the learning of the C.I.R.C.L.E. component trained.
20	Supported parent/child interaction with manipulatives: Parents and children will practice with manipulatives while being supported by parent coordinators and ERF coaches.
25	Parent/child dinner and conversation time: Time is set aside for parents and children to engage in conversation that develops oral language at the dinner table.

A Home Literacy Survey will be conducted at the beginning of the year to determine home literacy practices and areas of additional need. Results will be used to select information needed by parents in order to better prepare their children for kindergarten. A pre- and post-assessment will be taken by parents to show their growth in the six areas of C.I.R.C.L.E. Field trips will be

provided for parents and children to reinforce community relations. A trip to the library will assist parents and children to sign up for library cards and practice the use of technology and of basic library skills. Local field trips to the grocery store and post office will engage parents and children in oral language developmental opportunities.

2. Quality of Project Personnel: Response to GEPA, Section 427

ICOE, an equal opportunity employer, ensures equitable access free of barriers when filling positions and when providing services to children, teachers and parents. ICOE makes employment opportunities available to all persons, including those that have traditionally been underrepresented based on color, national origin, gender, age, or disability.

All Imperial County teachers assume responsibility for the educational needs of EL and special needs students by incorporating age and developmentally appropriate (for 3 and 4 year olds) curriculum and strategies. Teachers, school and project personnel, receive special instruction on cultural diversity and sensitivity, academic learning to accomplish high standards for all students, communication, and social emotional learning. All classrooms meet state requirements for physically challenged students. All students will be encouraged to participate in developmentally/age appropriate project activities that are free of gender, racial, ethnic, nationality or disability biases. Notices of meetings and forums will be advertised via local mass media in English and Spanish and will be translated or available in parents' primary language to maximize their participation. For the benefit of non-English speaking students and parents, RR+ center staff and project staff are bilingual, ensuring the opportunity for full participation from all.

Coordinated Special Needs and Language Screening

Teachers who observe special needs in children contact the parents in order to request services from Imperial County's Special Education Local Plan Area (SELPA) to determine the child's specific need. SELPA is the "umbrella" entity, comprised of our county's 17 school districts, that provides special education programs and services for all identified children. As an example, if speech is identified as an area of need, SELPA works with the local school district to

ensure speech services are available to children. Services are available to children as young as 3 years old. An initial screening is conducted. If services are deemed necessary, the school district's speech therapist meets with the child twice a week during 30-45 minute sessions. The preschool teacher communicates with the therapist and provides ongoing child observations.

Criterion 2, Factor 1: Jamie Sinclair (100% FTE) is Imperial County's ERF Project Director.

She is experienced in operating large projects and providing leadership, guidance and support in scientifically based reading research and early literacy. (See resume.) Jamie has overseen the PD needs of 19 preschool teachers and aides of 5 preschool centers and oversees the two full-time literacy coaches that work directly with teachers. She has developed a strong partnership with participating centers and staff. Jamie has added to the success of ERF and actively guides continuous improvement, helping ERF preschools to become "centers of excellence."

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| <ul style="list-style-type: none"> • Current Early Reading First Director • B.A. in Elementary Education, Masters in Educational leadership. • Administrative Credential and Clear Multiple Subject Teacher Credential • Elementary education teacher, 10 years | <ul style="list-style-type: none"> • Expertise in teaching reading and adapting teaching for the needs of bilingual students • Coordinator of professional development and teacher training in state adopted curriculum materials |
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Criterion 2, Factor 2: (See attached resumes.)

Literacy Coaches (100% FTE:2)-Terrie Olstowski and Lori Campos serve as Literacy Coaches for Imperial Valley's Early Reading First program (Terrie since 2005, Lori since 2007). Together, this duo provides the critical direct instruction and modeling services to center staff, which is the foundation of this program. **Both Coaches hold Masters in Education, B.A.'s in Education, as well as Preliminary Administrative Credentials (Tier I) and California Multiple-Subject clear credentials, and have served as classroom teachers.**

Literacy Coach Duties: Provide PD, support, training, and assistance to teachers implementing *Scholastic* curriculum. Ensure program fidelity through demonstration and training of program components, instructional design, and use of instructional materials. Assist teachers in building an interactive and language rich environment focused on content and learning strategies embedded in the program. Conduct student assessments with mandated tools and evaluate their performance for the purpose of providing feedback to the teachers (and director) for improving classroom instruction. Observe classrooms and provide "next step" support for all teachers. Identify appropriate instructional strategies and interventions to improve achievement of all students (i.e., ELL's, Special Ed., etc.). Assist teachers in preparation and pacing of instruction (curriculum planning). Facilitate weekly collaborative

teacher/Early Reading First Director meetings to assist in the analysis and utilization of assessment data to improve student achievement and conduct articulation meetings with kindergarten teachers. Assist teachers in setting goals for improved instruction. Attend planning meetings, site supervisor meetings and trainings.

Assessment Coordinator (100% FTE, hired upon grant funding) shall have a **Masters of Education** in Child Development and core courses or Elementary Education, early literacy expertise in pre-k through third grade, and at least three years of job-related experience in teaching reading to young children, conducting assessments, or providing professional development in early literacy. Will develop training modules and coordinate training for consultation and assessment teams and center staff; conduct or facilitate meetings to coordinate consultation and assessment projects with community regional partners; evaluate the effectiveness of the team and procedures utilized during an assessment; monitor and participate in obtaining, updating, and assessing the individual development of children; share information and resources for children referred for outside services regarding their needs; and create a plan for child and family as necessary.

Parent Coordinator (50% FTE) – Ms. Odette Gratianne has served as the Parent Coordinator for Imperial Valley ERF for the last 4 years. She will coordinate the **Parent Training/Involvement Component of RR+ (Crit. 1, Factor 2, Purpose 4)** training, supervise Promotoras, and provide monthly parent trainings. She will support site supervisors and teachers to design and implement parent involvement activities. **Highlights:**

<ul style="list-style-type: none"> - Masters in Education - Administrative Credential - Bilingual Cross-Cultural Credential - Early Literacy Coordinator - Region 9 California Preschool Instructional Network English Language Learner Lead 	<ul style="list-style-type: none"> -Bachelor of Arts in Liberal Studies -Multiple subject teaching credential -Over 7 years experience in school readiness -Family Involvement Coordinator -West Ed Preschool English Language Trainer - California Association for the Education of Young Children Pre-kinder Curriculum Trainer
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Pre K Academy Teachers (4 Part-time, 4-week positions) - Four credentialed Kindergarten teachers, one for each participating elementary school, will be trained by P-16 partners and contracted to provide preschool to kindergarten transitions, in conjunction with the school site’s summer school. Children entering kindergarten will receive an extra boost through continued development of phonological awareness, oral language development, concepts of print, and alphabet knowledge. Instruction will incorporate pre-teaching of state adopted standards-based language arts curriculum and alphabet sound cards used by district reading programs, ensuring that children enter kindergarten with the reading skills necessary for academic success.

Clerical Assistants (2.5 FTE) will provide office and organizational support to the project staff and teachers. This position also requires working with parents and community members. These individuals will demonstrate skills in written and oral communications, data collection and analysis, and organizational skills that are necessary to arranging effective trainings and tracking attendance and completion of follow-up or on-site coaching activities.

Home Literacy Aides (4 x .5 FTE) with an A.A., strong leadership, organizational, communication, and reading skills will receive training in *LFLP* family involvement, parent-child literacy activities, and home literacy sessions. Literacy Aides will demonstrate excellent rapport with parents and provide high quality models of bilingual/bicultural relating within the respective preschool communities.

16 Preschool Teaching Staff (in-kind) - Will provide direct instruction in **SBR Research-based reading curriculum (*Scholastic*)** to children in their centers. **Grant funding will help extend the (one) center that does not operate full day and full year.** Educators will assist with the collection of assessment data, facilitate parent involvement, and participate in quarterly articulation meetings with kindergarten teachers. Educators participating in PD and program components will be awarded a stipend at the end of each year. The *RR+* teachers all hold the appropriate requirements, i.e., education, ECE units, permits, and qualifying experience for their respective positions. (See Appendix A for additional details.)

	B.A.	A.A.	A.A. Cohort (60 Units)	A.A. Cohort (30 Units)
Teacher(s)	4	4	-	-
Assistant(s)	2	2	2	2

These educational levels are higher than the overall educational levels of preschool teachers in Imperial County, as demonstrated by the *Early Care and Education Workforce Study* conducted by the Imperial County Children and Families First Commission (Prop 10.) in 2005.

RR+ ensures personnel are highly qualified: All participating preschools meet Education Code requirements (Title 5) setting the minimum qualifications of teachers, enforced by center directors and reported regularly to state officials. In Imperial County, the demand and incentive for teachers to obtain their B.A. is low; the minimum qualifications do not require it for employment. Additionally, teachers face many barriers to obtaining a B.A., including lack of child care for their own children, lack of transportation, low regional wages, and the lack of Early Childhood degree program in the Imperial County.

(In-kind) To encourage staff to pursue higher education, *RR+* will refer teachers to Imperial County’s Early Care and Education Planning Council’s Professional Development and Retention Stipend Program. The program funds stipend awards to early childhood educators that advance through or complete 6 levels of ECE coursework, including completion of the A.A. and B.A. The programs’ purpose is to provide educators with an incentive to earn a higher degree and to help retain qualified staff at preschools.

Level: Requirements and Amounts	
Level 1-6 ECE/CD units or Assistant Permit (\$100)	Level 4- 24 ECE/CD units (\$800)
Level 2 -12 ECE/CD units (\$200)	Level 5 AA Degree (\$1,000)
Level 3-24 ECE/CD units (\$500)	Level 6 BA Degree (\$1,500)

Elementary School Personnel (In-kind)-Principals and kindergarten teachers of partnering elementary schools all hold appropriate credentials, degrees, and experience for their positions. Kindergarten teachers will receive an incentive to participate in quarterly articulation meetings with preschool teachers. Meetings will allow both groups an opportunity to discuss children’s needs and help with sharing and learning.

Criterion 2, Factor 3: (Qualifications of Consultants)

Program Evaluation: The project will contract with the Center for Evaluation and Research (CER) to oversee the evaluation of the project. Dr. Matthew Russell will serve as the project's principal investigator. He is the author of several early childhood courses specializing in the use of scientific-based reading approaches and co-author of a book on program evaluation through the U.S. Department of Education. Dr. Russell is bilingual and has served as an adjunct professor at the University of the Pacific and Chapman University in both early childhood education and evaluation. Dr. Russell regularly presents at state and national conferences including Early Reading First. He has recently presented two papers on Early Reading First programs at the annual conferences of the American Educational Research Association. He is joined by a four-member support team consisting of data analysts and report writers.

Technology Support- Red Schoolhouse will be contracted to provide Online Assessment Recording System (OARS), technology, and software support of web-based assessment collection and analysis. Red Schoolhouse is an approved provider of data management software for districts participating in California's Reading First initiative and provides services to Imperial County's 2004 Early Reading First Project. OARS assessments will allow ongoing longitudinal data collection of students as they progress through K-3 Reading First programs.

PD Consultants from CPIN* are highly qualified researchers and state certified trainers. They will provide PD trainings to teachers in ELL components, EL Guide, and Pre-K Guided Language Acquisition Design Training (GLAD), mathematics, early language, oral language, phonological awareness, literacy and ELLCO assessments, and early identification and best practices with children of special needs. Consultants will work with *RR+* staff to develop their PD modules, consulting with ICOE's English Learner Lead Odette Gratianne for implementing EL trainings to teachers.

3. Adequacy of Resources:

Criterion 3, Factor 1: Research says that effective collaboration includes stakeholders who actively support program goals and have clearly identified responsibilities.³⁵ ICOE's *RR+* program has developed a partnership with center directors and teaching staff of 4 preschool centers, school administration, and teaching staff of partnering elementary schools, as evidenced by support letters (**letters in appendix**) that highlight the commitments of each partner, all of whom are thrilled to participate in *RR+*. Partners are committed to the goals, objectives, and vision of *RR+*, as well as the time, fiscal, and human resources required for data collection, PD, instruction of children, and other key components. *RR+* will maintain effective collaboration, monitor stakeholder support and program commitments, and ensure stakeholder participation in

* California Pre-school Instructional Network Trainers-Yopp, Dillon, Clements (Resumes in appendix.)

program development, ongoing improvement process, and program evaluation through quarterly Advisory Committee meetings facilitated by the Project Director. (See **Management Plan.**) ICOE's past experience in coordinating an ERF project assisted with the understanding of the level of necessary resources, partnerships, staffing, and budget requirements to administer this project.

Criterion 3, Factor 2: Numbers served, and anticipated results/benefits: RR+ targets 16

teachers at 4 preschools, providing them with PD in the use of SBR Research curriculum and strategies directly benefiting children. Services include parent training/involvement and articulation meetings that benefit both preschool teachers and kindergarten teachers, as listed in **Section 1 - Quality of Project Design.** Participating RR+ centers serve approximately 150 children and their families per year. They are economically disadvantaged with high Hispanic and English Language learner rates. The three-year Federal request equates to approximately \$7,500 per child, per year. The children will enter kindergarten ready to learn, and their families will grow in their capacity to prepare their preschool children and their other children to be successful in school. Ultimately, ERF funds will make a profound difference in the academic careers of these children by giving them a better chance of eligibility for higher education. Teachers will be prepared to help children beyond the grant, and supervisors will be prepared to help new teachers to be successful. Participating preschools will evolve into "centers of excellence" that prepare children ready for school. Centers will serve as models to all preschools in the Imperial County. Thus, they open many realms of possibilities of improvements that could be made to other preschools. The culture of collaboration among preschool centers, elementary schools, and the county office of education on curriculum, PD, and assessments will enable the partners to continue to learn and improve together to benefit all students in Imperial County.

Significant improvements include:

- Center staff's improved use of **SBR Research** curriculum and use of classroom based assessments in order to make adjustments to the individual needs of children.
- Improvements to the overall literacy environment and resources of preschool classrooms.
- Improvements in children's early literacy and kindergarten readiness in the areas of oral language, phonological awareness, letter and sound knowledge, and print awareness.
- Increased communication between preschool educators and kindergarten teachers, as well as overall improved communication from all stakeholders.
- Increased parent involvement, parent-teacher communication, and ability to support children's early literacy development and school readiness at home. Improved educational resources for the communities of Westmorland, Holtville, El Centro, and Brawley CA. (Partner schools have poor academic achievement rates, and high Hispanic and ELL rates and serve high rates of children that are economically disadvantaged.)
- Creation of a complete "Early Reading First/Reading First community" in Westmorland through the addition of the United Families State Preschool. Together with Westmorland's existing "center of excellence," Migrant Child Development Center funded in 2004, preschools will impact all children who attend preschool and enter Westmorland's kindergarten.
- Improved intensity of the one partnering center that is not operating full-day (6 ½ hr), a full-year (230 days) program. **The center will be extended through grant funding.**

4. Quality of Management Plan:

Criterion 4, Factor 1:

General Start up of RR+ Program

Activities	Timeline	Responsible Party
Hire or assign project staff.	By Year 1, 1 st Qtr	ICOE Human Resources
Finalize agreements with partners and preschools.	By Year 1, 1 st Qtr	Project Director
Schedule and hold bi-monthly Operations Team meetings.	By Year 1, 1 st Qtr, (ongoing meetings)	RR+ Managers and Preschool supervisors
Schedule and hold quarterly Advisory Committee meetings.	By Year 1, 1 st Qtr (ongoing meetings)	Project Director and Administrative partners
Purchase <i>Scholastic</i> curriculum, supplies, software, etc.	By Year 1, 1 st Qtr, (ongoing materials)	Project Director
Train the trainers (i.e. Project Director, Coaches, and Coordinators).	By Year 1, 1 st Qtr, ongoing yearly	Project Director, PD consultants
Create PD calendar, set training dates, orientation, follow up, and Coaching schedule.	By 1 st Qtr of year 1, and ongoing each subsequent year	Project Director, Coaches, Assessment Coordinator, Parent Coordinator
Develop forms, brochures, web-site, etc.	By Year 1, 1 st Qtr, ongoing yearly	Project Director
Conduct Evaluation Committee meetings. Progress/outcome data.	By Years 1-3, ongoing quarterly	Evaluator, Director

Conduct data analysis and prepare evaluation reports. Progress data.	By 4 th Qtr of each year	Evaluator, Director, Assessment Coordinator
Submit annual evaluation reports. Progress/outcome data.	By 4 th Qtr of each year	Evaluator, Director

Our Literacy and Environment Goals

<p>A. Overarching Goal: 90% of the children who are at risk for educational failure will be prepared with skills based on scientifically based reading research that ensures they enter kindergarten ready to learn and achieve grade level standards.</p> <p>Obj. A1: Each year, 90% of the children moving to kinder will demonstrate age appropriate oral language gains, defined as a standard score of 85 or higher, as measured by the PPVT-3.</p> <p>Obj. A2: Each year, 90% of the children moving to kinder will recognize 20 or more uppercase letters, as measured by PALS.</p> <p>Obj. A3: Each year, 90% of the children moving to kinder will demonstrate appropriate developmental range in each of the PALS Pre-K Tasks: Name Writing, Letter Sounds, Beginning Sounds, Print and Word, Rhyme and Nursery Rhyme Awareness.</p> <p>Obj. A4: Each year, 90% of children will demonstrate gains in receptive vocabulary for standard English and verbal ability. Children will increase their standard score by 6 or more points between pre and post test, as measured by PPVT-3.</p> <p>Obj. A5: Each year, 90% of children will demonstrate gains in expressive vocabulary. Children will increase their standard score by 4 or more points between pre and post test, as measured by the EVT2.</p>
<p>B. Literacy Environment Goal: Teachers will increase language and print richness of the preschool environments by implementing specific strategies with children during daily routines and activities. Baseline data will be obtained and observed through the <i>Literacy, Language and Curriculum checklists of ELLCO</i>.</p> <p>Obj. B1: Book use - Each year 100% of the centers will increase or maintain their availability of books and other literacy materials throughout all areas of the center, as measured by 20 out of 20 book subtasks on a (20-point total) pre/post ELLCO assessment.</p> <p>Obj. B2: Approaches to book reading -Each year 100% of the center teachers will increase or maintain their book reading experiences in a variety of settings and groupings (whole group, small group, teacher and child) as measured by 30 out of 30 on the classroom observation sections on a pre/post ELLCO (30 point total) assessment and coaches' observations.</p> <p>Obj. B3: Oral language facilitation - Each year 100% of the centers will increase or maintain their facilitation of high level conversations to build and elicit vocabulary, as measured 5 out of 5 on the classroom observation sections of the pre/post ELLCO assessments and coaches' observations.</p> <p>Obj. B4: Writing - Each year 100% of the centers will increase or maintain the variety and accessibility of opportunities, materials and tools to support children's writing, as measured by 13 out of 13 total in writing subtasks on a pre/post ELLCO assessment.</p>

Implementing Literacy and Environmental Goals

Activities	Timeline	Responsible Party
Implement <i>Scholastic</i> curriculum with children.	By 1 st Qtr of Year 1 and ongoing	Preschool Teachers
Conduct pre-assessments of children and learning environments. Progress/outcome	By 1 st Qtr of each year	Evaluator, Teachers, Coaches, Assessment

data.		Coordinator
Implement specific strategies to increase literacy environment of centers, i.e., language, print richness, book use, book reading, oral language and writing.	By 1 st Qtr of Year 1 and ongoing.	Preschool Teachers
Monitor progress of all children. Progress data.	By 1 st Qtr of Year 1 and ongoing.	Director, Preschool, Supervisors, Teachers, Coaches, Assess. Coordinator
Implement Pre-K Summer Academies.	By June-Aug (2-4 week), each year	Director, Elementary School Principals, Kinder Teachers, Preschool Staff
Conduct quarterly Preschool-Kindergarten Articulation meetings.	By 1 st Qtr of Year 1 and ongoing, quarterly	Director, Elementary School Principals, Kinder Teachers, Preschool Staff
Conduct mid-year assessments of children. Progress data.	By mid year, each year	Teachers, Coaches, Assessment Coordinator
Conduct year end assessments of children. Progress/outcome data.	By 4 th Qtr of each year	Evaluator, Teachers, Coaches, Assessment Coordinator

Our Professional Development Goal

C. PD Goal: Educators (teachers and aides) will receive 60 hours of PD in curriculum, instructional strategies, and assessment data to continuously improve their capacity to meet the individual needs of children in preparation for entering kindergarten, especially in oral language development, phonological awareness, print awareness, and alphabet knowledge.

Obj. C1: 100% of teachers will successfully complete 60 hours of PD annually, as measured by recorded attendance and coaches' observations of demonstrated increases in instructional strategies and the understanding of assessment data.

Obj. C2: Yearly, coaches will document 25 hours of monthly on site follow-up coaching to each center, and the Assessment Coordinator will document 10 hours of on-site follow-up coaching, as measured by coach time logs, coaching observation notes, and teacher focus groups.

Obj. C3: Each year 90% of the teachers will demonstrate increased instructional strategies as measured by Literacy Coach logs, pre/post assessment, and ELLCO Classroom observations.

Obj. C4: Each year 90% of the teachers will demonstrate confidence in the use of assessments, as measured by Assessment Coordinator logs, and pre/post assessments.

Implementing PD

Activities	Timeline	Responsible Party
Conduct pre-surveys of educators. (progress/outcome data)	By 1 st Qtr of each year	Evaluator, Coaches, Assessment Coordinator, Parent Coordinator, Literacy Aides
Implement PD, ELL, and assessment training for teachers (60+ hours).	By 1 st Qtr of Year 1 and ongoing.	Director, Coaches, Assessment Coordinator
Conduct pre-conference part of coaching cycle.	By 1st Qtr of each year and ongoing	Coaches

Conduct on-site coaching for teachers (25 hrs. per month): direct instruction, demonstration, and modeling.	By 2 nd Qtr of each year (monthly)	Coaches
Conduct on-site assessment coaching (10 hrs per month).	By 2 nd Qtr of each year (monthly)	Assessment Coordinator
Conduct year end surveys of teachers (progress/outcome data)	By 4 th Qtr of each year	Evaluator, Coaches, Assessment Coordinator, Parent Coordinator, Literacy Aides

Our Parent Involvement Goal

D. Parent Training/Involvement Goal: Training and reinforcement will be provided for parents at each center, focused on helping parents improve their support for their children’s literacy learning through increased understanding and involvement in literacy development.

Obj. D1: 80% of the parents from each center will participate in 8 or more hours of training annually, as measured by attendance records.

Obj D2: One literacy aide will be identified at each of the four centers to support and encourage parent attendance at trainings, student homework completion, and involvement in center activities, as measured by annual review of aide logs, teacher focus group and parent surveys.

Obj D3: Parents involved in parent training will evidence improvements in their home support for their children’s literacy learning, as measured by pre/post family literacy survey, focus group, and teacher reflections.

Implementing Parent Involvement

Activities	Timeline	Responsible Party
Conduct pre-surveys of parents. Progress/outcome data.	By 1 st Qtr of each year	Evaluator, Coaches, Assessment Coordinator, Parent Coordinator, Home Literacy Aides
Recruit and train Home Literacy Aides.	By 2 nd Qtr, Year 1. Ongoing monthly training	Parent Coordinator
Provide parent involvement (LFLP) trainings and home literacy visits.	By 1 st Qtr, Year 1. Ongoing monthly activities	Home Literacy Aides
Provide <i>Scholastic</i> Parent Training.	By 2 nd Qtr, Year 1. Monthly trainings	Parent Coordinator
Conduct year end surveys of parents. Progress/outcome data.	By 4 th Qtr of each year	Evaluator, Coaches, Assessment Coordinator, Parent Coordinator, Aides
Conduct pre-surveys of parents. Progress/outcome data.	By 1 st Qtr of each year	Evaluator, Coaches, Assessment Coordinator, Parent Coordinator, Home Literacy Aides
Provide parent involvement trainings and parent-child “homework.”	By 3 rd Qtr, Year 1. Ongoing monthly activities	Home Literacy Aides

Provide <i>Scholastic</i> Parent Training.	By 2 nd Qtr, Year 1. Monthly trainings	Parent Coordinator
Conduct year end surveys of parents. Progress/outcome data.	By 4 th Qtr of each year.	Evaluator, Coaches, Assessment Coordinator, Parent Coordinator, Aides

Please note: Children will be assessed and curriculum will be implemented in September of 2008 in anticipation of funding to ensure accurate assessment of program impact. All program components will be fully operational by December of 2008.

Criterion 4, Factor 2: Program goals, objectives, and benchmark measurements are listed above.

Specific progress and outcome data, along with collection dates and person(s) responsible for collecting the data are embedded within the Management Plan. (See **progress/outcome data above.**) GPRA performance indicators and objective outcomes will be collected at the beginning of the year (pre-assessment) and at the end of the year, and will be compiled and analyzed by the Center for Evaluation and Research (CER). *RR+* staff and preschool teachers will assist in the collection of progress data, including assessments of children on a regular basis, as a part of PD and embedded in daily activities with children to make immediate adjustments to instruction. Multiple formal and informal assessments will help monitor the progress of children, teachers, and parents. Data on the process indicators, such as teacher or parent trainings, will be collected at the time of training. Sign-in sheets requiring participant signatures as verification of attendance will document attendance. CER will provide the independent program evaluation. Its evaluation team has extensive experience working collaboratively on educational program evaluations. They will work with the Project Director to fine tune the developed surveys and collection tools as the project begins the evaluation process. As the project continues, the Evaluation Team and Project Director will analyze the data collected, develop recommendations based on the collected data, and provide an “evaluation update” which will be included on the agenda of the Operations Team and Advisory Committee meetings. The evaluation updates will

address process data as it becomes available, as well as anticipated timelines. Time will be provided for discussion and questions regarding the data presented. Concerns or suggestions provided by the collaborative will be taken into consideration during future program planning.

Continuous improvement is sustained through effective leadership that supports teamwork and embeds the data-driven decision making process. This includes on-going input from the evaluators and other stakeholders for the purpose of monitoring and achieving project goals and objectives. Project staff members are accountable to the Project Director and attend staff meetings held every other week. Progress is reported to the Site Supervisors and the Director of Curriculum at ICOE. The Operations Team consists of Director Sinclair, Ms. Gratianne, the Coaches, Assessment Coordinator, Preschool Supervisors and, when appropriate, the evaluator. Meetings are held monthly and more often as needed to assess progress, plan next steps, and closely monitor the achievement of *RR+* goals. The Advisory Committee includes the administrative representatives from all stakeholders (as listed in support letters) and meets on a quarterly basis. The Advisory Committee representatives include administrators of major stakeholders, preschool directors, principals, ICOE administration, and the evaluator.

Criterion 4, Factor 3: Time commitments of key personnel are identified in **Quality of Project Personnel**. Project Director Sinclair (100% FTE) will manage and implement *RR+* activities. ICOE has previously and effectively operated its Early Reading First project with similar staffing levels. The two Coaches (100% FTE), Assessment Coordinator (100% FTE), and Parent Coordinator (50% FTE) are all management level positions within ICOE's Curriculum Department. All will demonstrate the same range and quality of responsibility, experience, education, and capabilities as the Project Director. All will all share the responsibility to support

and manage all aspects of project implementation as part of the Operations Team. This level of commitment from high quality managers will ensure that all objectives of this project are met.

5. Quality of Project Evaluation

Criterion 5, Factor 1: RR+ has developed a rigorous evaluation plan that addresses the demand for scientifically based research. The evaluation process is thoroughly embedded in the program design and includes formative (process) data ensuring continual improvement and summative (outcome) data to report on both program and GPRA outcomes. Our plan includes using quantitative and qualitative data to measure improvement in a) classroom environment; b) teacher knowledge and qualifications; c) teacher instruction and planning; d) outcomes for children’s language, cognitive, and early reading skills; and e) parent involvement. *(Note: information on reliability and validity of proposed instruments is detailed under Purpose 5.)*

The evaluation has two major components and is designed to cover every aspect of the program (Component 1) as well as a longitudinal study of a specific population (Component 2). The validity and reliability data for the instruments used to assess outcomes have been provided in Criterion 1, Factor 1, and Purpose 5. The screening reading assessment used to gather outcome data, PALS, is administered to all 4 year old children in each of the preschools. The methods and instruments used in component 1 are aligned with project goals and detailed in the chart below (Goals and Objectives are abridged; full text found in Criterion 4 Factor 1).

EVALUATION METHODS AND INSTRUMENTS			
Goal A: Children at risk for educational failure will be prepared with skills based on reading research that ensures they enter kindergarten ready to learn and achieve grade level standards.			
Objectives	Instrument	Administered	Methods
A1. 90% will demonstrate age appropriate oral language gains (standard score [SS] ≥ 85).	PPVT-3	Beginning and end of school year	Quantitative: Within group two-tailed test of significance
A2. 90% will recognize 20 or more letters.	PALS Pre-K	Beginning, middle, and end of school year	

A3. 90% will demonstrate appropriate developmental range in Name writing (5-7), Letter Sounds (4-8), Beginning Sound (5-8), Print and Word (7-9), Rhyme (5-7) and Nursery Rhyme (6-10)	PALS Pre-K	Beginning, middle, and end of school year	
A4. 90% will gain in receptive vocabulary. (SS gain ≥ 6 pts.)	PPVT-3	Beginning and end of school year	
A5. 90% will gain in expressive vocabulary. (SS gain ≥ 4 pts.)	EVT2	Beginning and end of school year	
Goal B: Teachers will increase language and print richness of the preschool environments by implementing specific strategies with children during daily routines and activities.			
B1. 100% of centers will increase availability of books and other literacy material (at a score of 20 out of 20).	ELLCO – book related subtasks	Beginning, middle, and end of school year	Descriptive Analysis by center and a non-parametric Mann-Whitney U test of successive measures since the data represent ordinal measurement
B2. 100% of centers will increase book reading experiences in a variety of settings and groupings (30 out of 30).	ELLCO – related observations	Beginning and end of school year	
B3. 100% of centers will increase facilitations of conversations to build and elicit vocabulary (5 out of 5).	ELLCO – related observations	Beginning and end of school year	
B4. 100% of centers will increase variety, access and opportunity for children’s writing (13 out of 13).	ELLCO – related observations	Beginning and end of school year	
Goal C: Educators will receive 60 hours of professional development annually in curriculum, instructional strategies, and assessment data			
C1. 100% of educators will complete 60 hours of PD annually.	Attendance / observations	After completion of PD activities	Content analysis of coaching observation records and reflections
C2. Coaches will document 25 hours, and Assessment Coordinator 10 hours of monthly on site follow-up and support.	Logs, observation, teacher focus group	Document review semi-annually, focus group at end of PD	
C3. 90% of teachers will increase instructional strategies.	Observation notes; pre/post teacher survey	Document review semi-annually, Begin/End of PD	
C4. 90% of teachers will increase confidence in the use of assessments.			
Goal D: Training and reinforcement for parents will be provided at each center.			
D1. 80% of parents at each center will participate in ≥8 hours.	Recorded attendance	After completion of activities	Within group two-tailed test of significance on parent surveys and content analysis of teacher observation of parent-child interactions.
D2. Literacy Aides at each center will support/observe parent attendance behavior at trainings and during parent-child interactions.	Logs; teacher and aide focus groups; parent survey	At the end of each year	
D3. Parents will indicate improvements in home support for children’s literacy learning.	Pre/Post family literacy survey, teacher reflections	Survey – Pre/post training, Teachers reflections at the end of each year.	

Improvement in Children's Language, Cognitive, Early Reading Skills Development

The project uses the child outcome data collected from the screening and reading assessments that are administered to all children. The project is using multiple methods to monitor student mastery of preschool standards. The results of baseline, midyear, and end-of-year PPVT-3, PALS, and DRDP-R child outcome assessments are also used to monitor children's progress and to determine if changes in the instructional process or if referral or additional assessment is needed. (See Appendix A and English Language Acquisition Plan for additional description of DRDP-R.) The *Scholastic* curriculum-based assessments of letter recognition, phonemic awareness, concepts of print, and early writing curriculum-embedded assessments are used to monitor children mastery of important curriculum milestones related to the new state preschool learning standards. The curriculum-embedded assessments are completed after each monthly unit by teachers to measure student progress. Analysis of these assessment results is used by instructional staff and project staff in a timely fashion to facilitate planning and differentiated instruction. Please see details of the validity and reliability of the proposed instruments described in Section 1: Purpose 5.

Improvement in Classroom Environment

The project's evaluation is designed to measure the impact of the program on classroom environments. The project will use the Early Language and Literacy Classroom Observation (ELLCO) Toolkit to specifically measure the literacy environment of the project classrooms. The ELLCO is used as a baseline measure with six month re-assessments of each environmental sub-domain. A mean rating for each sub-domain will be established, and an accompanying continuous improvement plan will be developed. Analysis will include a non-parametric Mann-

Whitney U test of successive measures since the data represent ordinal measurement, i.e., lacking the property of equal widths between successive levels.

Improvement in Teacher Knowledge - Qualifications; and Teacher Instruction - Planning

The project’s evaluation will measure changes in early childhood educators’ knowledge, qualifications, and instructional practices. Weekly observations are made by experienced Literacy Coaches. These observations are recorded and organized digitally online. Evaluators will analyze the non-numerical and unstructured data from the observation narratives. Evaluators will use the content analysis of these improvement plans to develop descriptions of teacher’s practices. These descriptions of teachers’ coaching practices will be used by the project staff to plan future professional development activities and to evaluate changes in teachers’ practice.

Improvement in Parent Involvement

The evaluation will use the Family and Child Experiences Survey (FACES) parent survey and reflections on parent behaviors by teachers to determine the intermediate and long-term impact of the program on parenting behaviors which support the development of early reading skills in their children. The reflections take place during parent and child literacy activities.

Component 2 of the evaluation design will study the impact of ERF in a unique setting. With the implementation of **RR+**, all preschools in the small economically challenged community of Westmorland will have the benefit of ERF training and support (1 preschool **RR**, 2004-08 and 1 preschool **RR+**, 2008-11). The school district has agreed to provide assessment data in order to study the long range impacts of ERF from Kindergarten through 2nd grade.

Longitudinal Study into Elementary School								
<i>Cohort</i>	<i>Spring 09</i>	<i>Fall 09</i>		<i>Spring 10</i>	<i>Fall 10</i>		<i>Spring 11</i>	<i>Fall 11</i>
Cohort 1 (5 year olds)	PS	K		K	1		1	2
Cohort 2 (4 year olds)	PS	PS		PS	K		K	1
Cohort 3 (3 year olds)	PS	PS		PS	PS		PS	K
PS= Preschool, K= Kindergarten, 1= 1st Grade, 2= 2nd Grade								

The study is intended to demonstrate the impact ERF can have on the overall student success of students when all preschools in a small community implement a research-based pre-literacy program. The elementary school data will be gathered through assessments already in place. In K and 1st grade classrooms common assessments are recorded on OARS, a web-based data collection tool used in ICOE’s current ERF Project (*Ready to Read*) and *RR+*, as well as throughout all of California’s Reading First schools. In 2nd grade the standards-based statewide assessment, CA Standards Test (CST), is administered. The data will be used for ongoing longitudinal data collection and for comparisons against non participating *RR+* children. Assessments to be used are listed below:

Elementary School Assessments		
<i>Grade</i>	<i>Type of Instrument</i>	<i>Name of Instrument</i>
K	Skills Check list (aligned with CA standards, beginning, quarterly, end of year)	Checklist, upper/lower case letters, numbers, colors, and shapes. Sacramento COE (SCOE) reading preparation and phonemic awareness
1 st	Reading, oral language and vocabulary (aligned to CA standards, beginning and end of year)	End-of-Year Fluency Assessment – Houghton Mifflin publisher/SCOE reading preparation and phonemic awareness
2 nd	Language arts and reading norm referenced assessment based on CA standards	California Standards Test – CST, administered statewide

Evidence of Imperial County’s Past Early Reading First Success

During the 2007-2008 school-year, 63 four year olds demonstrated significant growth in 8 PALS Pre-K areas (averaging more than 559% growth in all areas). The percentages reflect the students performing at or above developmentally appropriate benchmarks and the percentage of growth between pre and post testing.

PALS Pre-K Testing	Pre (Fall 2007)	Post (End of Year 2008)	Growth
Name Writing	32%	73%	228%
Upper-Case Alphabet Recognition	13%	63%	484%
Lower-Case Alphabet Recognition	15%	65%	430%
Letter Sounds	11%	69%	627%
Beginning Sound Awareness	10%	73%	730%
Print and Word Awareness	5%	62%	1240%
Rhyme Awareness	20%	73%	365%
Nursery Rhyme Awareness	20%	75%	375%

Project Narrative

Other Narrative

Attachment 1:

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1

APPENDIX A
Imperial Valley's Ready to Read Plus
Description of Early Reading First Selected Preschool Centers

All centers meet "Invitation Priority 1" (6.5 hrs a day 46 weeks per year).	United Families Inc. Preschool 198 E. 3 rd St. Westmorland, CA 92281	ICOE Migrant Holtville ITPC 522 W. 8 th St. Holtville, 92250	United Families Inc. Preschool 300 N. Palm Brawley CA, 92227	United Families, Inc. Preschool 768 Holt Ave. El Centro #2, CA 92243
# of Children Served	19 (4 yrs) 3 (3 yrs)	10 (4 yrs) 10 (3 yrs)	1 (5 yrs) 32 (4 yrs) 18 (3 yrs)	2 (5 yrs) 23 (4 yrs) 9 (3 yrs)
% Hispanic	99%	100%	99%	82%
% ELL	89%	100%	91%	70%
% Free/reduced lunch	90%	100%	99.5%	98%
Special Needs	None	3Speech/Language	1Speech/Language	None
Average Hours of attendance	Center open 10 hours/day, 48 weeks per year	Center open 7 hours/day, 52 weeks per year	Center open 10 hours/day, 52 weeks per year	Center open 10 hours/day, 52 weeks per year
Avg. Daily Attendance	95%	90%	83%	84.5%
Funding	CA Dept. of Ed.	Federal Funds & CA Dept. of Ed.	CA Dept. of Ed.	CA Dept. of Ed.
Curriculum	Scholastic	Emergent	Scholastic	Scholastic
Staff & Qualifications	Teachers-2 1-B.A. 1-A.A. Aide-1 1-9 Units	Teacher-1 1-B.A. Aide-2 1-B.A. 1-40 Units (A.A. cohort)	Teacher-3 1-B.A. 2-A.A. Aide-3 1-B.A. 1-60 units (A.A. cohort) 1-9 Units	Teacher-2 1-B.A. 1-A.A. Aide-2 2-A.A.
Turnover rate	1%	0%	2%	2%
Description of feeder School/LEA	<i>Westmorland Elementary School District</i> 89% Hispanic 46.8% EL 88.8% Free Lunch Reading First School Early Reading First LEA per U.S. Dept. of Ed.	<i>Emmet S. Finley Elementary</i> 83.6% Hispanic 49.4% EL 100% Free Lunch	<i>J.W. Oakley Elementary</i> 91.7% Hispanic 42.4% EL 83.4% Free Lunch (Reading First Eligible)	<i>Harding Elementary</i> 91.8% Hispanic 47.9% EL 80% Free Lunch Reading First School Early Reading First LEA per U.S. Dept. of Ed.

Self Evaluations/Results

The centers use the Early Childhood Environment Rating Scale (ECERS), a research based tool that measures the global quality of preschool centers. 43 items are evaluated and organized into 7 subscales: Space and Furnishings; Personal Care Routines; Language-Reasoning; Activities; Interaction; Program Structure; Parents and Staff. Each item is evaluated using a numbered scale 1-7 (1=inadequate, 7=excellent). A total score is tallied to produce an overall center score. According to Title 5 of the California Education Code, centers must have a total score of 5 (Good) and must develop improvement plans for deficient areas. Recent ECERS assessments yielded the following scores (all good or above):

Center:	Date of Assessment:	Total Score:
United Families, Westmorland	1/31/2007	6.1
ICOE Migrant, Holtville	1/17/2008	6.0
United Families, Brawley	2/13/2007	6.4
United Families, El Centro #2	1/09/2008	6.7

ELLCO Results

All of the center directors will learn to use the *Early Language and Literacy Classroom Observation (ELLCO) Toolkit/Research Edition*. Recently, the Imperial County ERF Director worked with the new centers to assess and increase their literacy environment. Components of the *ELLCO* include the Literacy Environment Checklist, Classroom Observation, and the Literacy Activities Rating Scale. Using the Literacy Environment Checklist, with a total possible score of 41, centers attained the following pre-assessment scores:

Center:	Date of Assessment:	Score:
United Families, Westmorland	12/18/2007	37
ICOE Migrant, Holtville	1/9/08	37
United Families, Brawley	12/17/2007	37
United Families, El Centro II	12/12/07	37

Center Licensing

All participating centers are licensed by the State of California Department of Social Service's Community and Licensing Division to operate child care centers in the State of California. Centers are maintained according to Title 22-California Code of Regulations, for daily operation and maintenance of Preschool Centers. Centers undertake periodic self-assessments of center operations: Administrative Requirements; Staff Records/Qualifications; Children's Records; Physical Plant; and Infant and School Age Center Requirements. Centers are subject to California State reporting requirements and inspections.

State Funded Preschools:

All four programs are State of California Direct Service Contractors (State Funded Preschools) and must submit four (4) additional components annually: 1) **Agency Annual Report** - This report is completed for each contract held by the agency. 2) **Categorical Program Monitoring/Contract Monitoring Review (CPM/CMR) Summary of Findings** - The agency completes a summary of findings for each contract using the CPM/CMR review document. 3) **Desired Results Program Action Plan** - The comprehensive Program Action Plan guides a program by examining all components of the program operations, determining its strengths and areas for improvement, and establishing program goals and required tasks to achieve success for

the coming year. 4) **Personnel Roster** - Child care program staff employed under specific job classifications must possess appropriate permits, credentials, or specific educational qualifications. Permits and credentials are issued by the California Commission on Teacher Credentialing.

DRDP-R

All participating *RR+* centers are publicly funded center-based programs and Family Child Care Home Education Networks of the California Department of Education (CDE), Child Development Division (CDD). Therefore centers are required to implement the Desired Results Developmental Profile-Revised (DRDP-R).

The DR system includes six Desired Results, four child Desired Results and two family Desired Results.

The Desired Results for Children and Families

DR1: Children are personally and socially competent.

DR2: Children are effective learners.

DR3: Children show physical and motor competence.

DR4: Children are safe and healthy.

DR5: Families support their child's learning and development.

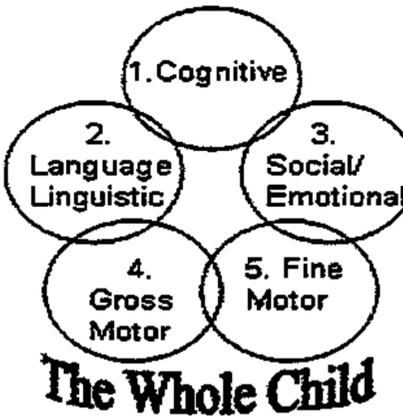
DR6: Families achieve their goals.

The DR system supports the development of children from birth through age twelve by providing key information that enables practitioners to further improve their child development programs and services. The purpose of the DR system is to promote high-quality programs for children. To meet this goal, the DR system is designed to facilitate program improvement by helping programs determine effective strategies for continuous improvement.

The DRDP-R is an observation-based assessment instrument used to assess children's (from three years of age to kindergarten entry) developmental progress in the areas noted in the chart above. The DRDP-R guides program staff in making and recording observations and tracking individual progress towards the achievement of Desired Results.

The validity and reliability of the current version of the DRDP was investigated using data collected between 2005 and 2006. The internal consistency reliability estimates (coefficient alpha) were all above .95, indicating excellent reliability. Regarding validity, scores on the DRDP access showed a high correlation with scores from another instrument designed to measure similar constructs (the ABILITIES index).

All of the centers address traditional developmental domains through learning centers:

<p>Developmental Domains</p>  <p>The Whole Child</p>	<p>1)Cognitive: Thinking skills, including learning, understanding, problem-solving, reasoning, and remembering. 2)Language: Speaking, using body language and gestures, communicating, and understanding what others say. 3)Social: Interacting with others, having relationships with family, friends, and teachers, cooperating, and responding to the feelings of others. 4)Gross motor: Using large groups of muscles to sit, stand, walk, run, etc., keeping balance, and changing positions. 5)Fine motor: Using hands to be able to eat, draw, dress, play, write, and complete other tasks.</p>
<p>Examples of Activities and Domains</p>	
<p>Outdoor Playtime- On the playground children talk, laugh and play together with outdoor games and equipment. They run, leap, hop, jump, swing, slide, ride, build, and climb. They work together making sand-castles or tunnels in the sand. Domains 1, 2, 3, 4, 5</p>	
<p>Toys & Games- Children play in groups or alone with lacing cards, board games, manipulatives, puzzles, and matching games. Children cooperate, develop confidence, practice eye-hand coordination, use problem-solving skills, use language skills and build numeracy skills. Domains 1, 2, 3, 4, 5</p>	
<p>Dramatic play- Children use props (kitchen play sets), dress up like firefighters, nurses, etc. They model real life, going to the grocery store, doctor, or dining out. They use their imagination and creativity, negotiate with each other, develop abstract thinking skills, and build numeracy skills by setting a table for two or using play money. Domains 1, 2, 3, 4, 5</p>	
<p>Library area- This is a cozy, quiet place for children to look at books, re-tell familiar stories, read aloud, or listen to a story. A wide selection of books and the listening center feature fantasy stories and factual information books with pictures of real animals, plants and other real life experiences. Other books include counting books, nature and science (such as how the five senses work), the human body, different ethnicities and cultures, historical and contemporary stories and a wide variety of books in Spanish. Books are rotated on a regular basis to maintain the children's interest. Domains 1, 2, 3, 4, 5</p>	

Community Profile Data

	Westmorland	Brawley	Holtville	El Centro	Imperial County	CA
Families below poverty	27.3%	22.5%	15.7%	20.6%	19.4%	10.6%
Families with children under 5 in poverty	40.4%	30.6%	15.3%	30.5%	27.0%	19%

Additional Feeder School Description

RR+ children will attend low performing, Title 1 schools. The table below demonstrates the achievement gap at participating elementary schools between second grade EL students and all second graders in English Language Arts in STAR, the California achievement system, where students are expected to master skills at proficient or advanced. As indicated, significantly lower percentages of English learners in all four schools are achieving at Proficient and Advanced.

2nd Grade Eng. Lang. Arts 2007 STAR Proficient & Advanced	*Westmorland School	Harding School	*J.W. Oakley School	Finley School
2nd Grade-All	47%	45%	43%	43%
2nd Grade English Learners	38% (-9%)	31% (-14%)	36 % (-7%)	29% (-14%)

*Currently in NCLB Program Improvement

2007 Ca. Dept Ed Data

English learners (ELs) are not deficient in language; they enter preschool with foundations in their primary/home language (phonology, morphology, syntax, semantics and using language in social contexts).^{36,37} Research shows that children reach proficiency in their first language by age five and acquire a universal understanding that facilitates the development of the second language. The **threshold hypothesis** states that development of proficiency in a first (home) language ultimately assists students in acquiring a second language (English).^{38,39} Nearly 50% of students entering Reading First schools are ELs, with differing levels of language proficiencies and requiring varying teaching strategies and levels of language development support. *RR+* staff will identify children's level of language proficiency in both languages and plan to differentiate instruction as they respond to different stages of language development. Some preschool EL children enter preschool with exposure to two languages (English and Spanish) and are what language experts define as "simultaneous bilinguals." Other EL children have been exposed to their home language (Spanish) and begin their experience with English when they start preschool. As children learn English, they experience different language levels or proficiencies. When this process begins, children require different teaching strategies and varying levels of support to help develop English language mastery.

RR+ will use *Scholastic's Early Childhood Program (SECP)*, a scientifically based reading research (SBRR) curriculum that offers children literacy skills with EL components and bilingual lessons that can be taught in both English and Spanish. *SECP's ESL Bridge in Circle Time* (daily) provides sequential instruction and support for oral language, phonological awareness, and vocabulary, as well as suggestions for observing student learning. Strategies will be used to respond to stages of communication that children move into and out of as they learn English. When preschool children begin learning a second language, development progresses differently

for each child. Children initiate the process by choosing to use their home language or by not speaking at all. During this stage, preschool teachers will need to support children in order to help them “crack the code” of the second language. Teachers support children at the beginning stages of language learning

(home language, observational/ listening stages) with specific SBRR strategies:

<ul style="list-style-type: none"> a) Survey what the child knows b) Allow child to become familiar with their center environment c) Scaffold communication through the use of gestures and actions d) Provide safe havens 	<ul style="list-style-type: none"> e) Support English speaking children f) Use repetition g) Talk about the here and now h) Fine tune by restating message for the purpose of understanding i) Offer consistent routines and inclusion.
<p>Front loading will be used during afternoon activities. The lesson’s key points will be presented in the children’s home language to ensure comprehension before the lesson is presented in English. Teachers will utilize real objects and acquaint the children with key vocabulary words and other information that is essential for learning. The lesson will then be presented the following day in English.</p>	

Teachers will use these strategies as children begin to use a new language, a stage called “Telegraphic and Fluid Language.” During this time children begin to experiment with the production of the second language by using telegraphic speech as well as the use of formulas. Children may begin to use short phrases such as “put paper” to mean “I want to put the paper on the table.” As children demonstrate their readiness to speak, teachers will also begin to request oral responses rather than gestures from children. As children begin to speak, teachers will support the children’s language learning by modeling, expanding, and extending their remarks or responses. It is important that teachers understand that when children have not reached a level of proficiency to ensure concept learning, they should encourage children to use their home language. For this purpose, bilingual preschool staff (currently 95%) speak the child’s home language, a proven mode for building fluency and vocabulary in the second language.³⁹ (Center supervisors and teachers are proficient in English.)

Teachers will be encouraged to support ELs at the beginning stages of language development by providing different types of books (photo albums, picture books, English books with words or phrases in the home language, books in different languages). During read alouds, teachers will use appropriate techniques, such as introducing key vocabulary through text talk and use of dialogic reading. These strategies increase the number of times the child is asked to name objects in the pictures and use “what” and open-ended questions to encourage the child to say more than one word at a time.

Introduction of English Language Professional Development: (See PD Goals in narrative.)

Year one: Teachers receive 2 days of *West Ed’s Preschool ELs: Principles/Practices to Promote Language; Literacy and Learning training.*

<p>Day 1, Content: Teachers learn the factors that affect language development and literacy for ELs, paths to bilingualism, and the process of acquiring a second language, code switching, and language and literacy practices for ELs.</p>
<p>Day 2, Strategies: Teachers learn strategies for ELs in language and literacy (reading books aloud, writing, and adaptations for ELs with special needs).</p>
<p>Note: West Ed training was developed by their Center for Child and Family Studies and the California State Department of Education’s Child Development Division.</p>

Year two: Teachers receive 5 days (30 hours) of PD in Guided Language Acquisition Design (GLAD), a research based program for teachers working with ELs.

<p>Day 1, Introduction to pedagogy, research, and strategies: Use of gestures, visuals, multi sensory and total physical response, e.g., songs, chants, poems to teach vocabulary; children’s past experiences for background knowledge; positive reinforcement; speaking and listening techniques to develop language; partner sharing and conversations; direct teaching and practice opportunities, including modeling and the use of homogeneous and heterogeneous small groups to promote language learning.</p>
<p>Days 4-5, In class coaching: GLAD experts model strategies with Ready to Read Plus (RR+) preschool children; teachers plan and implement lessons using the newly acquired strategies.</p>

Year 3: Teachers will review strategies and have the opportunity to share experiences and ask questions about strategies in need of additional support during two days (Saturdays) of GLAD follow up PD.

Assessments/Surveys: Children enrolled in *RR+* preschools will be continuously assessed for language growth. Teachers will make assessments a part of their daily activities, observing and writing notes as children engage in activities. Assessment of ELs' language abilities and development will be informal, based on performance samples and observations. Teachers will become knowledgeable in interpreting outcomes in order to plan and develop lessons that include appropriate environments and activities that elicit language. Two to four children will be targeted per week for language observations. Children will be taped during conversations. Teacher will ensure that the language children use reflects the various ways in which language is used, such as making requests, providing information, entertaining, gaining attention, and settling disputes. Observations notes will be a part of each child's portfolio. Teachers will use performance samples and observations (results) to make instructional decisions and adjustments according to the language needs of each child.

A variety of formal and informal assessment instruments will be used to assess the children's language abilities: (Additional assessments are listed in Purpose 5).

1) **Home Language and Literacy Parent Survey** determines home language practices; teachers review data for school readiness planning.

2) **Desired Results Developmental Profile-R** is a mandatory assessment conducted with every child attending California preschools and all *RR+* centers. It is given twice a year and measures use of language in conversations, memory and knowledge, cause and effect. Teachers observe and write anecdotal records while children participate in activities.

Note: DRDP-R Benchmark - 90% of the children will demonstrate age appropriate gains in language and literacy, defined as a score of 4 on the DRDP-R.

3) Peabody PPVT-3 Oral Language Assessment, given twice a year, measures receptive English oral language growth. ELs are formally and informally assessed through observations; this guides decisions on instruction. Teachers identify different stages of language development as children move through each stage. Assessment and instruction are used by teachers to adjust instruction according to language needs of children.

4) TVIP Spanish Oral Assessment, the Spanish version of the PPVT, is used to measure receptive language gains in the child's home language (Spanish).

5) EVT2, given twice a year, measures children's expressive language gains in English. It is also used in coordination with PPVT to make direct comparisons of receptive and expressive language.

A home literacy parent survey conducted by Home Literacy Aides will determine the literacy practices and needs at home. Parents will be encouraged to use multiple home literacy practices such as reading to children, reciting rhymes in their home language, playing word games, singing songs, and having conversations. *RR+* staff and teachers review survey responses in order to plan school readiness, parent sessions, or home literacy visits by Literacy Aides.

APPENDIX B
IMPERIAL VALLEY'S READY TO READ
EARLY READING FIRST
ENDNOTES CITATIONS TO RESEARCH

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	York Press.
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Jamie Sinclair
1002 Whitney Way
El Centro, California 92243
(760) 353-6017 or (760) 554-0836
jsinclair@ecsd.k12.ca.us

Education:

San Diego State University
Calexico, California
Administrative Credential, May 2006

University of California, Los Angeles
Reading Certificate, June 2005

San Diego State University in conjunction with
El Centro Elementary School District
El Centro, California
Reading Recovery Certificate, May 2000

San Diego State University
San Diego, California
Master of Arts in Educational Leadership, May 1999

San Diego State University
Calexico, California
Multiple Subject CLAD Teaching Credential, May 1998
Bachelor of Arts in Liberal Arts and Sciences, January 1997

Work Experience:

8/07 to Present Imperial County Office of Education – Early Reading First Director
Provide services and resources to preschool teachers and programs to enhance educational readiness with an emphasis on reading and literacy for three to five year-old children in preparation for transition to elementary school education; assist with enhancing teacher and personnel understanding of early childhood education guidelines, standards, practices and curriculum focused on literacy and other reading/language arts programs as necessary; assist with enhancing teacher and personnel implementation of the Reading First program in local preschools including reading components for language acquisition, pre-literacy skills, and scientifically-based reading researched teaching strategies. Provide leadership and direction to assigned grant projects to meet the specific requirements and objectives of the grant. Coordinate efforts with elementary school personnel to support quality teaching and improve the academic achievement of K-6 students in the core content areas; design, develop, implement and conduct staff development activities to enhance teacher abilities in providing quality instruction to K-6 students; collaborate with and assist schools in meeting goals of student achievement in the area of K-6 elementary content standards; participate in related planning and logistics for school improvement initiatives.

8/06 to 8/07 El Centro Elementary School District – Sunflower Elementary School – Reading Coach
Literacy coach for a K-6 school. Provide support to classroom teachers in implementation of Open Court 2000 reading program. Conduct demonstration lessons. Provide staff development to teachers in small and large groups. Conduct classroom observations and conference with teachers. Assist with the pacing guide for OCR. Assist with the calibration and grading of writing proficiencies. Collaborate with grade level teams in analyzing data for improved instruction. Assist with the ordering and distribution of OCR materials. Meet regularly with principal and assistant superintendent regarding OCR issues. State Reading First trainer for OCR for first grade through Sacramento County Office of Education. Sacramento County Office of Education. Provided assistance in writing the Safe School Plan and Single Plan for Student Achievement. Administrator in charge of school, including discipline, when the principal is out.

8/05 to 8/06 El Centro Elementary School District – De Anza Elementary School – 1st Grade Teacher
First grade SEI teacher working with OCR 2000 and Harcourt math curriculum as well as VIPS science. Leader of first grade level team meetings. Leadership team. Assisted with writing of Title I Academic Achievement Plan and Single Plan for Student Achievement. Experience with English Language Learners, Student Success Team member. Lead teacher for student teacher from Redlands University. Administrator in charge when the principal is out including discipline. State Reading First trainer for OCR for first grade through Sacramento County Office of Education.

- 8/04 to
8/05 El Centro Elementary School District -- De Anza Elementary -- Reading Coach
Literacy coach for a K-6 reading first school. Provide support to classroom teachers in implementation of Open Court 2000 reading program. Conduct demonstration lessons. Provide staff development to teachers in small and large groups. Conduct classroom observations and conference with teachers. Assist with the pacing guide for OCR. Assist with the calibration and grading of writing proficiencies. Collaborate with grade level teams in analyzing data for improved instruction. Assist with the ordering and distribution of OCR materials. Meet regularly with principal and assistant superintendent regarding OCR issues. State trainer for OCR through Sacramento County Office of Education. After School Intervention Teacher., 4th-6th grade. Provided assistance in writing the Distinguished School Application, Title I Academic Achievement Application, Safe School Plan and Single Plan for Student Achievement. Administrator in charge of school, including discipline, when the principal is out.
- 8/03 to
8/04 El Centro Elementary School District -- Reading First Lead Resource Teacher
Literacy coach for four Reading First schools. Provide support to classroom teachers in implementation of Open Court 2000 Reading Program. Conduct demonstration lessons. Provide staff development to teachers in small and large groups. Conduct classroom observations and conference with teachers. Assist with the pacing guide for OCR. Assist with the calibration and grading of writing proficiencies. Collaborate with grade level teams in analyzing data for improved instruction. Assist with the ordering and distribution of OCR materials. Meet regularly with four principals and assistant superintendent regarding OCR issues. State Reading First trainer for OCR for first grade through Sacramento County Office of Education.
- 8/02 to
8/03 El Centro Elementary School District -- Harding Elementary School -- 1st Grade Teacher
First grade SEI teacher working with Open Court 2000 and Everyday Math Curriculum. Worked with the site principal as part of the CPM team. Assisted resource teacher as part of the writing proficiency grading team as well as assisting with pacing guides for math and reading. Worked as a team leader of the first grade team and conducted weekly grade level meetings, keeping minutes and reporting to site principal. Worked with many English Language Learners. Trained in VIPS Science. After school Intervention Teacher.
- 8/98 to
6/02 El Centro Elementary School District -- B.T Washington Elementary School -- SEI Kindergarten teacher responsible for planning and implementing curriculum in the classroom. Experience in team teaching and lead teacher for kindergarten team; including coordinating monthly grade level meetings and reporting to site principal. Experience working with English Language Learners as well as SDC students. Reading Recovery teacher for first grade students for four years. Trained in RESULTS and VIPS Science. Leadership Team with site principal for three years involving school wide planning, CCR, PQR, budget planning, curriculum planning, staff scheduling, and assessment implementation at school site. After School Intervention Teacher.
- 2/97 to
6/98 Westmorland Union Elementary School District -- Kindergarten Teacher
Kindergarten teacher responsible for planning and curriculum in classroom. Experience writing detailed lesson plans and team teaching, Experience with English Language Learners, Science Academic Mentor, and in charge of Invention Convention and Science Fair, Experience with Integrated Thematic Instruction and Multiple Intelligences. Trained in Math Matters through El Centro Elementary School District.
- Committees:** Westmorland - California Schools Implementation Network for Science, Reading Success Network at ICOE, Math Matters and BEAM at ECESD, Invention Convention Chairperson, Science Fair Chairperson, PQR Team.
Washington - Leadership Team, PQR and CCR Team, School Wide Plan Team, RESULTS Assessment Team, Lead teacher for kindergarten grade level meetings.
Harding - CPM Team, Writing Proficiency Grading Team, Lead teacher for first grade level meetings.
De Anza - Vice President for PTO, Student Success Team Member, Leadership Team member, Single School Plan Team, Distinguished School Writing Team, Title I Academic Writing Team.
Sunflower - Student Success Team Chairperson, Leadership Team, Single Plan Team, Safe School Plan Team, CPM Team.
- School Site Council Member for B.T. Washington Elementary School 2003-2005
GATE Advisory Board member for Wilson Junior High 2004-2005
GATE Advisory Board member for B.T. Washington 2005-2006
GATE Advisory Board Chairperson 2006-2008
School Site Council Member for Wilson Junior High 2007-2009
Local Community Cheerleading Coach 2000-2007

**Special
Training:**

Two week summer institute for science through UC Irvine, Math Matters and BEAM training at ECESD, Reading Success Network at ICOE, California Kindergarten Association Member for three years, Reading Recovery Council of California for four years, RESULTS training one week in summer and two years implementing assessments in the classroom, VIPS - Kindergarten, Me, Myself and Others and Sunshine and Shadows. VIPS First Grade - Living Things, Solids and Liquids and Weather. Read Naturally, Corrective Reading, After school intervention teacher for kindergarten, first grade, fourth grade, fifth grade and sixth grade. Everyday Math Training, Leadership Team at Washington for three years, CCR Team at Washington and Harding, PQR team at Westmorland and Harding, Bert Simmons Positive Discipline training, Integrating Daily Oral Language with math problems training, Gang Awareness training, ESL/ELD Theory and Practice summer institute at SDSU, Cooperating Teacher for student teacher from SDSU and Redlands, AB466 advanced first grade training 5 days, AB75 principal training 5 days, attended 2 years of coach's conferences for Reading First in Los Angeles through SCOE, GATE training 5 days, CGI math training 5 days, and OCR trainer of trainers training three years. Frontloading for English Language Learners, Attended National Reading First Conference 2 years.

References:

Available upon request.

ODETTE LENORE GRATIANNE

(b)(6)

EDUCATION

Educational Administration Program, San Diego State University, 1997

Master of Arts, Education, San Diego State University, 1979

Bachelor of Arts, Liberal Studies, San Diego State University, 1976

CREDENTIALS

Preliminary Administrative Credential

Clear Multiple Subject Teaching Credential

Clear Bilingual Cross-Cultural Credential

OTHER PROFESSIONAL DEVELOPMENT AND CERTIFICATION

West Ed Preschool English Language Learner Lead Trainer, 2006

CAEYC Prekindergarten Curriculum Training Project Trainer, 2005

AB 75 Principal's Training, Imperial County Office of Education, 2003-2005

CDE/CAEYC "Prekindergarten Learning and Development Guidelines" Lead Coordinator, 2000-2002

NAEYC "Heads Up" Reading Lead Coordinator for Imperial County, 2000-2003

CRLP "PreK Results" Lead Coordinator for Imperial County, 2000-2002

California School Leadership Academy, 2003

Descubriendo La Lectura Training Program, University of California, San Bernardino, 1998

Reading Recovery Training Program, University of California, San Bernardino, 1997

PROFESSIONAL EXPERIENCE

2003 to Present

Region 9 California Preschool Instructional Network English Language Learner Lead, Imperial County Office of Education, Curriculum Department

- ◆ Participate in Region 9 CPIN of communication and collaboration among early childhood providers
- ◆ Coordinate and implement professional development and networking opportunities for state funded and federally funded preschool program administrators and teacher leaders in Imperial County
- ◆ Provide and support research based, high quality professional development and resources in language and learning for preschool teachers. Trainings

include: Guided Language Acquisition Design for Preschool Teachers (GLAD), West Ed Preschool English Language Learner Training, HABLA Training, Language and Literacy development and the use of ELLCO.

- ◆ Participate in Early Literacy Research Institutes

Early Reading First Parent Coordinator, Imperial County Office of Education, Curriculum and Instruction Department

- ◆ Coordinate and provide 50 literacy focused parent sessions at Calexico MEES, Calexico MCDC, El Centro MCDC, El Centro United Families Program and Westmorland Migrant ITPC during the year using Scholastic's Child Development Program parent component
- ◆ Presented during the 4th and 5th Annual Migrant Parent Conference providing literacy activities for parents of Early Reading First program children
- ◆ Coordinate field trips with parents and children of Early Reading First Programs
- ◆ Participate and provide English Language Learner training and support to ERF staff in program professional development session

Other Activities

- ◆ Coordinate and provide literacy focused sessions to 75 family child care providers participating in Children and Families First Commission's funded project "Aprende y Enseña"
- ◆ Coordinate and participate in a partnership with Children and Families First Commission to provide articulation sessions at 7 Imperial County schools

2000 to 2003

Family Involvement Coordinator, Imperial County Office of Education, Curriculum and Instruction Department

- ◆ Facilitated parent school readiness sessions at preschools participating in "Project Listos"
- ◆ Facilitated "DARE to be You" parenting sessions at preschools participating in "Project Listos"
- ◆ Provided summer school readiness parent sessions to various school sites in Imperial County
- ◆ Coordinated "My First Teacher" Family Literacy Conference
- ◆ Participated in the production of school readiness videos for Project LISTOS

Early Literacy Coordinator, Imperial County Office of Education, Curriculum and Instruction Department

- ◆ Provided California and Literature Project "PreK Results" Training to 70 preschool teachers in our county
- ◆ Coordinated and provided early literacy trainings to preschool teachers and family child providers at 8 preschool sites in Imperial County through Early Steps to Reading Success Project "Heads Up Reading"
- ◆ Coordinated and provided California Department of Education's "Prekindergarten Learning and Development Guidelines" training to Imperial County preschool teachers
- ◆ Supported schools/districts with articulation activities with feeder preschools to clarify expectations at both levels (prek and kinder)
- ◆ Coordinated the Imperial County rollout of the California Department of Education's "First Class" document

1993-2000

Migrant Education Coordinator, Imperial County Office of Education

- ◆ Supervised Region VI Migrant Child Development Centers located in Calexico, El Centro, Holtville and Brawley funded by California Department of Education's Child Development Division
- ◆ Wrote successful proposal to implement the Migrant Infant/Toddler Preschool Centers in Holtville and Westmorland funded by California Department of Education's Child Development Division

Other Activities

- ◆ Implemented and coordinated the Migrant Prospective Teacher Academy (MPTA) and the Bilingual Teacher Recruitment Project funded by the California Community Colleges in collaboration with San Diego State University, Imperial Valley College and Imperial County high schools.
- ◆ Served as the Site Coordinator for the Imperial County Migrant Reading Recovery/Descubriendo La Lectura Project in Calexico, Heber, El Centro, Holtville, Brawley and Calipatria

1991 to 1993

Substitute Teacher for Calexico Unified School District

- ◆ Served as long term substitute teacher at Mains and Kennedy Gardens Elementary Schools

1979 to 1982

Coordinator/Child Development Program Director, Region VI Migrant Child Development Centers, Imperial County Office of Education

- ◆ Implemented and coordinated Region VI Migrant Child Development Programs in Calexico, Holtville, El Centro and Holtville

1977 to 1979

Bilingual Teacher, Mains Elementary School, Calexico Unified School District

- ◆ 2nd and 5th grade bilingual teacher

1975 to 1977

Teacher Assistant, Mains Elementary School, Calexico Unified School District

- ◆ 2nd and 5th grade teacher assistant

ACCOMPLISHMENTS/PROFESSIONAL ACTIVITIES

- ◆ Wrote and was funded by Children and Families First Commission to initiate "Aprende y Enseña" project to train 75 Spanish speaking Family Child Care providers in Imperial County
- ◆ Increased student enrollment in migrant teacher preparation program by writing grants to service high school and college students interested in becoming teachers
- ◆ Implemented and coordinated the Migrant Reading Recovery Program
- ◆ Wrote proposal to serve 75 migrant infants, toddlers and preschool children in Holtville and Westmorland through the Migrant Infant/Toddler Preschool Centers. This program was funded by Child Development Division and upon approval coordinated the implementation of this project.
- ◆ Developed successful proposals to improve the four Migrant Child Development Centers' building conditions
- ◆ Coordinated "Heads Up Reading" project at eight sites in Imperial County
- ◆ Implemented and coordinated the Imperial County Office of Education's first child development programs to serve migrant children from 1979 to 1982
- ◆ Instructor, Early Childhood Education, Adult Supervision course at Imperial Valley College during 2 semesters
- ◆ Instructor, Early Childhood Education, Adult Supervision course in Imperial County through Pacific Oaks University in 2002
- ◆ Presenter at Imperial County Child Development Conference, Migrant Parent Conference, Holtville Unified School District Parent Conference, SDSU Binational Conference and CCDA Conference

Lori Campos

(b)(6)

Experience

7/2008 – Present Imperial County Office of Education
School Support Coordinator, Early Reading First

* I currently work under the Early Reading First Grant here at ICOE. My job duties include coaching and supporting our teachers and children, assessment/data, and fostering student achievement in early literacy at our five ERF sites. As a school support coordinator I partner with an elementary school in our county providing them with training and support in support of their professional learning community. Received C.I.R.C.L.E. training and have presented at CAEYC on phonemic awareness. Also co-trained a countywide K-3 literacy professional development. Have been trained in Family Partnerships and attended parent training with Hallie Yopp.

12/2005-6/2008 Desert Garden School El Centro, CA
Reading First Coach

* For the past year and half I have been the Reading Coach. I have received over 200 hours of training in Open Court Reading First and have provided over 80 hours of training for teachers at my school as well as teachers throughout the El Centro Elementary School District. My position is focused on program and teacher support through planning, providing demo lessons, team teaching and observations with feedback. I also plan and facilitate school and district professional development. Direct support to students is also one of my responsibilities and I enjoy my time spent with them.

2003-12/2005 Desert Garden School El Centro, CA
2nd Grade Teacher

* When our district was reconfigured from Tri-Team and Desert Garden became a K-6 school I was assigned to 2nd grade. During my time in 2nd grade I received over 60 hours of training in Open Court and 80 hours of support services to fill my Reading First Passport. I became the lead teacher in our grade level and was excited about the progress my student's made. I found that teaching reading was a science based on routines, focus, and challenges. Explicit instruction was needed at all times and the more focused and organized the classroom was, the easier it was for the children to learn. Parents played an important role as well and I could easily see that if the parents of my students knew how to help their child excel then they were more apt to become a part of the learning atmosphere in our classroom. In turn, I provided trainings for my parents and believe that my students received a

better education because of all of us working together.

1998–2003 Desert Garden School El Centro, CA
6th Grade GATE/SEI Cluster Teacher

- During this time I was given the wonderful opportunity to work with gifted and talented students. I gained tremendous knowledge about the curriculum as well as a strong grasp of standards. I was and am always excited by new techniques and methods to challenge my students and am always searching for innovative ideas. I effectively taught my students with the use of various tools such as computer technology, multimedia presentations including group learning projects through power point productions. I attended the National Accelerated Reader Conference in Nashville, TN and numerous Differentiated Instruction conferences. During the 2000-2001 school year, I was honored with a nomination for Disney's Teacher of the Year Award.
- During the 1998-99 school year I decided to move up to 6th grade. This was a wonderful transition for me because I fell in love with the sixth grade curriculum and knew that I had found the "perfect" grade. I also ran the Associated Student Body, planning school-wide events.
- My first year working at Desert Garden School I was hired as a 5th grade teacher. I was determined to show my strengths and prove that I was a valuable addition to the staff. During this year I began the baton twirling group for Desert Garden School.

Education

Preliminary Administrative Services Credential, Tier 1; Qualify for Tier II

Institute of Children's Literature West Bedding, CT

2005-2008: Completed Children's Writing course with three manuscripts sent to distinguished publication agencies throughout the United States

San Diego State University, IV Campus Calexico, CA

- 2000-2002 M.A. in Educational Leadership and thesis on Differentiated Instruction
- 1994-1996 B.A. in Liberal Studies, emphasis in Spanish with Multiple-Subject CLAD credential
- Currently qualify for Preliminary Administrative Credential (Aug. 2002)

Imperial Valley College Imperial, CA

* 1991-1994 Double A.A. in Liberal Studies and English

**Leadership/
Trainings**

- * 2003-2005 I was the 2nd grade team leader. I was trained in numerous hours of Open Court Reading First and grade level content standards. Was trained in Step Up to Writing, Math and Science Trainings and Effective Classroom Management.
- 2001-2003 I was the 6th grade team leader in Open Court and Writing. Have been to numerous Open Court Trainings, Writing Proficiency Scoring Training (3 years), and the Jane Schaffer Writing Program Training, I have implemented techniques to further the understanding and success of 6th grade students.
- 1998-2003: I was the coordinator and director of the Desert Garden Baton Twirling Group. Baton involves communication with parents and principal, human relations with outside organizations, planning events, seeking funds for supplies and transportation, construction of permission slips, developing of routines and most importantly gaining a team rapport with the twirlers.
- 2000-2002: I took on the role of the Math Lead Teacher for our school site. I developed quarterly organizers tying in supplementary materials to our mathematics textbooks and aligning curriculum to the scope and sequenced timeline of the mathematics standards.
- 2000-2002: I facilitated presentations to the school-site staff, GATE staff and GATE parents on numerous curriculum activities. Activities included: Mathercise, Differentiated Instruction, Polyhedrville, and Accelerated Reader.
- 1999-2002: I ran the Associated Student Body in planning, coordinating, and facilitating school-wide events.
- 2002: I served on the GATE review committee. At these meetings, the GATE coordinator and I met on students to determine whether or not they were eligible for the GATE program.
- 2002: I joined the GATE curriculum guide committee for the district and was an active participant in the construction of the guide.

Terrie Olstowski, M. Ed.

2761 Ironwood Road
Imperial, CA 92251
760-355-1076
tolstowski@icoe.org

EDUCATION

- 2006 Sonoma State University
(1) E. C. Unit
- 1996 University of LaVerne
Master of Education in Elementary Education, Special Emphasis, Classroom Guidance
- 1990 Lamar University
Bachelor of Science in Elementary Education with an Early Childhood specialization

CREDENTIAL

- 2008 Administrative Services Credential, tier II,
completed
- 2006 Preliminary Administrative Services Credential, Tier I
- 1998 Multiple-Subject Clear Credential, State of California
- 1991 Texas Teacher Certificate
- Provisional Elementary (Grades PK-6) Early Childhood, Education 01
 - Provisional Elementary (Grades PK-6) General 021

PROFESSIONAL EXPERIENCE

- 2005-Present School Support Coordinator, Early Reading First
Imperial County Office of Education, El Centro, California
- Responsible for providing support for five area pre-schools to create *centers of excellence*.
 - Design and provide training and monitor the implementation of the (SECP) Scholastic Early Childhood Program in all five sites.
 - Provide professional development that is based on scientifically based reading research to support language and literacy rich activities in the areas of oral language, phonological awareness, print awareness, and alphabet knowledge.
 - Work collaboratively with site supervisors to create classrooms with high-quality language and print-rich environments using the ELLCO tool kit as a guide.
 - Implement a coaching cycle that includes: pre observation, observation, reflecting, and goal setting.
 - Collaborate with site supervisors to model lessons, examine data, and apply learning.
 - Train teachers in and assess students using the Peabody Picture Vocabulary Test-III, and Pre K Pals assessments.
 - Coordinate and participate in pre-school and kindergarten articulations.
 - Create pacing guide.
 - Order and organize materials and literature related to each theme.
 - Review and input data onto OARS (Online Assessment Recording System).
 - Participate in California Preschool Initiative Network (CPIN).
 - School Support coordinator:
 1. Developed and presented 'Kindergarten Orientation' at McCabe Union School District and Holtville Unified School District
 2. Provided 'Kinder Readiness' training to El Centro Elementary School District.

3. Provided 'Early Literacy Learning Experiences in Kindergarten' to Kinder teachers in The Imperial County.
 4. Provided 'Phonological Awareness-Sequence of Instructional Learning Experiences' to Kinder Teachers in The Imperial Valley.
 5. Provided 3-Day Institute – 'Kindergarten and First Grade Universal Access Independent Work Time Application'.
 6. Provided 2-Day Institute – 'K-3 Universal Access, Independent Work Time Application'.
 7. Provided 'Hands-on 100% Engagement for Students (HOOPES)' to K-6 teachers at Washington Elementary.
 8. CAEYC presenter, 2008 – Phonological Awareness
 9. C.I.R.C.L.E. , National Trainer
 10. Scholastic, National Trainer
- 2004-2005 Kindergarten Teacher
Bastrop Independent School District, Bastrop, Texas
- Responsible for facilitating and educating 18 diverse, young children in an all-day kindergarten program; 7:45 a.m. – 2:45 p.m.
 - Science Fair Committee
- 1994-2004 Kindergarten Teacher (Ben Hulse Elementary and T.L. Waggoner Elementary)
Imperial Unified School District, Imperial, California
- Responsible for facilitating and educating 20 diverse, young children in an all-day kindergarten program; 8:15 a.m. – 2:10 p.m.
 - Curriculum committees, Fair committees, School-Site Council, Leadership Team, Kinder Grade-Level Chair, Administrative Designee, BTSA Support Provider
 - RESULTS Leadership Team, T.L. Waggoner Elementary, 2000-2001
 - RESULTS Site Leader, Ben Hulse Elementary, 1999-2000
 - ACSA (Association of California School Administrators) "Teacher of the Year", 1999-2000
 - School-To-Career Co-Leader, Ben Hulse Elementary, 1997-1998
- 2003-2004 Houghton-Mifflin AB466 Kindergarten Teacher Leader
Sacramento County Office of Education
- 2002-2003 TEACHSCAPE videotape participant
- 2000-2001 RESULTS Teacher Leader
San Diego State University
- Kindergarten Teacher Leader in Imperial and San Diego Counties. Facilitated learning strategies which correlate with standards-based assessments.
- 1993-1994 GATE Facilitator
Imperial Unified School District, Imperial, California
- Facilitated enrichment curricula for twenty-plus hours per week to identified 'gifted' students in grades 2 through 8.
- 1992-1993 Four-Year-Old Program Developer/Teacher (Milan Elementary)
Grants-Gibola County Schools, Milan, New Mexico
- Developed and taught a 'pilot' four-year-old program.
 - Created an assessment tool to target students with the greatest needs.

1991-1992 7th Grade Language Arts Teacher (Los Alamitos Middle School)
Grants-Cibola County Schools, Grants, New Mexico

- Responsible for the education of 100 diverse, young people.
- Co-Sponsor, National Junior Honor Society

Professional Development

- Guided Language Acquisition Design Training.
- Preschool English Learners Training-of-Trainers Institute.
- CAEYC's 2006 Annual Conference.
- NAEYC's 2006 National Institute for Early Childhood Professional Development.
- Imperial Valley's Early Childhood Conference; MC for Quiz Bowl.
- Houghton-Mifflin Reading, Session I, 5-day Professional Development Coaches Institute.
- Houghton-Mifflin Reading, New, Grades 3-6; 5-day Professional Development Reading Institute.
- Team Coaching for Teacher Leaders.
- AB 466 Reading Institute and Reading First Institute; Open Court 2002, New, Kindergarten.

Professional Membership

National Education Association
California Teachers Association
National Association for the Education of Young Children
California Association for the Education of Young Children

Community Service

Sunday School Teacher, Four-and Five-year olds for twenty-plus years
Church, Pre-School Director
Church, Nursery Coordinator

References are available upon request.

MATTHEW B. RUSSELL
P. O. Box 990063
Redding, California 96099-0063
Business Phone: (530) 224-7704
Fax Phone: (530) 224-7706
E-mail: research@snowcrest.net

Education: Ed.D.- Bilingual Education and Language Minority Fellow
Dissertation: Data Collection in Program Evaluation: A Case Study
University of Pacific, Stockton, California 2000.

Masters of Arts School Administration
California Lutheran University, August 1990.

Graduate Studies in Linguistics
California State University, Northridge, December 1989.

Masters of Divinity
Fuller Theological Seminary, Pasadena, California, June 1988.

Intensive courses in the Spanish Language and Mexican culture
El Centro de Idiomas and La Universidad Nacional de México,
México D.F. June 1983 to December 1983.

Bachelor of Arts American History
Minor Business Administration
California State University, Chico May 1982.

Credentials: Multiple Subjects
Single Subjects
Administrative Credential

Employment History: Center for Evaluation and Research (1992 – Present)
Chief Executive Officer for a growing evaluation and research firm specializing in evaluation and program development for educational entities.

Data Systems (2002 – Present)
Chief Executive Officer for a database development group specializing in the creation and maintenance of online data systems

SEED Ministries
Part-time director of an international Christian ministry

Chapman University (Winter 2002)

Co-developer of professional development courses and adjunct professor

University of the Pacific (Spring 2001)

Adjunct professor for program evaluation seminar for doctoral students

Tehama County Department of Education (1990 – 1992)

Director of the Family Literacy Center which oversaw several early childhood, parenting, and adult education programs targeting at-risk families

Oxnard Elementary School District (1988 – 1990)

Bilingual teacher and director of the Adelante Project for language minority students

Evaluation: Early Childhood Education Program

CAL-NET – Early Childhood Educator Professional Development Project

California Early Reading and Literacy Project

California State Department of Education – Statewide Report on Family Literacy

California Preschool Instructional Network – Serve as Lead State Evaluator

Lake County Early Reading First

Merced Early Reading First

National Teacher and Technology Preparation Project

Tehama Early Language and Literacy Project

Related Activities: Activities Related to the Evaluation of Early Childhood Programs

-Created an online database system that is used by over 90% of all Even Start projects within California and serves as a free community web portal for Even Start projects that averages over 10,000 hits a month

-Developed a process of the independent evaluation system for the assessment of early literacy programs currently used throughout the United States

-Authored 2007 report on the status and efficacy of California's Preschool Instructional Network for the California State Department of Education

-Co-authored the California State Departments 2002 -2003, 2003-2004, 2004-2005, and 2005-2006 Statewide Even Start evaluation reports

-Co-authored the National Guide for the Local Evaluation of Even Start Projects through the U.S. Department of Education

-Presented at over twenty state and national conferences on program evaluation and professional development programs.

-Presented the first two experimental studies of the impact of Early Reading First programs at the American Evaluation Research Association in 2005 and 2006.

Memberships: American Evaluation Association; American Educational Research Association

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CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL

State Superintendent of
Public Instruction

PHONE: 916-319-0800

March 26, 2008

Dear County Chief Business Officials:

2008-09 APPROVED INDIRECT COST RATES

As the cognizant agency authorized by the United States Department of Education to approve California kindergarten through twelfth grade (K-12) local educational agency (LEA) indirect cost rates, the California Department of Education (CDE) has reviewed the 2006-07 standardized account code structure (SACS) expenditure data and has finalized the approved indirect cost rates. The rates are for use, as allowable, with 2008-09 federal and state programs.

Approved Indirect Cost Rates

Please share the enclosed listing with the school districts and joint powers agencies (JPAs) in your county. The indirect cost rates will also be posted on our Web page at <http://www.cde.ca.gov/fg/ac/ic/>.

Indirect Cost Rates for JPAs

As a reminder, because JPAs do not generally meet the guidelines for receiving approved indirect cost rates, they are not given an approved rate unless it is requested during the SACS data submission process. For further information on indirect cost rates applicable to JPAs, including the guidelines that must be met to receive an indirect cost rate, see Procedure 805 of the *California School Accounting Manual*.

Statewide Indirect Cost Rates

The 2008-09 statewide average indirect cost rates for the Food Service and Adult Education programs are as follows:

4.96% Food Service
4.90% Adult Education

For these programs, California *Education Code* sections 38101(c) and 52616.4(a)(3), respectively, limit school district indirect costs to amounts derived using the lesser of a school district's indirect rate or the program's statewide average indirect cost rate. Each district should compare these statewide rates with their individual indirect cost rate to determine the lesser rate for use with these programs.

A listing showing the statewide rates for the last five years will also be available on our Web page.

Charter School Indirect Cost Rates

The approved 2008-09 indirect cost rates for charter schools are also posted on our Web page.

SACS Query Page

To aid staff in identifying the allowable indirect cost rates for various programs, the SACS Query system available on our Web page at <http://www.cde.ca.gov/fg/ac/ac/> includes this information for most programs.

If you have any questions regarding the indirect cost rates, please contact our office at 916-322-1770, or by e-mail at sacsinfo@cde.ca.gov.

Sincerely,

Peggy O'Guin, Administrator
Financial Accountability and Information Services

[Download Free Readers](#)

California Department of Education
1430 N Street
Sacramento, CA 95814

[Contact Us](#) | [FAQ](#) | [Web Policy](#)
Last Reviewed: Friday, April 04, 2008

California Department of Education (CDE) - School Fiscal Services Division
2008-09 Restricted Indirect Cost Rates for K-12 Local Educational Agencies (LEAs)- Five Year Listing
 Rates approved based on standardized account code structure expenditure data.
 Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.

* Revised April 8, 2008

** C = County
 D = District

CA= Common Administration
 J = Joint Powers Agency

County Code	LEA Code	Type**	LEA Name	APPROVED RATES				
				2004-05 (based on 2002-03 expenditure data)	2005-06 (based on 2003-04 expenditure data)	2006-07 (based on 2004-05 expenditure data)	2007-08 (based on 2005-06 expenditure data)	2008-09 (based on 2006-07 expenditure data)
12	63016	D	Rohnerville Elementary	2.43%	3.40%	3.78%	3.85%	3.39%
12	63024	D	Scotia Union Elementary	2.60%	2.97%	3.34%	2.71%	3.14%
12	63032	D	South Bay Union Elementary	5.08%	5.32%	3.15%	2.90%	2.14%
12	63040	D	Southern Humboldt Joint Unified	4.45%	5.16%	4.25%	1.41%	1.77%
12	63057	D	Trinidad Union Elementary	5.48%	4.86%	2.45%	2.33%	3.93%
12	75374	D	Ferndale Unified	4.57%	2.78%	3.42%	4.63%	3.73%
12	75382	D	Mattole Unified	8.23%	4.44%	1.10%	11.02%	16.30%
12	75515	D	Eureka City Unified	6.44%	5.98%	5.08%	4.40%	5.35%
13	10132	C	Imperial County Superintendent	7.31%	7.29%	7.33%	9.19%	8.30%
13	40212	J	Imperial Valley ROP JPA	6.19%	7.07%	9.26%	9.13%	8.40%
13	63073	D	Brawley Elementary	3.16%	3.03%	3.13%	3.04%	2.90%
13	63081	D	Brawley Union High	1.83%	2.95%	3.98%	6.68%	5.23%
13	63099	D	Calexico Unified	4.76%	7.09%	5.98%	5.66%	6.86%
13	63107	D	Calipatria Unified	8.39%	4.97%	8.42%	6.12%	4.59%
13	63115	D	Central Union High	5.16%	3.54%	6.23%	6.27%	5.57%
13	63123	D	El Centro Elementary	6.78%	7.14%	5.63%	4.17%	4.09%
13	63131	D	Heber Elementary	0.73%	5.86%	5.42%	5.82%	9.16%
13	63149	D	Holtville Unified	5.78%	4.73%	9.09%	7.02%	4.93%
13	63164	D	Imperial Unified	5.08%	6.85%	5.46%	5.47%	6.29%
13	63172	D	Magnolia Union Elementary	4.79%	5.53%	2.58%	4.37%	9.62%
13	63180	D	McCabe Union Elementary	10.69%	9.29%	8.61%	4.65%	4.15%
13	63198	D	Meadows Union Elementary	7.36%	5.40%	5.24%	7.81%	6.71%
13	63206	D	Mulberry Elementary	10.05%	8.26%	10.93%	3.77%	2.38%
13	63214	D	San Pasqual Valley Unified	10.69%	9.04%	9.20%	9.93%	8.13%
13	63222	D	Seeley Union Elementary	9.61%	6.30%	8.12%	8.85%	6.90%
13	63230	D	Westmorland Union Elementary	10.19%	9.15%	6.98%	9.60%	10.19%
14	10140	C	Inyo County Superintendent	15.39%	11.47%	7.89%	8.69%	10.96%
14	63248	D	Big Pine Unified	7.34%	8.56%	8.78%	9.18%	3.66%
14	63255	D	Bishop Union Elementary	8.23%	5.76%	6.59%	4.32%	4.58%
14	63263	D	Bishop Joint Union High	4.39%	3.36%	3.67%	4.00%	5.50%
14	63271	D	Death Valley Unified	10.11%	8.69%	7.85%	10.66%	15.33%
14	63289	D	Lone Pine Unified	11.51%	5.99%	8.86%	3.79%	5.70%
14	63297	D	Owens Valley Unified	9.55%	6.29%	4.80%	2.63%	3.40%
14	63305	D	Round Valley Joint Elementary	6.81%	4.84%	5.44%	8.79%	11.63%
15	10157	C	Kern County Superintendent	4.67%	5.31%	4.93%	4.28%	3.74%
15	40113	J	North Kern Vocational Training Ctr JPA	5.61%	6.48%	3.04%	2.67%	1.92%
15	40121	J	West Side ROP JPA	0.00%	0.00%	0.00%	0.00%	0.00%
15	63313	D	Arvin Union Elementary	5.06%	4.92%	4.58%	2.83%	2.06%
15	63321	D	Bakersfield City Elementary	3.88%	4.24%	4.39%	3.33%	3.26%
15	63339	D	Beardsley Elementary	5.43%	10.09%	9.31%	8.21%	7.54%
15	63347	D	Belridge Elementary	16.48%	8.03%	9.55%	3.64%	3.57%
15	63354	D	Blake Elementary	21.78%	6.24%	7.40%	10.83%	0.65%
15	63362	D	Panama Buena Vista Union Elem.	2.72%	2.22%	4.86%	5.03%	3.64%
15	63370	D	Buttonwillow Union Elementary	5.96%	6.76%	0.55%	2.95%	6.93%
15	63388	D	Caliente Union Elementary	5.22%	4.70%	2.48%	3.86%	2.00%
15	63404	D	Delano Union Elementary	6.19%	4.70%	6.85%	9.13%	7.35%
15	63412	D	Delano Joint Union High	7.81%	4.72%	7.25%	7.98%	4.89%
15	63420	D	Di Giorgio Elementary	7.35%	7.26%	5.80%	9.65%	8.69%
15	63438	D	Edison Elementary	3.04%	4.01%	3.34%	3.50%	4.40%
15	63446	D	Elk Hills Elementary	8.42%	6.06%	4.14%	3.14%	12.51%
15	63461	D	Fairfax Elementary	6.67%	10.21%	4.82%	4.02%	5.28%
15	63479	D	Fruitvale Elementary	4.03%	4.11%	4.33%	6.46%	7.05%
15	63487	D	General Shafter Elementary	3.63%	2.50%	10.99%	10.54%	9.41%
15	63503	D	Greenfield Union Elementary	5.25%	5.25%	4.41%	3.06%	3.68%
15	63529	D	Kern Union High	7.33%	2.68%	3.16%	5.71%	5.17%
15	63545	D	Kernville Union Elementary	11.28%	5.44%	5.25%	5.74%	3.04%

Memorandum of Support and Participation

The *Preschool Guided Language Acquisition Design (GLAD) Program* is proud to support the Imperial County Office of Education's proposal, *Ready to Read Plus (RR+)*, which is being submitted to the U.S. Department of Education's Early Reading First Grant Program. Upon successful grant funding, *Preschool GLAD* agrees to participate as a partner. *RR+* includes 4 preschool partners and 4 partnering elementary schools. We are committed to the vision, goals and outcomes of this program.

The *RR+* program will provide resources to high need preschool centers in the Imperial County. Teachers and instructional assistants will benefit from professional development in the areas of alphabet knowledge, phonological awareness, oral language development, concepts of print, assessment and professional development in English language acquisition. Teachers and their assistants will also be provided with in class support by highly qualified literacy coaches.

Parents of children transitioning to kindergarten will benefit from ongoing involvement and literacy training. Children will benefit by having highly qualified and trained teachers, an enriched and purposeful curriculum, as well as a print and literacy rich classroom environment. In addition, 4 year old children transitioning to kindergarten will participate in a 2 to 4 week PreK Summer Academy that focuses on continued preschool development and pre-teaching of state adopted standards-based elementary language arts curriculum and district reading programs.

Upon successful grant funding, *Preschool GLAD* will provide the following services:

- Provide *Preschool GLAD* training *RR+* preschool teachers and instructional assistants (16).

The proposed cost of services over the three years includes:

- Year 2-*Preschool GLAD* - training (\$650 x 16 staff) = \$10,400
- Year 2-*Preschool GLAD* trainer expenses (5 day training. 2 trainers)
 - Meals (\$50 a day for five days = \$250, total for 2 trainers, \$500)
 - Transportation/Car Rental (\$1000)
 - Lodging (\$150 per day for five days = \$750, total for 2 trainers, \$1500)
 - Total trainer expenses = \$3,000**
- Year 3 -*Preschool GLAD* coaching (\$650 per day x 8 days (2 days per site)) = \$5,200
- Year 3 - *Preschool GLAD* trainer expenses (8 days. 1 trainer)
 - Meals (\$50 a day for eight days = \$400)
 - Transportation/Car Rental (\$1600)
 - Lodging (\$150 per day for eight days = \$1200)
 - Total trainer expenses = \$3,200**
- **Total cost for 3 years = \$21,800**

The *Preschool GLAD Training Program* is proud to support and participate in ICOE's *Ready to Read Plus Program*, on this 30th of May, 2008.

Sincerely,

Cathy Wiestock
Manager, Early Childhood Team
Orange County Department of Education





The Latino Family Literacy Project
A Lectura family program

Memorandum of Support and Participation

The *Latino Family Literacy Project* is proud to support the Imperial County Office of Education's proposal, *Ready to Read Plus (RR+)*, which is being submitted to the U.S. Department of Education's Early Reading First Grant Program. Upon successful grant funding, the *Latino Family Literacy Project* agrees to participate as a partner. *RR+* includes 4 preschool partners and 4 partnering elementary schools. We are committed to the vision, goals and outcomes of this program.

The *RR+* program will provide resources to high need preschool centers in the Imperial County. Teachers and instructional assistants will benefit from professional development in the areas of alphabet knowledge, phonological awareness, oral language development, concepts of print, assessment and professional development in English language acquisition. Teachers and their assistants will also be provided with in class support by highly qualified literacy coaches.

Parents of children transitioning to kindergarten will benefit from ongoing involvement and literacy training. Children will benefit by having highly qualified and trained teachers, an enriched and purposeful curriculum, as well as a print and literacy rich classroom environment. In addition, 4 year old children transitioning to kindergarten will participate in a 2 to 4 week PreK Summer Academy that focuses on continued preschool development and pre-teaching of state adopted standards-based elementary language arts curriculum and district reading programs.

Upon successful grant funding, the Latino Family Literacy Project will provide the following services:

- Provide Latino Family Literacy training and curriculum to the *RR+* Home Literacy Aides (4).

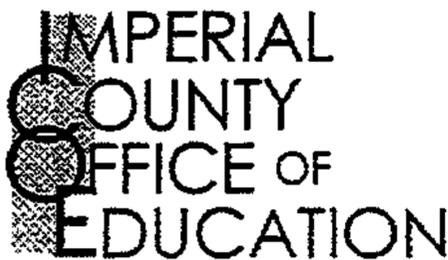
The proposed cost of services costs over three years include:

- **Year 1-Latino Family Literacy-training (\$200 x 4 staff) = \$800**
- **Year 1-Literacy Library (\$1,500 x 4 libraries + \$80 shipping) = \$6,080**
- **Each year-Literacy Kits (\$350 x 4 + \$80 shipping)= (\$1,480 x 3 years) = \$4,440**
- **Total cost for 3 years = \$11,320**

The *Latino Family Literacy Project* is proud to support and participate in ICOE's *Ready to Read Plus Program*, on this 30th of May, 2008.

Sincerely,

Katherine Del Monte
Director



To Whom It May Concern:

Imperial County Office of Education's Migrant Program, Holtville Infant Toddler Preschool Center (ITPC) is proud to support and agrees to participate in Imperial County Office of Education's *Ready to Read Plus* Program. This federally funded program includes 4 preschool partners and 4 partnering elementary schools. Our preschool staff is committed to the vision, goals and outcomes of this program, and has participated in early program planning as well as initial data collection.

The *Ready to Read Plus* program will provide resources to high need preschool centers in the Imperial County. Teachers and instructional assistants will benefit from professional development in the areas of alphabet knowledge, phonological awareness, oral language development, concepts of print, assessment and professional development in English language acquisition. Teachers and assistants will also be provided with in class support by highly qualified literacy coaches.

Parents of children transitioning to kindergarten will benefit from ongoing involvement and literacy training. Children will benefit by having highly qualified and trained teachers, an enriched and purposeful curriculum, as well as a print and literacy rich classroom environment. In addition, 4 year old children transitioning to kindergarten will participate in a 2- 4 week PreK Summer Academy that focuses on continued preschool development and pre-teaching of state adopted standards-based elementary language arts curriculum and district reading programs.

Our preschool will carry out the activities of this program through the following:

- Fully implement Scholastic Early Childhood Program in our centers.
- Participate in student data collection related to learning environments and teacher practices including entry level, progress monitoring and summative assessments.
- Have teachers and instructional assistants participate in at least 48 hours of professional development a year.
- Facilitate data collection from parents to the extent possible.
- Collaborate on scheduling trainings and on-site support by coaches.
- Assist with recruiting parents into program activities.

ICOE's Migrant Program and Holtville ITPC, is proud to support and participate in ICOE's *Ready to Read Plus Program, this 30th of May, 2008.*

Sincerely,

A handwritten signature in black ink that reads "Sandra Kofford". The signature is written in a cursive, flowing style.

*Sandra Kofford, Senior Director
Migrant Education Program -Region VI*

County Board of Education

Herlinda Belcher

Bill L. Criman

Susan E. Manger

Lea Anne O'Malley

James Strain



UNITED FAMILIES, INCORPORATED

Preschools & Early Education Centers

Administration: 1561 South 4th Street, - El Centro, CA 92243
Telephone: (760) 336-8922 Fax: (760) 336-8925

BOARD

President: Cynthia Ledesma
Vice-President: Ciria I. Brewer

ADMINISTRATION

Executive Director: Bertha Barcena Franco
Associate Executive Director: Magda Franco

May 28, 2008

Preschools

&

Early Education
Centers

300 North Palm Ave.
Brawley, CA 92227
(760) 344-8347

179 Southwind Drive
El Centro, CA 92243
(760) 337-1703

126 West California St
Calipatria, CA 92233
(760) 348-5409

937-A Heber Ave.
Calxico, CA 92231
(760) 768-3834

937-B Heber Ave.
Calxico CA 92231
(760) 768-3888 Ext.
4842

198 East 3rd Street
Westmorland, CA 92281
(760) 351-9457

1219 Center Street
Salton City, CA 92275
(760) 394-4546

109 West California St
Calipatria, CA 92233
(760) 348-7478

1813 W. Rio Vista
Seeley, CA 92273
(760) 482-0990

1660 Smoketree Drive
El Centro, CA 92243
(760) 353-2051

768 Holt
El Centro CA 92243
760 482 0434

Letter of Support

United Families Inc., representing three partnering preschool centers (Brawley, Westmorland, and El Centro 2) is proud to support and agrees to participate in Imperial County Office of Education's *Ready to Read Plus* Program. This federally funded program includes 4 preschool partners and 4 partnering elementary schools. Our preschool staff is committed to the vision, goals and outcomes of this program, and has participated in early program planning as well as initial data collection.

The *Ready to Read Plus* program will provide resources to high need preschool centers in the Imperial County. Teachers and instructional assistants will benefit from professional development in the areas of alphabet knowledge, phonological awareness, oral language development, concepts of print, assessment and professional development in English language acquisition. Teachers and assistants will also be provided with in class support by highly qualified literacy coaches and stipend.

Parents of children transitioning to kindergarten will benefit from ongoing involvement and literacy training. Children will benefit by having highly qualified and trained teachers, an enriched and purposeful curriculum, as well as a print and literacy rich classroom environment. In addition, 4 year old children transitioning to kindergarten will participate in a 2- 4 week Pre-K Summer Academy that focuses on continued preschool development and pre-teaching of state adopted standards-based elementary language arts curriculum and district reading programs.

Our preschool will carry out the activities of this program through the following:

- Fully implement Scholastic Early Childhood Program in our centers.
- Participate in student data collection related to learning environments and teacher practices including entry level, progress monitoring and summative assessments.
- Have teachers and instructional assistants participate in at least 48 hours of professional development a year.
- Facilitate data collection from parents to the extent possible.
- Collaborate on scheduling trainings and on-site support by coaches.
- Assist with recruiting parents into program activities.

The staff of United Families Inc. is proud to support ICOE's *Ready to Read Plus Program*, on this 30th of May, 2008.

Sincerely,

Bertha Barcena Franco
Executive Director

Memorandum of Support and Participation of Elementary Schools

Imperial County Office of Education's (ICOE) 2008 *Ready to Read Plus*, funded by the U.S. Department of Education's Early Reading First Program, is a partnership of 4 preschools and 4 elementary schools. The preschools are: ICOE Migrant Holtville Infant Toddler Preschool and three United Families Preschools located in Westmorland, Brawley and El Centro. The four partnering elementary schools include: Westmorland Elementary, Emmet S. Finley, J.W. Oakley and Harding Elementary schools.

Ready to Read Plus will provide professional development (PD) services to 16 preschool educators at 4 preschool sites serving 127 children. PD will focus on alphabet knowledge, phonological awareness, oral language development, concepts of print, assessment and strategies for English language acquisition. Educators will be provided with in-class support by highly qualified coaches.

Parents of children transitioning to kindergarten will benefit from ongoing involvement and literacy training. Children will benefit by having highly qualified and trained teachers, an enriched and purposeful curriculum, as well as a print and literacy rich classroom environment. In addition, 4 year old children transitioning to kindergarten will participate in a 2-4 week PreK Summer Academy that focuses on continued preschool development and pre-teaching of State Board adopted standards-based elementary language arts curriculum and district reading programs.

Through participation in this program, preschools will:

- Fully implement the Scholastic Early Childhood Program.
- Permit pre-service and on-going assessments of students as well as data collection related to literacy, numeracy, learning environments and teacher practices.
- Arrange for teachers to participate in professional development.
- Participate in scheduling trainings and on-site support by coaches.
- Facilitate data collection from parents to the extent possible.
- Assist with recruiting parents into program activities.

Imperial County Office of Education agrees to:

- Provide administrative and fiscal management of this grant.
- Coordinate the activities as set forth in the proposal including collection of data and evaluation.
- Facilitate dissemination of program results via website and presentations at conferences.
- Ensure delivery of proposed services to early childhood programs as outlined in the proposal.
- Provide kindergarten teachers with PreK Summer Academy training.
- Coordinate training for center staff and community partners as outlined in the proposal.
- Coordinate meetings of the Operations Team and Advisory Committee.
- Provide direction, management and expertise in areas such as early literacy and numeracy, school readiness, special needs, and parent involvement.
- Provide performance reports and evaluation data to the U.S. Department of Education.

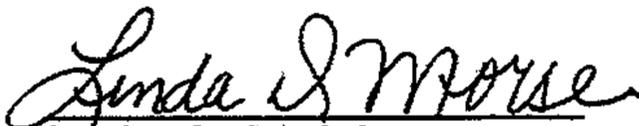
Imperial County Office of Education will provide districts/schools with funding to implement the following:

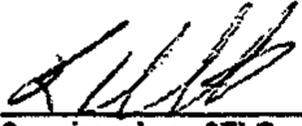
- Host and implement PreK Summer Academies at their schools.
- Provide child care for preschool parent meetings (via yard duty personnel).
- Provide incentives for kindergarten teachers to participate in articulation meetings with preschool educators (quarterly).

This Memorandum is executed this 30th day of May, 2008, at El Centro, California.


John D. Anderson
County Superintendent of Schools
Imperial County Office of Education


Superintendent of Holtville Unified School District
for Emmet S. Finley Elementary


Superintendent/Principal
Westmorland Union Elementary
School District


Superintendent of El Centro Elementary School District
for Harding Elementary

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1842-Mandatory_ERF_Budget_Detail_2008_FINAL.pdf

	Year 1	Year 2	Year 3	Total
ERF Project Director (1FTE) will provide daily supervision of program activities and staff.	92,750	101,218	104,232	298,200
ERF Literacy Coach (1FTE) will provide PD and on-site coaching to preschool teachers.	97,349	101,216	104,231	302,796
ERF Literacy Coach (1FTE) will provide PD and on-site coaching to preschool teachers.	97,349	101,216	104,231	30,796
Assessment Coordinator (1FTE) will provide daily assessments of children at preschool centers, and coordinate and administer assessment trainings and coaching at each center.	97,349	101,216	104,231	302,796
ERF Parent Involvement Coordinator (.5FTE) will oversee parent involvement component, EL training, and supervise and train the Home Literacy Aides.	48,675	50,609	52,117	151,401
Clerical Assistant II (1FTE) will provide general clerical and office support to the project director and parent coordinator and support the clerical needs of the project.	33,606	35,096	37,794	106,496
Clerical Assistant II (1FTE) will provide general clerical and office support to the Literacy Coaches and support the clerical needs of the project.	39,530	42,458	44,460	126,448
Clerical Assistant II (.5 FTE) will provide general clerical and office support to the Assessment Coordinator and support the clerical needs of the project.	13,690	14,377	15,095	43,161
Teacher Stipends (8 X \$3,000 Teachers) (8 X \$2,000 Aides) -Incentive stipends for the preschool educators that complete annual PD hours. Includes benefits.	40,000	40,000	40,000	120,000
Child Monitors for 12 parent meetings and 5 SECP Meetings (2hrs X 17 meetings X \$15hr X 2 staff X 4 sites) = \$4,080- will monitor children during parent meetings and trainings.	4,080	4,080	4,080	12,240
4 Part-time Home Literacy Aides (4 X .5FTE) - One aide assigned to each participating preschool center, will conduct home based literacy activities with the participating families and children.	52,643	57,502	62,198	172,343
Subs for 16 Preschool Staff- Staff will require release time to attend specific training or workshops: Year 1: Staff will attend 2 days EL Training: 8 Teacher subs X 12 hrs X \$30 hr = \$2,880; 8 Teacher aide subs X 12 hrs X \$25 = \$2,400; Year 2: Staff will attend 4 days of PreK GLAD	5,280	9,920	5,280	20,480

	Year 1	Year 2	Year 3	Total
<p>Training: 8 Teacher subs X 16 hrs X \$30 hr = \$3,840; 8 Teacher aide subs X 16 hrs X \$25 = \$3,200;</p> <p>Year 2: Staff will attend 2 days CAEYC Conference: 4 Teacher subs X 24 hrs X \$30hr = \$2,880</p> <p>Year 3: Staff will attend 2 days PreK GLAD follow up: 8 Teacher subs X 12 hrs X \$30 hr = \$2,880; 8 Aide subs X 12 hrs X \$25 = \$2,400</p>				
1. Personnel Total	622,303	658,906	677,949	1,959,157
2. Fringe Benefits	162,638	167,770	170,415	500,824
3. Travel	21,627	17,471	17,471	56,568
<p>Travel - In County (\$.505 2008 Federal Approved Rate) Travel for key project staff to conduct site visits, coaching, meetings etc. [5 X 300 miles X .505 X 12 months]</p>	9,090	9,090	9,090	27,270
<p>2.5 Clerical Assistants-Local travel for clerical support staff. [50 miles X .505 X 12 months X 2.5 staff]</p>	758	758	758	2,273
<p>CAEYC Annual Conference for 4 Teachers in Year 2, 4 RR+ Staff in Year 3-Additional training/conference for teachers and project staff. Flight Arrangements: (4 Directors X \$350 = \$1,400); Hotel Rooms: (\$200 X 2 rooms X 3 nights = \$1,200); Per Diems (\$164 X 4=\$656); Roundtrip Mileage to San Diego (240 miles X .505= \$121.20)</p>		3,281	3,281	6,562
<p>NAEYC Annual Conference for Project Staff- Each year, 2 RR+ staff will rotate attendance so that by the end of the program they all will attend NAEYC conference. Flight Arrangements: (2 staff X \$540 = \$1,080); Registration Fees: (2 X \$414=\$828); Hotel Rooms: (\$269 X 2 rooms X 3 nights = \$1,614); Per Diems (\$282 X 2=\$564) Roundtrip Mileage to San Diego (240 miles X .505= \$121.20)</p>	4,342	4,342	4,342	13,026
<p>CIRCLE Training for 3 RR+Staff and 2 preschool supervisors Flight Arrangements: (4 staff X \$540)=\$2,160; Registration Fees: (4 X \$414 = \$1,656); Hotel Rooms: (\$315 X 2 rooms X 3 nights = \$1,890); Airport Parking Fee/Taxi/Shuttle (50 + 85 = \$135); Per Diems (\$282 X 4= \$1,128); Roundtrip Mileage to San Diego (240 miles X .505 = \$121.20)</p>	7,090			7,090
Latino Family Literacy Training for 4	347			347

	Year 1	Year 2	Year 3	Total
Literacy Aides Roundtrip mileage to Palm Springs, CA (219 X .505 = \$110.60); Per Diems (\$59 X 4 = \$236.00)				
4. Equipment	19,900			19,900
4400 Non-Capitalized Equipment-8 Computers for project staff X \$2,000= 16,000; Network Printer \$2,500; Docu-cam digital projector for PD \$1,400	19,900			19,900
5. Supplies	57,500	28,360	28,000	114,740
4300 Materials and supplies copies, faxes, general office supplies, papers, pens, envelopes (\$500 per month X 12 months)	6,000	6,000	6,000	18,000
4300 Meeting supplies for monthly Home Literacy Aide Trainings (4 Literacy Aides X \$15 consumable materials X 12 sessions)	720	720	720	2,160
4300 ELLCO Packages (8 Teachers + 2 key Staff X \$70= \$700)	700			700
4300 Big Ideas Libraries for 4 sites (Year 1- \$5,000 X 4 sites, Year 2 \$3,000 X 4 sites, Year 3 \$3,000 X 4 sites)	20,000	12,000	12,000	44,000
4300 Pre K- Pals Assessments \$100 X (4 sites + 2 reference)=\$600	600			600
4300 PPVT-3 Kits, \$700 X (4 sites + 3 reference)=\$4,900	4,900			4,900
4300 EVT2 Kit, \$390 X (4 sites + 1 reference)	1,560			1,560
TVIP Kits, \$700 X (4 sites + 3 reference) = \$4,900	4,900			4,900
SECP Training for parents conducted by the Parent Coordinator: 15 parents X \$10 consumable materials X 5 meetings X 4 sites	3,000	3,000	3,000	9,000
4300 PD Trainings (supplies and materials Year 1)-(training supplies include, binders, books, copies for handouts, pens, pencils, chart paper, etc \$200 per day) Year 1: SECP Curriculum training X 2 days=\$1,080 Year 3: SECP follow up training=\$520: Training supplies (\$200 per day); Consumable Supplies (\$20 X 16 teachers per day)	1,080		520	1,600
Year 1 through 3: C.I.R.C.L.E. Training X 3 days=\$1,560 per year: Training supplies (\$200 per day), Consumable Supplies (\$20 X 16 teacher = \$320 per day)	1,560	1,560	1,560	4,680
Year 1: Classroom Management training=\$520: Training supplies \$200 Consumable Supplies	520			520

	Year 1	Year 2	Year 3	Total
(\$18.75 X 16 teachers=\$300)				
Parent meetings and SECP meeting supplies (100 families X \$3 (consumable materials X 12 meetings))	3,600	3,600	3,600	10,800
Latino Family Literacy/Home literacy component, training for 4 Home Literacy Aides X \$200=\$800 (Year 1 only), Literacy Kits (\$350 X 4=\$80 shipping)=\$1,480 (per year), Family Lending Library (4 X \$1,500 + \$80 shipping) \$6080 (Year 1 only)	8,360	1,480	1,480	11,320
6. Contractual	146,892	153,260	152,900	453,052
5800 External Evaluator Center for Evaluation Research to conduct evaluation of program	80,492	75,000	75,000	230,492
5800 OARS Training for ERF Staff (OARS District Fee \$3,000) OARS license fee per child (150 X \$2 = \$300 per year)	3,300	300	300	3,900
5800 Elementary School Contracts \$11,800 X 4 schools, Pre-Kindergarten Academies:\$11,000; Salary for 2 Teachers:\$5,000; Lunch (50 children X 20 days X \$2)=\$2,000; Pre-K Materials, supplies (50 children X 20 days X \$4)=\$4,000; Articulation Meetings =\$800; Meeting materials supplies \$100 X 4 meetings=\$400; Teacher Attendance Incentive: \$400	47,200	47,200	47,200	141,600
P16 Council will coordinate and oversee the training of Kindergarten teachers in the implementation of PreK Academy (summer transition program) and College Begins in Kindergarten curriculum and activities: \$1,600 materials X 4 schools = \$6,400 per year	6,400	6,400	6,400	19,200
Year 1: Assessment Training X 2 days=\$3,320; ELLCO (year 1 only) Consultant Fee Deborah Martin=\$2,000; Consultant Travel=\$800; Training supplies (\$200 per day); Consumable Supplies (\$20 X 16 teacher = \$320 per day) Year 2 and 3: Assessment training =\$1,920 per year , and Consultant fee and travel=1,400 Training supplies (\$200 per day); Consumable Supplies (\$20 X 16 teacher = \$320 per day)	3,320	1,920	1,920	7,160
Year 1 and 3: Oral language development training =\$2,920 per year: Consultant fee Hallie Yopp \$2,000; Consultant travel=\$400; Hotel \$150; Meals \$50; Rental car \$200; Training Supplies=\$200; Consumable supplies (\$20 X 16 teachers=\$320)	2,920		2,920	5,840

	Year 1	Year 2	Year 3	Total
Year 2 and 3: Early Identification of Special Needs and best practices=\$3,920 per year. Consultant fee \$3,000; Consultant travel=\$400; Training supplies (\$200 per day); Consumable supplies (\$20 X 16 teachers=\$320)		3,920	3,920	7,840
Year 2: Parent Involvement Training=\$2,520; Consultant Fee \$2,000; training supplies \$200 per day; Consumable supplies (\$20 X 16 teachers=\$320); Year 3: Parent Involvement=\$520		2,520	520	3,040
Year 3: Preschool Foundation Training=\$5,520 Consultant fee \$4,000; Consultant Travel=\$1,000; Training supplies \$200; Consumable supplies (\$20 X 16 teachers=\$320)			5,520	5,520
Year 1: EL Guide Training X 2 days=\$3,260; Consultant fee \$1,500; Consultant travel=\$400; 20 guides X 16 teachers = \$320; Training supplies (\$200 per day); Consumable supplies \$20 X 16 teachers X 2 days =\$640	3,260			3,260
Year 2: PreK GLAD Training X 5 day training=\$16,000. Consultant fee \$650 X 16 teachers= \$10,400; Consultant travel=\$3,000; Training supplies (\$200 per day)=\$1,000; Consumable supplies (\$20 X 16 teachers X 5 days =\$1,600)		16,000		16,000
Year 3: PreK GLAD follow up X 2 day. Coaching per center=\$9,200, Consultant fee \$650 X 8 days (2 days per center)=\$5,200; Consultant travel=\$3,200; Training supplies \$200 per center =\$800			9,200	9,200
8. Other	21,396	21,396	21,396	64,188
5712 Phone Charges (\$20 X 8 staff X 12 months)	1,920	1,920	1,920	5,760
5714 Internet Accounts (\$10 each X 8 staff X 12 months = \$960)	960	960	960	2,880
5715 Postage (\$100 X 12 months)	1,200	1,200	1,200	3,600
5721 Maintenance & Operations 650 sq ft. X \$2.22 X 12 months (water, electricity, sewer, janitorial service and building maintenance).	17,316	17,316	17,316	51,948
9. Total Direct Cost	1,052,256	1,047,162	1,069,010	3,168,429
Percent Rate Approved	8.30%	8.00%	8.00%	
10. Indirect Costs-General management costs for administrative activities necessary for the general operation of the LEA .	87,337	83,773	85,521	256,631
12. Total Costs (lines 9-11)	1,139,594	1,130,935	1,154,531	3,425,060