U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080011
Grants.gov Tracking#: GRANT00472688

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.).

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

*** 1. Type of Submission:**
- ○ Preapplication
- ● Application
- ○ Changed/Corrected Application

*** 2. Type of Application:**
- ● New
- ○ Continuation
- ○ Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

*** 3. Date Received:** 06/06/2008

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:** Oakland Unified School District

*** b. Employer/Taxpayer Identification Number (EIN/TIN):** 946000385

*** c. Organizational DUNS:** 076554500

d. Address:

* Street1: 1025 2nd Avenue
Street2: Room 301
* City: Oakland
County:
* State: CA: California
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 94606

e. Organizational Unit:

Department Name: Early Childhood Education
Division Name:

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

Prefix: Ms.
* First Name: Lynne
Middle Name:
* Last Name: Rodezno
Suffix:

Title: Director

Organizational Affiliation:
Oakland Unified School District

* Telephone Number: 510.879.8328
Fax Number: 510.879.2821

* Email: Lynne.Rodezno@ousd.k12.ca.us

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 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.):

City of Oakland

*** 15. Descriptive Title of Applicant's Project:**

Smart Start Early Learning Program (SSELP)

Attach supporting documents as specified in agency instructions.

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant CA-009

* b. Program/Project CA-009

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

17. Proposed Project:

* a. Start Date: 10/01/2008

* b. End Date: 09/30/2011

18. Estimated Funding ($):

* a. Federal	3,999,124.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,999,124.00

*** 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: Ms. * First Name: Lynne

Middle Name:

* Last Name: Rodezno

Suffix:

* Title: Director

* Telephone Number: 510.879.8328 Fax Number: 510.879.2821

* Email: Lynne.Rodezno@ousd.k12.ca.us

* Signature of Authorized Representative: Catherine Miller * Date Signed: 06/06/2008

Authorized for Local Reproduction

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:
Oakland Unified School District

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	$ 480,036	$ 489,637	$ 499,426	$ 0	$ 0	$ 1,469,099
2. Fringe Benefits	$ 176,173	$ 179,696	$ 183,289	$ 0	$ 0	$ 539,158
3. Travel	$ 10,989	$ 11,723	$ 12,531	$ 0	$ 0	$ 35,243
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 294,578	$ 124,700	$ 117,700	$ 0	$ 0	$ 536,978
6. Contractual	$ 432,720	$ 379,260	$ 327,800	$ 0	$ 0	$ 1,139,780
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 17,500	$ 17,500	$ 17,500	$ 0	$ 0	$ 52,500
9. Total Direct Costs (lines 1-8)	$ 1,411,996	$ 1,202,516	$ 1,158,246	$ 0	$ 0	$ 3,772,758
10. Indirect Costs*	$ 84,720	$ 72,151	$ 69,495	$ 0	$ 0	$ 226,366
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,496,716	$ 1,274,667	$ 1,227,741	$ 0	$ 0	$ 3,999,124

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2004 To: 6/30/2009 (mm/dd/yyyy)
Approving Federal agency: [ ] ED [X] Other (please specify): California Department 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)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Oakland Unified School District

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.

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 Catherine Miller	* TITLE Director	
* APPLICANT ORGANIZATION Oakland Unified School District		* DATE SUBMITTED 06-06-2008

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

Tracking Number: GRANT00472688

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB
0348-0046

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
__a. contract ●b. grant __c. cooperative agreement __d. loan __e. loan guarantee __f. loan insurance	__a. bid/offer/application ●b. initial award __c. post-award	●a. initial filing __b. material change For Material Change Only: year quarter date of last report

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: Not * Address: Applicable Not Applicable Congressional District, if known:	
6. * Federal Department/Agency: Not Applicable	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: Not Applicable * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: Not Applicable
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Signature: Catherine Miller * Name: Ms. Lynne Rodezno Title: Director Telephone No.: 510.879.8328 Date: 06-06-2008
Federal Use Only:	Authorized for Local Reproduction 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	Mime Type
8253-OUSD_ERF_GEPA_03_01_00_00.doc	application/msword

Ensuring Equitable Access (GEPA Section 427)

Oakland Unified School District (OUSD) will ensure that they address the special needs of students, teachers and other Program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age. Care will be taken when purchasing materials and planning programs to provide for patrons with special needs. This may include ordering large print books and providing enlarged text on monitors as needed for students with impaired vision, providing enlarged images of the computer screen during instruction through the use of a multimedia projector, providing audio books, and providing wheelchair access to program activities. Any literature sent home with students about the programs and projects will be provided in the student's native language, as needed.

OUSD will ensure that it's SSELP clearly address the provisions of Section 427. Curriculum and classroom instruction will be modified to meet the needs of students with disabilities, including those with Limited English Proficiency.

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 Oakland Unified School District
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Ms. * First Name: Lynne Middle Name: * Last Name: Rodezno Suffix: * Title: Director
* SIGNATURE: Catherine Miller * DATE: 06/06/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Ms.

Lynne

Rodezno

*** Address:**
495 Jones Avenue

Oakland

CA: California

94603

USA: UNITED STATES

*** Phone Number:**
510.879.8328

Fax Number:
510.879.2821

Email:
lynne.rodezno@ousd.k12.ca.us

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) #: B-2

_No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName	MimeType
3985-OUSD_EXEMPT_RESEARCH_02_01_00_00.doc	application/msword

Tracking Number: GRANT00472688

Exempt Research Narrative

The Oakland Unified School District's SSELP will engage in research that will be conducted in preschool and elementary school settings and will include research on regular and special education instructional strategies and on the effectiveness of instructional techniques and curricula. The children will range in age from 3 to 9 years.

Research will only involve the use of educational tests (i.e., cognitive, diagnostic, and achievement) and observations of public behavior. The evaluator(s) will not participate in the activities being observed. Children will not be surveyed or interviewed. All information obtained (i.e., existing data, documents and records) will be recorded by the investigator in such a manner that subjects can not be identified directly or through identifiers linked to the subjects, ensuring the research results could not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation.

Project Narrative

Abstract Narrative

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ABSTRACT

Oakland Unified School District (OUSD) is a large, urban school district located in Alameda County, California, that is home to 47,012 students in grades Pre-K through 12th. Outside its boundaries, many perceive the State of California as an economic giant that has high priced homes, high paying salaries, and beautiful weather; the reality is a bit different in Oakland. Over the course of the past few decades, the community has experienced significant and profound social and economic changes. Specifically, OUSD is home to growing populations of English Language Learners (ELL), students that are classified as economically disadvantaged, and students living in environments that place them "at-risk" of academic failure. Despite these conditions, the Oakland community is dedicated to ensuring that every child, regardless of English language ability or economic condition, is provided with a quality education. Thus, OUSD proposes the ***Smart Start Early Learning Program*** (SSELP). The goal of SSELP, which is designed using the latest in scientifically-based reading research, is to improve the literacy and pre-literacy skills of the 3 through 5 year old youths in the community.

The SSELP will provide: (1) Intense professional development, including providing in-classroom Literacy Coaches, to help teachers implement scientifically-based reading research (SBRR) into the classroom during the school day; (2) Classroom environments rich with books, real-life print, and student work; (3) Integration of the **Open Court Pre-K** (OCR) curriculum into OUSD's existing early childhood development programs; (4) Screenings and assessments on every child multiple times a year to assist with differential instruction; (5) Expanding the school day to 9-hours a day, 12-months a year; and (6) An in-home literacy development program for partnering with parents.

Project Narrative

Project Narrative

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1. QUALITY OF THE PROJECT DESIGN

Overview

Oakland Unified School District (OUSD) is a large, urban school district located in Alameda County, California, that is home to 47,012 students in grades pre-K through 12th. Outside its boundaries, many perceive the State of California as an economic giant that has high priced homes, high paying salaries, and beautiful weather; the reality is a bit different in Oakland. First, students attending OUSD come from mixed socioeconomic and ethnic groups and speak Spanish, Cantonese, Vietnamese, Arabic, Khmer (Cambodian), and other languages as well. In fact, nearly **32%** of all students attending OUSD are *English Language Learners* (ELL). Of the 208 students identified for inclusion in OUSD's ***Smart Start Early Learning Program*** (SSELP), none **(0)** are classified as White or Caucasian and **78.4%** are classified as ELL. Second, **100%** of the 208 students to be involved in SSELP come from environments that place them "at-risk" of educational failure. Third, despite the dedication, resources, and efforts of the parents, teachers, and staff, OUSD did not meet their *Adequate Yearly Progress* (AYP) criteria in 2006-2007. During that period, OUSD did improve versus its 2005-2006 AYP performance (in fact, OUSD made the highest AYP gain among California's 33 largest unified school districts) but still fell short of its goal and met only 38 out of 44 AYP criteria. Of particular concern was that **44.4%** of OUSD's elementary school campuses did not meet their AYP criteria for English/Language Arts.

OUSD is a majority-minority community with **38.2%** of its students identified as African-American, **34.8%** as Hispanic, **15.2%** as Asian/Pacific Islander, **6.0%** as White, **0.4%** as Native American, and **5.4%** as Other. Nearly **68.6%** of OUSD's 47,012 students are considered economically disadvantaged and, according to the 2005 U.S. Census Bureau, **22.2%** of families living in Oakland are living *at or below* the federal poverty level. Of the 208 students to be served by SSELP, **100%** are economically disadvantaged (see **Appendix B**) and, not unexpectedly, the

impact of language isolation and financial hardship have impacted the entire Oakland community; and specifically, the youngest OUSD children – the preschool-aged students for whom OUSD is proposing to improve educational opportunities by seeking funding for SSELP from the Early Reading First Program (ERF). OUSD is in a unique position to ensure equitable learning opportunities for preschool-aged children from low socioeconomic status (SES) surroundings and a variety of ethnic backgrounds and cultures, including children with limited English proficiency. SSELP is designed to immediately impact and improve the educational opportunities for preschool children and, specifically, to increase the *institutional capacity* and *intellectual capital* required to effectively and efficiently meet the needs of the ELL and special needs students at each of the SSELP preschool campuses by creating ERF Centers of Educational Excellence capable of 1) deepening and refining implementation of the *Open Court Reading Pre-K* (OCR) curriculum; 2) providing professional development opportunities that are "embedded" in the school day; and 3) utilizing a *Push In – Phase Out©* (PIPO) approach to build OUSD staff's intellectual capital. With ERF funds providing the initially needed investment in institutional capacity and intellectual capital, OUSD will dedicate and commit itself to sustaining the improvement and expansion in services and in the staff's involvement after federal funding ends.

Selection Criterion 1, Factor 1: Reflects up-to-date knowledge from research/effective practice.

All SSELP components were developed from research that met Section 1208 of the Elementary and Secondary Education Act (ESEA) definition for scientifically-based reading research (SBRR). SSELP incorporates eight main components that have been found to be highly effective at increasing readiness to read: (1) Instruction in phonological awareness that facilitates reading acquisition[1, 2]; (2) Instruction in phonemic awareness, integrated with direct instruction of the alphabetic principle, which facilitates reading acquisition[3, 4]; (3) Increasing print awareness[5];

(4) Developing oral language (e.g., telling stories, etc.)[6]; (5) The acquisition of reading skills spanning students requiring "less-to-more" intensive, concentrated instruction[7]; (6) Utilization of Interactive and Dialogic Reading[8]; (7) Effective school/parent partnerships which facilitate reading acquisition[9,10]; and (8) Systematic professional development activities to yield effective research-to-practice efforts[11, 12, 13]. Please see Works Cited in **Appendix F**.

Selection Criterion 1, Factor 2: Represents an exceptional approach.

Purpose 1: Integrate scientific reading research into existing programs. SSELP will target five existing, multicultural, OUSD preschool programs and campuses (Acorn Woodland, Santa Fe, Yuk Yau Annex, Bella Vista, and Tilden) that are all *accredited* and *licensed* by the State of California through the Department of Social Services/Community Care Licensing Division and, per **Appendix A** through **E**, are primed to become ERF Centers of Educational Excellence because each site has 1) ERF site capacity and potential; 2) operates, or will operate by fall 2008 if ERF funding is approved, an extended full-day program (i.e., 9 hours per day, 12 months a year); 3) an average of **92.9%** attendance while serving a total of 208 three and four-year-olds; 4) experience attending to the social, emotional, and physical needs of each child; 5) California and/or Federal Block grant funding for "at-risk" children; 6) a learning center with literacy domains that are aligned with the California Reading First Initiative; and 7) credentialed and certified staff with low turnover rates and solid, experienced directorship. The 10 pre-K teachers are highly qualified – **100%** have at least a Bachelor's degree – and they average **11.4** years of teaching experience *in* OUSD, producing a nearly nonexistent turnover rate. Further, when fully staffed, each SSELP Teacher will have an assigned SSELP Instructional Assistants who have, on average, **15.1** years of teaching experience. Impressively, OUSD has developed a culture – in which all pre-K teachers have been involved and are beginning to utilize - of data driven

instruction that is centered on the OUSD's *cycle of inquiry*, which emphasizes the importance of four types of assessment data: (1) Screening; (2) Diagnostic; (3) Classroom-based Progress Monitoring; and (4) Outcome Measures[14]. Each SSELP site is in an excellent position to develop improved, rigorous, reading-readiness programs because each has early literacy instruction through reading time and learning center activities for reading, dramatic play, and storyboard dictation. The personnel are eager to develop practices for non-English speaking homes and to increase family literacy participation by increasing and improving communications about school expectations and the selection of books at home. Understanding that students from low-income and "at-risk" environments face serious academic challenges in the future, OUSD's Early Childhood Department adopted the OCR curriculum in 2004, and has integrated a pacing guide and ongoing formative assessment system for each classroom and has supported site participation in *Professional Learning Communities* (PLC). The site personnel are eager and prepared, through SSELP, to implement: 1) expanding the school-day from ½ day at three centers to full-day programs by hiring one new full-time teacher and one new full-time instructional assistant; 2) a deeper delivery of the **OCR**, with the assistance of *Literacy Coaches* (LC); 3) integration and blending of existing preschool activities and curricula, including OCR; 4) expanding the use of student progress monitoring data to enhance the cycle of inquiry; 5) the utilization of the PLC; and 5) the use of outside and embedded professional development opportunities designed to create environments proven effective in pre-reading skills by targeting those areas that literacy research indicates are important: (1) concepts of print; (2) phonological awareness; (3) alphabetic principle; (4) letter-sound knowledge; (5) vocabulary; (6) oral language; (7) listening and reading comprehension; (8) understanding of genres; and (8) motivation to engage with text[15]. A Foorman et al.[16] research project showed impressive results with the OCR curriculum and Morris[17] found

that coupling OCR with LCs improves reading acquisition. To assess the effectiveness of OCR curriculum implementation, the SSELP Evaluation Team has designed and developed an *OCR Fidelity Checklist*, which will be utilized four times each year – once by the Evaluation Team and three times by the LC (once every three months).

Purpose 2: Language and literacy activities are based on SBRR

Outline of Project's Goals and Objectives: SSELP's overall goal, in support of language and literacy development for each OUSD SSELP student, is to "*provide early language and reading development through instructional materials developed from scientifically-based reading research (SBRR)*" driven by five objectives: (1) Increased number of alphabet letters recognized; (2) Increased phonological awareness; (3) Increased oral language skills; (4) Increased print and word awareness; and (5) Increased reading/listening comprehension. (See **Section 4. Quality of the Management Plan**, below, for complete SSELP Logic Model.)

Curriculum scope and sequence: To achieve its multiple goals, SSELP will utilize the OCR's structured, systematic, and explicit daily lesson format (i.e., general and sequenced in scope) that features interactive instruction and play with language to introduce and practice essential developmental literacy skills that teach oral language (i.e., knowledge of letter sounds and blending of sounds), book and print awareness, alphabetic principles, and phonological awareness. OCR was chosen for multiple reasons: (1) It is research-based; (2) It is systematic with an explicit instructional plan; (3) It is designed to introduce literature with a purpose; and (4) It provides for differentiated instruction, which enables teachers to meet the individual student's needs. The systematic, explicit instructional plan was a major factor because OUSD believes that students are most successful when they learn through a balance of systematic direct instruction in sound and word recognition, guided practice, and application skills with extensive reading of decodable text

and authentic literature. All OCR strategies and skills are arranged from the simplest to the most complex, allowing children to grasp complex concepts more easily. OCR also provides a survey of course literature, which exposes students to a variety of different writing styles and genres (e.g., Big Books, Anthologies, and Teacher Read Alouds), and provides a variety of proven experiences (e.g., reteach, intervention, differentiation [i.e., challenge], and assistance with ELL) for accommodating the individual student's needs. OCR is organized around **eight** thematic preschool units: Self, Families, Friends, Community Helpers, Transportation, Senses, Farms, and Changes. Each unit consists of twenty 45-minute lessons designed with two large-group activities and one small-group, curriculum-integrated activity. Each unit begins with a Unit Overview that consists of Exploring the Theme, Unit Skills Overview Charts, Program Resources, Workshop Centers, and Assessment Options. Activities and exercises in each lesson are presented in three major divisions: (1) *Sounds and Letters*; (2) *Reading and Responding*; and (3) *Integrating the Curriculum*. OCR also utilizes: (1) Home Connection Books that share the curriculum with families; (2) Leap into Phonics CD-ROM; (3) Pre-decodable Takehome books; (4) Bilingual letters for parents; (5) Pre-assessment forms giving the literacy status of each child; and (6) Unit progress monitoring assessments. Further, teachers are trained to consistently use observational and anecdotal checklists, records, and portfolios, to report/record student progress. **Table 1** (below) summarizes how OCR is structured to provide an integrated instructional approach to pre-K literacy learning and how it is aligned with SBRR.

Curriculum and Project supports the development of oral language: Supporting the development of oral language and early literacy is an integral part of the pre-K day. SSELP accounts for this by including opportunities for children to experience a wide range of literacy activities that lay the foundation for kindergarten. Mastery is **NOT** the focus; but what is important is that children use

TABLE 1: HOW OCR ADDRESSES SBRR KEY COMPONENTS OF LITERACY	
ERF Literacy Components	***OCR Addresses***
(a) Recognition, leading to the automatic recognition, of letters of the alphabet; **(b)** Knowledge of letter sounds, the blending of sounds, and the use of increasingly complex vocabulary; **(c)** An understanding that written language is composed of phonemes and letters each representing one or more speech sounds that in combination make up syllables, words (including vocabulary), and sentences.	OCR, during the *Sounds & Letters* part of the daily lesson, provides opportunities for letter knowledge (automatic recognition of letters), oral blending, segmentation, rhyming, alphabetic awareness, letter sounds, and sounds in words. OCR provides opportunities for students to develop phonological awareness, practicing blending sounds into words, and exposing students to phonograms, syllables, long vowel sounds, and spelling.
(d) Spoken language, including vocabulary and oral comprehension abilities.	OCR provides opportunities for students to ask and answer questions about the text and making and confirming predictions. Further, in the *Reading & Responding* section students will be exposed to characters and settings. Through the *Integrating the Curriculum* part of the lesson plan, students will use OCR and supplemental science, math, and art materials to learn to classify and categorize, to compare and contrast, to make inferences, and to understand sequencing. Further, through the sections called *Exploring the Vocabulary*, OCR provides opportunities for students to ask and answer questions, follow directions, develop new vocabulary, participate in group discussion, respond to other speakers, express ideas, summarize stories, and present oral reports.
(e) Knowledge of the purposes and conventions of Print (including writing).	OCR, during the *Reading & Responding* part of the daily lesson, provides for the use of read alouds through which the students are exposed to the structure of pages and books (e.g., we read left to right, top to bottom, page numbers, headings, etc.), punctuation, the relationship between printed and spoken language, word length, and boundaries. Further, the curriculum is designed so that students will focus on collaboration and group writing (including inventive spelling) through dictation. Through this process students will learn to brainstorm; tell a story that is composed of a beginning, middle, and end; to review and edit dictation and illustrations; and to identify some forms of punctuation.

language, play with sounds and words, enjoy books, stories, and poems, and begin to explore writing. Further, teachers and instructional assistants are trained in how to structure recreational and transitional time to include a literacy component. Time for

outside play is essential for literacy development as the playground is a place where children experience using creative thinking skills, act out narratives, and rehearse and practice the social skills needed to be effective learners[18].

To ensure that each day the teachers know what they are supposed to do and are highly qualified to implement OCR, SSELP will provide both *outside-the-classroom professional development* (OTC-PD) and *in-classroom professional development* (IC-PD). To provide OTC-PD, SSELP will contract with Dr. Anne Cunningham (see Appendix for vita), who is nationally known for research in literacy development, to provide a one-day training that will not only give participants additional hands-on experiences with the OCR curriculum but will also allow them to gain a deeper understanding of the theory behind the curriculum. The OTC-PD training will focus on phonological awareness, concepts of print, oral language/vocabulary, and alphabet knowledge. Dr. Cunningham will be utilized two additional times during the first year for "booster" training and to provide in-classroom consultation. Further, Dr. Cunningham will support the development of six after-school and/or weekend professional development trainings for SSELP staff. The IC-PD component, taught by Literacy Coaches (LC), is designed to ensure that the learning and skills acquired during the OTC-PD is integrated into classroom instructions by utilizing LCs to embed IC-PD into the school day. This will allow SSELP teachers immediate access to a knowledgeable resource, including having the ability to reinforce what they have learned by having the LC model the newly learned instructional approach. Further, the LC will assist the teacher as they acquire a deeper understanding of how OCR develops literacy in young children. Morris[19] found that by adding IC-PD and using LC, with OCR, produced statistically significant results in the growth of children's literacy skills. (See *Purpose 4: Strategies and Professional Development* for a detail review of SSELP's professional development strategy.) To ensure that each SSELP teacher and

classroom is appropriately supplied, the SSELP Project Coordinator/School Improvement Coach (PC/SIC), working with the SSELP Project Director (SPD), will ensure that supplies and materials are ordered and invoices are paid in a timely manner. The PC/SIC will be responsible for identifying (via the results of the ELLCO, the *Early Childhood Environmental Rating Scale-Revised* [ECERS-R], and the inputs from the teachers) the supplies and materials needed and the SPD will be responsible for invoicing and payments.

Explicit and Intentional Instruction: Children from low-income communities, like Oakland, typically have not experienced a rich reading experience and have limited background knowledge associated with reading[20] making it particularly important that explicit, intentional, and systematic phonological awareness instruction is implemented[21]. The SSELP will provide explicit instruction by using the units and activities in OCR and by incorporating PD lessons which are then supported in the classroom by the LC. With these program supports, teachers will be able to provide explicit and intentional instruction of new concepts and skills followed by guided, then independent, practice for students. To address the fact that many children will enter SSELP in need of additional, individual instruction to support emergent literacy, SSELP will provide for differentiated instruction via a three-group approach. *Group One*, which includes all SSELP students, will be provided with OCR instruction. Children who do not adequately respond to the OCR curriculum and traditional supports, as determined through ongoing progress monitoring (see Purpose 5: Screening Reading Assessment for full detail about the SSELP's assessment strategy), will receive curriculum integrated small-group literacy instruction (i.e., *Group Two*). During the literacy groups, the teacher will work with individuals or small groups to reteach or pre-teach instruction. The small-group lessons consist of describing the lesson's goal, demonstrating the skill or concept, and allowing for student practice several times as repetition builds familiarity and

understanding. Teacher observations during these lessons will inform future lesson designs and promote differentiated instruction. Group Two children who do not respond well to the additional supports will be provided with intensive one-on-one instruction with the teacher and/or with the Speech and Language Pathologist (SLP), at least three times per week (i.e., *Group Three*). Students in Group Three who continue to struggle will be referred for a special education assessment. The three-group differentiating instruction approach, also known as "responsiveness-to-intervention," is supported by research[22, 23]. Students in all groups will be closely monitored and students may move between groups throughout the year.

Content for improving children's oral language and background knowledge: Content comes from the eight OCR thematic units and lessons, which each support development of oral language and background knowledge by beginning with a student's prior knowledge and then building upon it to add new skills (i.e., scaffolded instruction). OCR also includes a series of literature selections, 20 pre-decodable Takehome books, and a range of audiotapes. ERF funds will be used to develop classroom libraries with books that follow the sequencing of the OCR units. Each OCR unit's themes begin with an exploration of self, move to the family, school, nature, and then to the community. To enhance the exploration of the social and physical sciences, as well as build background knowledge and provide additional avenues for building oral language/reasoning skills in students, the SSELP will utilize the *Second Step* and the *Science Starts* curriculum as these curricula are easily aligned to reinforce OCR themes. SSELP will extend reading into the home via an *In-Home Literacy Mentor* (IHLM), who will partner with OUSD's family liaison and *Raising a Reader* program staff to provide books that are translated into Chinese and Spanish. Further, stories, rhymes, poems, and songs for each theme within OCR provide experiences and activities that purposefully develop vocabulary and background knowledge. Each unit and theme

is designed to develop language, literacy, and communication skills.

Amount of Time: Research supports extending the time young children from low-income families spend in systems designed to increase their language skills to levels closer to the levels of children in professional families[24]. SSELP will redesign the current 9.0 hour-per-day pre-K program to broaden the range of language and literacy opportunities available to the children. Each 540-minute day will include a minimum of 280 minutes for developing language, cognition, and early reading skills. Children in SSELP will participate in planned OCR activities that include a combination of whole-group, small-group, and small-group/individual activities. Children identified as "at-risk" for reading failure (see *Purpose 5: Screening Reading Assessment*, below) or those identified with special education needs will receive individual or small-group instruction, including intervention therapies from a Speech-Language Pathologist (SLP), an early childhood special education teacher, and/or a trained tutor. In all, on a daily basis, a SSELP child will receive **190** minutes of direct instruction (40 minutes in whole-group and two small-group or individual sessions that combine for 150 minutes). Students needing differentiated instruction that facilitates the practice of skills (i.e., activities) with a teacher will receive up to **120** minutes of instruction each day consisting of book reading, scaffolded conversation, writing activities, dramatic play, and outside literacy activity.

Purpose 3: Language- and literature-rich environments.

Outline of Project's Goals and Objectives: In preparation for reading instruction in early grades, children must be exposed to high-quality language and literacy environments as preschoolers [25, 26, 27]. The SSELP goal for improving the language and print richness of the SSELF classroom environment is to "*provide preschool-age children with cognitive learning opportunities in high quality language- and literature-rich environments*" that is driven by four objectives: (1) Increase

the use of books (i.e., print material) by students; (2) Increase the access to, and use of, writing materials by students; (3) Increase the language and literacy environments; and (4) Increase the language-rich environments.

Strategies and Materials to Enhance Environment: Language- and literature-rich classrooms help children to acquire and practice language and literacy skills in a meaningful way [28]. Wolfsberger et al.[29] noted there are four key dimensions of print-rich literacy environments: (1) Provisioning of the classrooms with literacy tools (e.g., outfitting a book center, a listening center, a computer center, etc.); (2) Physical spacing and arrangement of the literacy tools, including the displaying of the students' writing; (3) Gaining students' interest in literacy activities; and (4) Sustaining children's interactions with literacy tools. Further, Wolfsberger noted that there is an interactive relationship between the four key dimensions of a print-rich literacy environment. With this in mind, SSELP will first provide time for the teachers and their assigned LC to assess the classrooms (using the ELLCO and the ECERS-R) to determine what key literacy tools are either missing or in need of replacement. Second, SSELP will provision all classrooms with an appropriate mix of different literacy tools (based on the results of the ELLOC and ECERS-R). Third, the LC, site administrators, and the teacher will work to rearrange the classrooms to ensure that the physical spacing of the literacy tools is appropriate. Fourth, the LC and the teacher will work on instructional techniques to gain and sustain the students' interactions with the literacy tools (e.g., developing a writing center where students can use inventive spelling to write a card to their mother or father, etc.). To ensure the children from diverse backgrounds will find meaningful literacy tools, SSELP will ensure that classrooms have materials, supplies, books, and audiotapes that represent the background of each student. **Table 2** identifies key strategies to be used to develop literature- and language-rich environments.

TABLE 2: STRATEGIES TO ENSURE CLASSROOM LANGUAGE- AND LITERATURE-RICH ENVIRONMENTS
Activities Proposed
1. Creating book areas with culturally appropriate books with various difficulty levels so there are books that appeal to all level of emergent readers[30, 31, 32].
2. Ensuring the book area in the classroom is well supplied (e.g., different genres of books, child-made books, books on tape, magazines, etc.), orderly, and inviting[33, 34].
3. Creating comfortable individual and small-group reading areas, including areas for children with disabilities[35].
4. Providing audio equipment so students can listen to books and stories[36].
5. Creating writing areas with a variety of writing tools and materials[37].
6. Ensuring children's writing is prominently displayed[38].
7. Ensuring classroom displays are related to and clearly support current classroom investigation[39].
8. Creating dramatic play areas with props for story reenactment and cognitive problem-solving[40].
9. Increasing the amount of foreign language and English print, and including a bilingual literacy resources center[41].
10. Displaying print-rich materials (e.g., murals, poems, calendars, alphabet, etc.)[42, 43].
11. Creating a Family Literacy Resource Center[44].

To assess SSELP's impact on the quality of the classroom environments, the *Early Language and Literacy Classroom Observation* (ELLCO) instrument will be used three times per year; to measure program quality with an emphasis on structural quality, SSELP will use the *Early Childhood Environmental Rating Scale-Revised* (ECERS-R). Using both of these instruments has been found to be effective at providing a more detailed understanding of the classroom environment[45]. Table 3 identifies the research behind each instrument. [**NOTE**: Start = School year start; Mid = School year mid-point; End= School year's last month.)

TABLE 3: VALIDITY AND RELIABLITY OF PRINT-RICH ASSESSEMENT FORMS				
Instrument	***Administered***	***Reliability***	***Validity***	***Areas Assessed***
ELLCO	Annually – Start, Mid, End	0.84 – environmental; 0.66 – literacy activities; 0.87 – Inter-rater.	Moderate to strong validity with ECERS-R.	Classroom environment; literacy environment; literacy activities rating.
ECERS-R	Annually – Start, Mid, End	0.87 - 0.92 inter-rater; 0.92 internal consistency.	Extensive research; has predictive validity.	General classroom environment support for learning.

Purpose 4: Strategies and Professional Development.

Outline of Project's Goals and Objectives: The SSELP's main goal, as it relates to professional development, is to "*enhance children's language, cognitive, and early reading skills through professional development for teachers*" as measured by two objectives: (1) Increase the number of teachers and instructional assistants who receive high-quality, continuous, and intensive, professional development training on early language, print awareness, and research-based teaching strategies; and (2) Increase the use of SBRR during classroom instruction time. (See **Section 4. Quality of the Management Plan,** below, for full copy of the SSELP Logic Model.)

Scope and Sequence: Evidence-based research shows that professional development for teachers results in significantly higher student achievement[46]. Effective professional development provides teachers with 1) the theory behind the technique or new skill they are learning; 2) a safe place in which to practice the technique or skill[47]; and 3) IC-PD that is embedded in the work day and sustained over time (e.g., six times a month) with qualified trainers modeling and mentoring research-based strategies and integrating "best practices" into the existing programs using the teacher's own students in their own classrooms[48,49,50]. Further, to be successful, professional development must be customized to meet the individual needs of teachers while addressing both reading and writing curriculum and children's individual and cultural variations[51]. The SSELP Logic Model, which incorporates recommendations from the *National Reading Panel*[52] and from Louden and Rohl's[53] work, was developed with OUSD stakeholders' input and includes four key professional development components: (1) OTC-PD classes coordinated with ERF and Reading First goals; 2) Intensive IC-PD with instructional coaching; 3) Guided teacher classroom practice; and 4) Self- and peer-assessment to improve classroom performance[54,55].

The SSELP's professional development plans follow a specified sequence that allows teachers

of various backgrounds and experiences to achieve outstanding success in helping their students; specifically, by allowing teachers to develop a "broad and deep" understanding of how their individual teaching styles impact literacy development. From Dr. Cunningham, SSELP's Professional Development leader, the SSELP Teachers, Instructional Assistants, and LCs, will receive an annual, full-day and two full-day follow-ups of OTC-PD training. Teachers will be mentored on how to lead instruction and how to use *Sounds & Letters* materials to teach students to recognize letters, blend and segment, and to recognize the relationship between sounds, letters, and words. During training on *Reading and Responding*, SSELP Teachers will be mentored on how to more effectively introduce print and book awareness and to develop reading comprehension strategies. Teachers will be mentored on how OCR lessons are linked together in a pacing schedule designed to structure a year of instruction. Further, the LCs will show the SSELP Teachers the relationship between OCR assessment results and the OCR instructions and will demonstrate how to differentiate instruction to address the needs of students. The LC will provide instructional strategies for *English Language Learners* (ELL) to help teachers use pre-teaching techniques to prepare ELL students for literacy success. In addition, SSELP's Professional Development Model incorporates the six literacy domains that are essential to effective pre-K literacy instruction: (1) Participation; (2) Knowledge; (3) Coherence; (4) Support; (5) Differentiation [i.e., Challenge] ; and (6) Respect[56]. Within each domain are specific skill sets that each pre-K teacher should possess. To assess the growth of each teacher, SSELP will utilize the *Classroom Literacy Instructional Rubric* (CLIR). The strength of the CLIR is that it comes with a self-assessment form so that each teacher can rate their own instructional performance. SSELP Teachers, during class instructional time, will be videotaped. The tape will be reviewed and assessed by the teacher and the LC at the next scheduled OTC-PD event. This structured scope

and sequence, during the first year, provides for nearly 100 hours of training per Teaching Team (TT), which consists of each SSELP Teacher and their Instructional Assistants, with emphasis on 1) curriculum implementation, with fidelity; 2) creating and maintaining a language- and print-rich classroom environment; 3) conducting and utilizing assessment data to drive instruction; 4) using progress monitoring assessment data to differentiate instructional approaches; 5) Oral language development strategies; and 6) aligning the curriculum with the California Reading First Standards. In subsequent years each TT will receive approximately 80 hours of training that will, by design, expand the theory, add new content, introduce new skills, and support using data to differentiate instruction. All TT, along with their assigned LC, will participate in the OTC-PD. The all-day Saturday sessions will build on and provide new information to the participants. Most of the IC-PD will be provided by the LCs. To assess the effectiveness of all PD, a *Participant Assessment Form* (PAF) will be administered at the beginning and end of each session.

Strategies and Materials/Hours, Frequency, Delivery: To accomplish the goal and objectives outlined above, the SSELP expects to begin its OTC-PD in October of 2008. SSELP Teachers and Instructional Assistants will attend an *Introductory Training*, organized into three monthly Saturday workshops to accommodate the participant's schedules. Then, each winter and summer (during the week before the school year starts) there will be *Assessment Conferences*. Each TT will also receive *Weekly Coaching* (i.e., IC-PD), which will be facilitated by a trained LC who will observe, model, and provide guidance on areas of concern. The Weekly Coaching will provide an opportunity to ensure that the lessons learned in the larger OTC-PD are effectively integrated into classroom instruction. Monthly, there will be a center-wide *Monthly Team Coaching* (MTC) meeting, scheduled for the second Wednesday of each month, where all TT will be brought together to follow-up on lessons learned during the OTC-PD, to expand on previously learned

theory, to introduce new content or strategies (as appropriate), and to provide peer support. Finally, all teachers will work with their assigned LC to develop a *Literacy Instruction Enhancement Plan* (LIEP). The LIEP will initially be created in the first month after formal literacy coaching begins and will be reviewed monthly and updated annually. The MTC will occur after school hours, resulting in the TT being provided extra duty pay. Substitutes will be provided to teachers, five per year, to allow them the opportunity to go and observe another classroom teacher's instructional approach. Any new SSELP staff will receive intensive individualized training and support from their assigned LC until they have caught up with their peers.

Teacher Mentoring: Recent research has noted that many LC are promoted classroom teachers who were identified as being good at their craft and with literacy instruction. However, these same researchers found that while these new LCs are exceptionally trained in how to educate a young child, few have the skills necessary to teach adults[57, 58]. Adult learning theory and practice is a unique field and good elementary school teachers, including preschool teachers, do not always make good higher education instructors. To help alleviate this concern, SSELP will provide, via contract, two LMs who will act as mentors to the LC. Thus, each LC will have *weekly mentoring* meetings with their respective LMs, have *Monthly Team Mentoring* meetings, and will attend three OTC-PD. The OTC-PD will focus on adult learning theory, how to be an effective coach, and how to develop adult growth plans. To build intellectual capital within the SSELP, OUSD will hire two LCs (one for Yuk Yau, Acorn Woodland, and Santa Fe; and one for Bella Vista and Tilden) who will both be OUSD employees assigned to SSELP. Since it is anticipated the LCs will be experienced pre-K teachers with limited adult education experience, SSELP will pair them with the two contracted LMs who will be experienced teachers **and** adult educators. SSELP will contact with *Education Alliance* (EA), a literacy consulting company, which specializes in

providing professional development training around early childhood literacy development. EA will provide the LMs who will utilize the *Push In – Phase Out*© (PI-PO) approach. The PI-PO approach provides a means for the SSELP to embed professional development into the school day and to develop intellectual capital within its own staff rather than relying, endlessly, on contractors and consultants. The PI-PO approach will work over the entire SSELP Grant period: In Year 1, the LM will assist the LC in modeling instructional practices and working with adult learners (i.e., teachers); in Year 2, the LM will observe the LC and make recommendations; in Year 3, the LM will periodically monitor and observe the LC. The LM position requirements will be rigid and will include: 1) at least 10 years early childhood teaching experience; 2) previous experience as an adult educator; 3) a Master's degree in education or special training in literacy curriculum and assessment; and 4) bi-literacy preferred - English and Spanish or Chinese. PI-PO means that as SSELP's federal funding ends, OUSD will have two fully-trained, experienced, LCs "in-house," plus an experienced pre-K teaching staff that can continue to implement the SSELP components and activities. Assessing the actual effectiveness of the LC will be the responsibility of the PC/SIC and the LM, who will use the *Literacy Coaching Fidelity Form* (LCF). The effectiveness of the LM will be evaluated by the PC/SIC using a *LM Assessment Form* (LMAF).

Purpose 5 – Screening reading assessments.

OUSD has developed a culture of data-driven instruction that is centered on its cycle *of inquiry*, which will be expanded under SSELP by utilizing the assessment data from the four types of assessments available to SSELP. Nilsson[59] notes that there are four primary types of assessments used in early literacy instruction: (1) Screening; (2) Diagnostic; (3) Classroom-based Progress Monitoring; and (4) Outcome Measures. Screenings, administered to all children, help identify children who may be at-risk of reading failure and who require diagnostic assessments.

Diagnostic assessments, administered to children who are found to be at-risk of reading failure based on the results of the screenings, or via in-classroom progress monitoring, are used to inform instruction and to identify specific instructional interventions. In-classroom progress monitoring is used by the teacher to assess the effect of the instructional approach and/or intervention. Outcome assessments determine the impact of an instructional approach on a group (i.e., aggregated) of students (see Evaluation Plan, below, for more details on outcome assessments). All SSELP students will be given screening assessments and will be provided ongoing in-classroom progress monitoring. Students whose assessments indicate that they may be at-risk of reading failure (e.g., Group Three students) will be provided a diagnostic assessment.

Initial screening and ongoing progress monitoring will ensure that teachers have the information they need for planning instructional approaches and that children who are in need of additional support services are quickly identified. All SSELP children will be screened within the first 30 days of school using the PALS Pre-K, PPVT-III (Note: SSELP understands that PPVT-IV is available; however, the Department of Education's Request for Application specifically calls for the use of the PPVT-III.), and the *Expressive Vocabulary Test* (EVT). These assessment screenings will be re-administered at the end of the school year.

In-classroom progress monitoring will include the use of the *Individual Growth and Development Indicators* (IGDI) from *Get It, Got It, Go,* which will be administered within the first 45 days of school and then again every eight weeks. In addition, all teachers will use the OCR's three built-in assessments for each OCR unit. (Note: The assessment total is 18.) The combination of screening and in-classroom progress monitoring provides information on all areas of early literacy targeted by SSELP (i.e., alphabetic knowledge, phonological awareness, oral language, comprehension, print concepts, and pre-writing). To assist the teachers in administering these

assessments, SSELP will use the LC, LM, SLP, and, as needed, Assessment Specialists. By utilizing the PI-PO approach to build OUSD's intellectual capital and institutional capacity, in future years the assessments will be conducted by the teachers. The PC/SIC, Ms. Catherine Miller, will work with teachers and the LC to interpret the results and to use the data to develop differentiated instructional strategies for identified children. For students identified as at-risk of reading failure and who fail to respond to the additional supports provided in Group Two, SSELP will utilize the *STAR Early Literacy Computer Adaptive Diagnostic Assessment* (STAR) for the required diagnostic assessment. The STAR results will help the teacher, LC, and SLP develop an *Individualized Literacy Development Plan* (ILDP) for each student in Group Three. Reliability and validity information on these assessment measures are shown in **Table 4**.

TABLE 4: ASSESSMENT INFORMATION

Type	Tool	Who/When	Reliability	Validity	Areas Assessed
Screening	PALS Pre-K[60]	All / Beginning and end of school.	0.75 - 0.93 internal consistency.	0.70 concurrent validity with COR.	Letter recognition; letter sounds; print & word awareness.
	PPVT-III[61]	All / Beginning and end of school.	0.92 - 0.98 internal consistency.	0.91 concurrent WISC III.	Receptive vocabulary / language.
	EVT[62]	All / Beginning and end of school.	0.90 - 0.98 internal consistency.	0.79 inter-correlations with PPVT – III.	Expressive vocabulary.
Progress Monitoring	IGDI's (Get It, Got it, Go)[63]	All / Beginning of school, then every 8 weeks.	0.44 - 0.78 alternative form; 0.67 test-retest.	0.56 - 0.75 with PPVT-III.	Word naming, beginning sounds, rhyme.
	OCR Lesson Assessments	All / 3 per unit or 24 per year.	N.A.	Lesson-based.	Knowledge and skill taught in lesson.
Diagnostic	STAR[64]	Group Three Students / As needed.	0.84 split-half; 0.63 retest; 0.85 generic.	0.60 uncorrected and 0.84 corrected concurrent validity.	General readiness; graphophonemic knowledge; vocabulary; comprehension.

Additionally, SSELP will use the *Home Literacy Parent Questionnaire* (HLPQ), which will be utilized to measure home support for literacy. The HLPQ was utilized in a longitudinal research project involving 37 low-income preschoolers and documented that measures of home support for literacy were significantly correlated with children's narrative production, emergent literacy, and receptive vocabulary. The IHLT will arrange for family activities with identified children at least 12 times per school year to work with parents, using the results of the HLPQ in developing an environment that supports literacy and reading. All SSELP assessments and tests meet established criteria for validity and reliability and have been determined suitable for 3-5 year olds in providing predictive factors of later success in school. Initial screening will be supervised and/or administered by the LCs, LMs, SLP, IHLT and Assessment Specialists. The LC will facilitate teachers/parent training and coordinate the implementation of all assessment processes, including the collection of the data, which will be used to plan individual and group literacy activities. The intensive PD training specific to each SSELP assessment instrument and strategy will be ongoing.

Selection Criteria 1, Factor 3: Coordination with other resources.

Teachers and parents agree that successful transitions pave the way for school success and that discontinuity between preschool and kindergarten programs poses problems and may negatively impact a child's school success[65]. OCR was selected by OUSD for SSELP because research supports OCR's integration with other K and up curriculum and because the OCR preschool curriculum can be directly linked to OUSD's current OCR K-5 program[66]. OUSD has intentional ongoing transition structures in place, including a *Transition Specialist* who works within the Complementary Learning Department in OUSD. This specialist, funded by First Five, Every Child Counts, coordinates a Kindergarten/Preschool Teacher collaborative that includes teachers from all OUSD schools and area Head Starts. Complementary Learning, an OUSD-wide initiative that

links all school resources, including pre-K centers attached to individual sites, provides leadership and support for transitioning students seamlessly between their pre-K to Kindergarten classrooms. Transitioning students within the Complementary Learning Model includes sharing curriculum and instructional practices between classrooms, reflecting on data on student achievement for benchmark skills in reading, math, and social interaction through local OCR assessments and the *Desired Results Developmental Profile-Revised* (DRDP-r), and transitioning parents into their roles in the Kindergarten environment. Current transition practices will improve as SSELP implements effective, research-based activities from the National Center for Early Development and Learning [NCEDL] Kindergarten Transition Project that include family, children, and preschool and elementary school staff. The communication generated by these transition activities will support coordination and continuity of services between OUSD's Preschools and Kindergartens, ensuring that what preschool children learn is aligned with what is expected in kindergarten. Additionally, SSELP leadership will work to partner with the Site Administrators from non-SSELP sites, Head Start programs, and other private child care programs. This partnership will allow non-SSELP staff (e.g., Head Start teachers, etc.) to share protocols and tools, visit SSELP centers, observe instruction, shadow the mentor teachers, attend instruction and lesson design meetings (as appropriate), and meet with the SSELP ERF teachers, thus expanding the impact of the SSELP to all areas of the City of Oakland.

2. QUALITY OF PROJECT PERSONNEL

OUSD supports the principals of equal opportunity and affirmative action in employment and education, is committed to diversification of all its divisions by race and gender, and recognizes that certain groups of people have traditionally been underrepresented in the field of education. Currently, OUSD has a diverse teaching staff. Approximately **50.0%** of all teachers are classified

as minorities. Based on this history, OUSD assures that in selecting staff, there will be no discrimination based on race, color, national origin, gender, age, or disability.

Selection Criteria 2, Factor 1: The qualifications of the project director.

[NOTE: Resumes for 5 key project personnel are in the Appendices.] OUSD, as a show of executive sponsorship for the SSELP, has assigned Ms. Lynne Rodezno, OUSD's Early Childhood Education Director, to be the SSELP Director. Ms. Rodezno brings 35 years of educational leadership and experience in the areas of administration, teaching, training, consulting, and research to SSELP. Ms. Rodezno has taught Pre-K and elementary school students and she has 16 years of experience as a Principal. Since 2004, Ms. Rodezno has been working for the Early Childhood Education Department. In her current capacity as the Director, Early Childhood Education for OUSD, she has been responsible for hiring all personnel, managing and overseeing of the department budget (including contracts and grants), providing support for site administrators via instructional and operational guidance and advice. Over the course of the past 3 years Ms. Rodezno has helped to implement and sustain several large projects, including a previous Early Reading First grant for five other OUSD sites (see vita in Appendix); thus, has the skills, experience, and talent to be a highly effective and efficient SPD.

Selection Criterion 2, Factor 2: The qualifications of key project personnel.

To assist Ms. Rodezno with program implementation, SSELP will promote Ms. Catherine Miller from the position of School Improvement Coach to the PC/SIC position. Ms. Miller has 12 years experience in education and educational consultation, including 3 years as the OUSD School Improvement Coach. Since the fall of 2005, Ms. Miller has guided OUSD's teaching staff in a cycle of inquiry around their program performance measures, including teaching how to create effective short-term goals, and leading all teachers within the designated sites through a data-

inquiry protocol using local curriculum-based data. Further, she has trained other Literacy Coaches in coaching strategies, as well as acting as a knowledge resource in early literacy content pertaining to phonological awareness, oral language development, concepts about print, and critical thinking (see vita in Appendix). The other key, non-contractor, SSELP personnel include the SSELP Teachers and the SSELP Instructional Assistants at each of the ERF Centers. As noted in Appendices C and D, all SSELP Teachers have their Bachelor's degree and average **21.0** years (**11.4** years, on average with OUSD) of experience. Instructional Assistants have, on average, **15.1** years of experience and 60.0% of them have at least an Associate's Degree and 80.0% are bi-lingual. The other key staff are the Literacy Coaches (who will be certified teachers with at least 10 years of experience) and a certified Speech and Language Pathologist, but these positions are not filled at the present time.

Selection Criterion 2, Factor 3: The qualifications of project consultants or subcontractors.

Project Consultants	
Name	**Brief Biography**
Veronica Bacigalupo, M.Ed., Literacy Mentor	Ms. Bacigalupo is bilingual in English and Spanish and has close to 15 years teaching experience. She holds a Master's Degree as an instructional specialist in reading and holds teaching endorsements in early childhood, elementary, and secondary education. She has been both a mentor and a coach to other teachers (see vita in Appendix).
Karen Kohler, M.Ed., Home Literacy Mentor	Ms. Kohler's Master's Degree is in Elementary Education. She has 10 years experience working with high-needs families living in "at-risk" environments and she is the co-author of an in-home parent literacy curriculum entitled *Together We Learn*™. Her curriculum has been successfully delivered to over 600 families living in at-risk environments (see vita in Appendix).
Dr. Anne Cunningham, Prof. Dev.	Dr. Cunningham serves as the U.C. Berkeley director of the Joint Doctoral Program in Special Education. She is known for her research in literacy development (see vita in Appendix).
Dr. Kyle Barrington, Evaluator	Dr. Barrington serves as the Principal Investigator, Literacy Development, for Zajonc Corporation. He has over 21 years of program evaluation experience with a special emphasis on child development and has taught reading and literacy courses at several colleges and universities (see vita in Appendix).

3. ADEQUACY OF RESOURCES

Selection Criterion 3, Factor 1: Relevance and demonstrated commitment of partners.

OUSD pre-K center staffs at Acorn Woodland, Santa Fe, Yuk Yau Annex, Bella Vista, and Tilden are excited about the opportunities made available under the SSELP. Each of these staff, including the center directors, have been involved in the development of SSELP and understand their roles and responsibilities if the project is funded, including the fact that SSELP must be fully operational by January, 1 2009. Specifically, OUSD pre-K staff understand that they will be responsible for adhering to the entire SSELP Plan, implementing OCR, administering screening and progress monitoring assessments (including using the Get It, Got It, Go software), working with the LC, and attending OTC-PD (see Appendix G for signed Stakeholder Support Letter).

Selection Criterion 3, Factor 2: Reasonableness of costs.

The SSELP is proposing to provide high quality pre-K educational services to approximately 624 pre-K students and their families over the course of the next 3 years. In doing so, the program will build the intellectual capital within OUSD pre-K Teachers and Instructional Assistants. Further, the SSELP believes it will be a national model for other urban, low-income, minority-majority communities to replicate. OUSD understands that providing a quality pre-K program is not inexpensive; however, the benefits of high quality pre-K programs are undeniable. The SSELP will improve pre-k students emerging literacy skills and will help to prepare them for long term educational success. Further, OUSD will have the institutional capacity and intellectual capital to sustain the SSELP services and activities well after federal funding ends. Additionally, the SSELP will utilize a comparison group evaluation design (see Evaluation section below for more details) which will allow SSELP to contribute to the growing body of research that has found pre-K programs highly effective at improving young children's emerging literacy[67]. In addition to the immediate rewards of seeing OUSD pre-K students achieving and learning, there are longer term

benefits. As noted in the well publicized report by Reynolds et al.[68] and by Barnett[69], "for every dollar invested in a high quality early childhood program, the direct and indirect economic benefits to the public total approximately $7.10 plus $.69 in reduced costs for remedial and special education." This means a $3,999,124 investment in OUSD's pre-K program will result in a cost savings of $31,153,176.

4. QUALITY OF THE MANAGEMENT PLAN

Selection Criteria 4, Factor 1: Adequacy of the management plan.

To help ensure the SSELP is fully implemented by January 1, 2009, SSELP developed the SSELP Logic Model (Table 5) that includes each of the SSELP Project's six goals and each goal's supporting objectives and the activities required to complete each activity. Additionally, the SSELP Logic Model specifies which staff is responsible for each activity and the benchmarks and timelines required to complete the objectives. This document, which has been approved by all key partners, will drive the implementation and evaluation of SSELP.

Selection Criteria 4, Factor 2: Feedback and continuous improvement

SSELP will utilize process evaluation techniques as one part of its evaluation design. The processes and procedures for gathering and analyzing progress data to ensure SSELP is meeting its goals is as follows: (1) Each week the PC/SIC will receive from each LC the number of students receiving screenings, progress monitoring, and diagnostic assessment; (2) Each week the PC/SIC will collect from each LC the number of hours of IC-PD that was provided to each teacher; (3) Each week the PC/SIC will collect the hours of OTC-PD attended by teachers; (4) Each month PC/SIC will collect the number of families served and the specific services provided; (5) Each month the PC/SIC will collect the number of students receiving SLP services and the hours of service provided each student; and (6) Each month the PC/SIC will review, approve, and then send the de-identified data to the Project Evaluator. Upon receipt of this data, the Evaluator

Goals	Objectives	Benchmark / Staff Responsible	Benchmark Indicators / Timeline
Goal 1 – Provide early language and reading development through instructional materials developed from scientifically - based reading research (SBRR).	**1.1.** To increase the number of letters of the alphabet that each OUSD pre-K SSELP student recognizes, compared to 2008-09 comparison group, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by the **PALS Pre-K *Upper Case Alphabet Recognition* subtest.** [GPRA Measure] **1.2.** To increase the phonological awareness of each OUSD pre-K SSELP student, compared to 2008-09 comparison group, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by the **PALS Pre-K *Letter Sounds* subtest.** **1.3.** To increase the oral language skills of each OUSD SSELP pre-K student, compared to 2008-09 comparison group, by 15%, 20%, and 25% in Years 1, 2, and 3, respectively, as measured by the **PPVT-III.** [GPRA Measure] **1.4.** To increase print and word awareness of each OUSD SSELP pre-K student, compared to 2008-09 comparison group, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by the **PALS Pre-K *Print and Word Awareness* subtest.** **1.5.** To increase the reading comprehension of each OUSD pre-K SSELP student,	1). Purchase Open Court Reading (OCR) pre-K for SSELP classrooms. / *SSELP Director*; 2). Provide professional development training on the implementation and use of OCR pre-K. / *Literacy Mentors and Literacy Coaches*; 3). Provide in-classroom coaching for OUSD pre-K staff on how to effectively implement OCR pre-K. / *Literacy Coaches*; 4). Provide in-classroom coaching for OUSD Pre-K staff on how to use student assessment data to differentiate instruction for each child / *Literacy Coaches, Literacy Mentors, and Teachers;* 5). Ongoing monitoring of OCR pre-K implementation. / *SSELP Coordinator*; and 6). Reporting on the needs identified by pre-K Staff, Literacy Coaches, and Literacy Mentors for the implementation of OCR pre-K. / *SSELP Evaluator*.	1). Date that baseline data are collected on each OUSD pre-K student in SSELP and in the comparison group (completed on or before December 15, 2008); 2). Date that training in OCR pre-K implementation begins (to start on or before December 8, 2008); 3). Date of receipt of OCR pre-K curriculum (to be completed by December 15, 2008); 4). Date that in-classroom literacy mentoring and coaching begins in support of OCR pre-K implementation (to start on or before January 1, 2009); 5). Number of hours of in-classroom mentoring/coaching each OCR pre-K teacher and classroom assistant receives on OCR pre-K implementation (to be collected monthly starting on or before January 1, 2009). 6). Number of hours OCR pre-K curriculum was utilized in each OCR pre-K classroom (to be collected monthly starting in December 2008). 7). OCR pre-K curriculum implemented with fidelity as measured by fidelity checks (to begin on or before January 31, 2009 and continue throughout the school year); and

	compared to 2008-09 comparison group, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by the **Assessment of Literacy and Language (ALL) – *Comprehension* subtest.**		8). SSELP teaching staff's satisfaction with professional development, in-classroom coaching, and the OCR pre-K curriculum as measured by the Professional Development Assessment Survey (PDAS) (starting in December 2008).
Goal 2 – Provide preschool-age children with cognitive learning opportunities in high quality language- and literature-rich environments.	**2.1.** To increase the use of books (i.e., print material) by OUSD pre-K students, compared to Fall 2008 baseline data, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by **ELLCO's Literacy Environment Checklist – Books subset (i.e., *Book Area, Book Selection and Book Use*).** **2.2.** To increase the access to, and use of, writing materials by OUSD pre-K students, compared to Fall 2008 baseline data, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by **ELLCO's Literacy Environment Checklist – Writing subset (i.e., *Writing Materials* and *Writing Around the Room*).** **2.3.** To increase the language and literacy environments of the OUSD pre-K classrooms, compared to Fall 2008 baseline data, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by **ELLCO's Classroom Observation Survey** (all remaining subsets). **2.4.** To increase the language-rich	1). Complete baseline assessment of each OUSD pre-K classroom and comparison group classroom. / *Literacy Mentors, Literacy Coaches, Teachers,* and *Assessment Specialists*; 2). Provide professional development training on how to develop and maintain high quality language- and literature-rich environments by equipping each OUSD pre-K classroom with appropriate language and literacy materials and supplies. / *Literacy Coaches* and *Literacy Mentors*; and 3). Provide in-classroom coaching for OUSD pre-K staff on how to maintain high quality language- and literature-rich environments. / *Literacy Coaches.*	1). Date that baseline data are collected from each OUSD pre-K student and comparison group student (to be completed on or before December 15, 2008); 2). Date that training in developing and maintaining language- and literature-rich environments begins (to start on or before December 8, 2008); 3). Date that in-classroom literacy mentoring and coaching begins in support of language- and literacy-rich classroom environments (to start on or before January 1, 2009); 4). Number of hours of in-classroom coaching each OCR pre-K teacher and classroom assistant receives on ways to develop and maintain high quality language- and literature-rich classroom environments (to be collected monthly starting on or before January 1, 2009); 5). Date that final OUSD pre-K classroom environment assessments are completed (to be completed during the month of May 2009); and

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	environments of the OUSD pre-K classrooms compared to the Fall 2008 baseline data, by 5%, 10%, and 15% in Years 1, 2, and 3, respectively, as measured by the **ECERS-R**.		6). SSELP teaching staff's satisfaction with professional development, in-classroom coaching, and the OCR pre-K curriculum as measured by the PDAS (starting in December 2008).
Goal 3 – Enhance children's language, cognitive, and early reading skills through professional development for teachers.	**3.1.** To increase the number of OUSD pre-K teachers and classroom assistants, compared to Fall 2008 baseline data, who receive high-quality, continuous, and intensive, professional development training on early language, print awareness, and research-based teaching strategies, by 100%, 100%, and 100% in Years 1, 2, and 3, respectively, as measured by the **Professional Development Assessment Survey** (PDAS). **3.2.** To increase the use of scientifically-based reading research during classroom instruction time by OUSD pre-K SSELP teachers and classroom assistants, compared to Fall 2008 baseline data, by 50%, 60%, and 75% in Years 1, 2, and 3, respectively, as measured by **Classroom Literacy Instructional Rubric** (CLIR).	1). Complete baseline assessment of each OUSD SSELP pre-K classroom teacher. / *Literacy Coaches and Teachers*; 2). Provide professional development training on how to use SBRR in the classroom. / *Literacy Coaches* and *Literacy Mentors*; 3). Provide in-classroom coaching for OUSD SSELP pre-K teachers on how to use SBRR in the classroom. / *Literacy Coaches*; 4). Literacy Mentors work with the Literacy Coaches on how to model SBRR practices and on how to effectively coach adult learners. / *Literacy Mentors* and *Literacy Coaches*; and 5). Assess improvement in the use of SBRR during classroom instruction time by each OUSD SSELP pre-K classroom teacher. / *Literacy Coaches*.	1). Date that baseline CLIR data are completed (to be completed on or before December 8, 2008); 2). Date that high-quality, continuous, and intensive, professional development training on early language, print awareness, print-rich environments and research-based teaching strategies begins (to start on or before December 8, 2008); 3). Date that in-classroom literacy mentoring and coaching begins (to start on or before January 1, 2009); 4). Number of hours of in-classroom coaching each OCR pre-K teacher and classroom assistant receives (to be collected monthly starting on or before January 1, 2009); 5). Date that final CLIR data are completed (to be completed during the month of May 2009); and 6). SSELP teaching staff's satisfaction with professional development and in-classroom coaching as measured by the PDAS (starting in December 2008).
Goal 4 - Use screening	**4.1.** To increase the number of OUSD pre-K students receiving screenings to identify literacy strengths and weaknesses,	1). Complete baseline assessment of number of students screened for reading difficulty / *SSELP*	1). Date that baseline screening assessment data on OUSD pre-K students are completed (to be

assessments to effectively identify preschool children who may be at risk for reading failure.	compared to Fall 2008 baseline data, by 100%, 100%, and 100% in Years 1, 2, and 3, respectively, as measured by the number of students who are screened for reading difficulties using the ***PALS Pre-K, PPVT-III*, (EVT)**, and the ***ALL***. **4.2.** To increase the number of OUSD pre-K students identified as at risk of reading failure who receive access to individualized, intensive instruction, compared to Fall 2008 baseline data, by 75%, 100%, and 100%, in Years 1, 2, and 3, respectively, as measured by the number of students who receive individualized, differentiated instruction based on each student's ***Individualized Literacy Development Plan* (ILDP)**. **4.3.** To increase the number of OUSD pre-K students identified as being at risk of reading failure who receive speech and language pathology (SLP) services, compared to Fall 2008 baseline data, by 50%, 60%, and 70% in Years 1, 2, and 3, respectively, as measured by the number of students who receive SLP services.	*Coordinator*; 2). Complete diagnostic assessments on all OUSD SSELP pre-K students who were "at-risk" based on screenings. / *Literacy Mentors* and *Assessment Specialists*; 3). Provide professional development training on how to screen and utilize results from the screening assessments. / *Literacy Mentors and Literacy Coaches*; 4). Provide in-classroom coaching for pre-K teachers on how to use information from the reading screenings to generate an ILP and how to provide individualized, differentiated instruction for students. / *Literacy Coaches*; 5). Students diagnosed with speech and/or language issues are referred for SLP services; 6). Literacy Mentors work with the Literacy Coaches on how to (a) improve SSELP pre-K teachers' use of screening data; (b) differentiate instruction based on results of screening practices; and (c) effectively coach adult learners. / Literacy *Mentors* and *Literacy Coaches*;	completed on or before December 8, 2008); 2). Date that initial training in using and scoring screenings assessments to identify literacy strengths and weaknesses begins (to start on or before December 8, 2008); 3). Date that in-classroom literacy coaching begins on using screening assessments to differentiate instruction (to start on or before January 1, 2008); 4). Number of hours of in-classroom coaching each SSELP pre-K teacher receives on using screening assessments to create each student's ILP (to be collected monthly starting in December 2008); 5). Number of hours of in-classroom coaching each SSELP pre-K teacher receives in how to effectively differentiate instruction (to be collected monthly starting in December 2008); and 6). SSELP teaching staff's satisfaction with professional development and in-classroom coaching as measured by the PDAS (starting in December 2008).

		7). Teachers provide in-classroom coaching on how to use progress monitoring (formative assessments) to gauge student progress; and 8). Assess improvement in the use of screening data to create individualized, differentiated instruction. / *Literacy Coaches* and *Teachers*.	
Goal 5 – Provide for family participation and learning.	**5.1.** Increase the amount of time parents read to their children by 25%, 30%, and 40%, in Years 1, 2, and 3, respectively, as measured by the *Home Literacy Parent Questionnaire* (HLPQ). **5.2.** Increase parents' knowledge and understanding of how to improve their children's emerging literacy skills by 30%, 45%, and 55%, in Years 1, 2, and 3, respectively, as measured by the HLPQ. **5.3.** Increase parents' satisfaction with the Family Literacy Resource Center (FLRC), the SSELP in-home services, and the SSELP Family Events by 25%, 30%, and 35%, in Years 1, 2, and 3, respectively, as measured by the *Participant Assessment Form* (PAF).	1). Establish a Family Literacy Resource Center (FLRC) at each SSELP site. / *SSELP Coordinator*; 2). Ensure each FLRC has appropriate supplies and materials. / SSELP *In-Home Coordinator*; 3). Conduct home visits, as needed, to assist parents in supporting their children's emerging literacy skills. / SSELP *In-Home Coordinator*; and 4). Plan and conduct at least four SSELP Family Events each year. / SSELP *In-Home Coordinator*.	1). Date that a FLRC is created and fully supplied at each SSELP site (to be completed on or before January 1, 2009); 2). Number of parents and hours of use at each FLRC is collected (to be ongoing with hours and attendance reported monthly beginning in January 2009); 3). Date(s) that scheduled and publicized SSELP Family Events are conducted (one SSELP Family Event is to be held in January, March, May, and in September 2009); 4). Number of hours of SSELP services provided in-home via home visits by the SSELP In-Home Coordinator (hours will be tracked and reported monthly starting in January 2009); 5). Parent satisfaction with the FLRC, the SSELP in-home services, and the SSELP Family Events as measured by the PAF (administered each month at the FLRC and after each Family

			Event).
Goal 6 – Ensure that all SSELP children and families experience successful transitions to Kinder-garten.	**6.1.** Increase the number of OUSD SSELP pre-K students who visit their Kindergarten classroom(s) by 75%, 85%, and 95% in Years 1, 2, and 3, respectively, as measured by the *Child and School Connections* surveys. **6.2.** Increase the number of OUSD SSELP pre-K teachers who share screening and assessment information with Kindergarten teachers prior to the start of Kindergarten by 65%, 75%, and 85% in Years 1, 2, and 3, respectively, as measured by the *Program Connections* surveys. **6.3.** Increase the number of parents attending parent/teacher conferences where parents can speak with their child's SSELP pre-K teacher and their prospective Kindergarten teacher by 50%, 60%, and 70% in Years 1, 2, and 3, respectively, as measured by the *Parent and School Connections* surveys.	1). Design, publicize and approve a Kindergarten Transition Plan (KTP). / *SSELP Director*; 2). Ensure each SSELP site prepares a "year end" schedule that includes the KTP. / *SSELP Coordinator*; 3). At each SSELP site prepare, publish, publicize, and follow the *Child and School Connections* schedule. / *SSELP Coordinator and Site Administration*; 4). At each SSELP site prepare, publish, publicize, and follow the *Parent and School Connections* schedule. / *SSELP Coordinator and Site Administration*; and 5). At each SSELP site prepare, publish, publicize, and follow the *Program Connections* schedule. / *SSELP Coordinator and Site Administration.*	1). Date that the KTP is approved (to be completed on or before January 1, 2009); 2). Date that "year end" schedule at each SSELP site is confirmed to reflect the activities approved in the KTP (to be completed at each SSELP site on or before February 1, 2009); 3). Date that the three required schedules (i.e., *Child and School Connections, Parent and School Connections,* and *Program Connections*) at each SSELP site are confirmed as completed and that activities are ready to begin (schedules are to be confirmed so that activities begin no later than May 22, 2009); and 4). Date that teachers' and parents' satisfaction with the KTP is confirmed as measured by the KTP Satisfaction Survey (the KTP Satisfaction Survey will be assessed no later than May 30, 2009).

will complete a monthly assessment report that will show how SSELP is making progress toward meetings its goals and objectives (as outlined in the SSELP Logic Model). The Evaluator will utilize both quantitative and qualitative assessment techniques and analyses and, where possible, will compare all results to the comparison group. Further, each quarter the Evaluator will write and distribute a quarterly assessment that will include an overview of how SSELP is being implemented, how it is meeting its goals, its progress

toward achieving the required GPRA Performance Measures, and, if needed, options for improvement. Utilizing this type of active formative assessment process will ensure continuous feedback and the best opportunity for continuous program improvement. To ensure that the results of the various evaluation reports are not overlooked, the Evaluator will present monthly reports to the *Management Team* (MT), which is comprised of the SPD, the PC/SIC, Site Directors, LM, LC, and the IHLM. At each meeting the Evaluator will present a monthly update of progress made, obstacles encountered, and an overview of all benchmarks and the progress made toward achieving them. As identified in the SSELP Logic Model, the report will include the number of assessments completed, number of hours of services provided, participation rates at IC-PD and OTC-PD, results of focus groups, and other key metrics. Additionally, any results from fidelity checks, environmental rating scores, and other key evaluation data will be presented.

To ensure Site level sponsorship, the SSELP will establish an ERF Center-based Advisory Committee (CBAC) at each site. The CBAC will meet at least three times each year to review the results of assessments, receive feedback on implementation issues, and to review any unanticipated consequences since the Program began. The OUSD has found that meeting at least every 4 months is an important part of maintaining site sponsorship of any program, which is essential if long-term, systemic changes are to occur. The CBAC will be comprised of the Site Director, at least one selected SSELP Teacher, at least one selected SSELP Instructional Assistant, two selected parents, the LC assigned to the ERF Site, and the Evaluator. Results of each of these meetings will be presented to the MT at the next monthly meeting to provide feedback from each ERF Center and to guide future decision-making in regards to future directions.

Selection Criteria 4, Factor 3: Time commitments of key project personnel.

The number of SSELP hours per week for the key SSELP personnel are as follows: (1) Ms.

Rodezno, *SSELP Director*, 4; (2) Ms. Miller, *PC/SIC*, 32; (3) *Literacy Coaches* (two; to be hired), 40; (4) Ms. Bacigalupo, *Literacy Mentor*, 40; (5) a part-time, second *Literacy Mentor* (to be hired), 20; (6) *Speech and Language Pathologist* (to be hired), 40; (7) Karen Kohler, *In-Home Literacy Mentor*, 40; and (8) Dr. Barrington, *Evaluator*, 15.

5. QUALITY OF THE PROJECT EVALUATION
Selection Criteria 5, Factor 1: Evaluation methods are thorough, feasible, and appropriate.

The project evaluation will address six research questions: (1) To what extent did the implementation of SSELP follow the SSELP Logic Model (i.e., implemented as it was intended)?; (2) To what extent did participants (e.g. students, parents, teachers, instructional assistants, site directors, etc.) receive the intended intensity and duration of services?; (3) How many participants utilized different SSELP services?; (4) To what extent were SSELP participants satisfied with the services received?; (5) To what extent did SSELP services result in improved outcomes?; and (6) To what extent did participants receiving SSELP services improve their desired outcomes compared to non-SSELP participants?

To answer these questions the SSELP Evaluator will utilize formative and summative evaluation procedures and methods that are linked with the SSELP Logic Model found in Table 5, above. The SSELP Logic Model details the sources of data for measuring SSELP progress and achievement of each goal and objectives. The data sources detailed in the SSELP Logic Model include both quantitative and qualitative data collection processes. Each type of instrument, whether quantitative (e.g., PALS Pre-K, etc.) or qualitative (e.g., classroom observation, satisfaction surveys, etc.), are integrated into a comprehensive and coherent evaluation plan for each goal. All instruments have been described (see Criterion 1, Purpose 3, 4, and 5) and the instruments and processes in place ensure that SSELP will be able to collect and report on all of the desired goals and objectives, including the required *GPRA Performance Measures* as required

by the ERF Grant. Additionally, to add value and rigor to the evaluation design, SSELP will utilize quasi-experimental research design techniques by incorporating a comparison group (i.e., OUSD students' not receiving SSELP services) of similar students at nearby, OUSD learning centers so that SSELP participants can be compared with students who did not participate. The outcome data assessment will be the ELA benchmark assessments (which are linked to the California Department of Education standards). Data will be collected, by the Evaluator, as children enter Kindergarten and as they move into 1st, 2nd and 3rd grade. Using OUSD's demographic data will ensure that students are matched in terms of gender, age, ethnicity, and socioeconomics. The match groups will be followed for 4 years.

Selection Criterion 5, Factor 2: Evaluation produces quantitative and qualitative data.

The Evaluation Design detailed in *Logic Model*, above, addresses the use of objective performance measures that are clearly related to the intended outcomes of the ERF Project and Grant. SSELP will use information from all assessments and evaluation measures to produce both quantitative and qualitative data. Quantitative data will include the results of the instruments detailed in *Criterion 1, Purpose 3, 4 and 5*. Qualitative data will include teacher and LC/LM surveys, focus group discussions, the short answer portions of the HLPQ, satisfaction surveys, and the CLIRs. Since SSELP's Evaluation Plan produces both quantitative and qualitative data, Dr. Barrington and his team will employ a mixed-methods design. A factorial ANOVA will be used to analyze the data because the quantitative data is being used to analyze the differences between multiple independent groups (i.e., SSELP students and comparison group students across several years), and because there are multiple independent variables (i.e., group and year), a factorial ANOVA will be used. The qualitative component of this research study will be analyzed using data coding and theme analysis.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **8616-Mandatory_03_OUSD_APPX_FINAL_SENT.pdf**

Attachment 2:
Title: Pages: Uploaded File: **766-OUSD_Approved_Indirect_Cost_Rate.pdf**

Attachment 3:
Title: Pages: Uploaded File: **3965-Key_Staff_Resumes_CV.pdf**

Attachment 4:
Title: Pages: Uploaded File: **9392-Staff_Signature_Pages_Scanned.pdf**

Attachment 5:
Title: Pages: Uploaded File: **6105-OUSD_ENDNOTES_APPEND_F_FINAL.pdf**

APPENDIX A

ADDRESSES AND AVERAGE DAILY ATTENDANCE OF EACH CAMPUS							
Campus	Street Address	City	State	Zip	Telephone	Average Daily Attendance (ADA)	Percent At-Risk Students (PAS)
Acorn Woodland	1025 – 81st Ave	Oakland	Ca	94621	510-635-1997	**93%**	**100%**
Santa Fe	5380 Adeline Street	Oakland	Ca	94608	510-879-0837	**89%**	**100%**
Yuk Yau Annex	314 E. 10th Street	Oakland	Ca	94606	510-879-0821	**93%**	**100%**
Bella Vista	2410- 10th Avenue	Oakland	Ca	94606	510-879-1657	**95%**	**100%**
Tilden	4655 Steele Street	Oakland	Ca	94619	510-879-0841	**90%**	**100%**

APPENDIX B

CURRENT ENROLLMENT INFORMATION DEMOGRAPHICS FOR SSELP*																	
Campus	Age		Ethnicity				Gender		Poverty		ELL	Disabilities	Hours			Funding Source	Instructional Program
	3 yr	4 yr	AA	H	W	O	M	F	Above	Below	#	#	H/D	D/W	M/Y		
Acorn Woodland	10	38	5	43	0	0	24	24	0	48	43	1	3**	5	10	State Funding	Open Court Reading for Preschool
Santa Fe	8	16	19	1	0	4	14	10	0	24	5	4	9.5	5	12	State and Federal Block Grants	Open Court Reading for Preschool
Yuk Yau Annex	19	29	0	2	0	46	25	23	0	48	48	2	9	5	12	State and Federal Block Grants	Open Court Reading for Preschool
Bella Vista	17	51	4	1	0	63	40	28	0	68	63	4	9	5	12	State and Federal Block Grants	Open Court Preschool Literacy Program
Tilden	7	13	12	6	0	2	9	11	0	20	4	6	3**	5	10	State Preschool	Open Court Preschool Literacy Program
Totals	**61**	**147**	**40**	**53**	**0**	**115**	**112**	**96**	**0**	**208**	**163**	**17**					

* **Age** – Age of students as of 08-01-2007: **AA** – African American: **H** – Hispanic: **W**- White: **O** – Other: **Poverty Below** – Number who qualify for free or reduced lunch: **ELL** – English Language Learner: **H/D** – Hours per day: **D/W** – Days per week: **M/Y** – Months per year: **Funding Source** – Source of funding for the existing pre-K program (i.e., State Funds, Title I, etc.): **Instructional Program** – Current pre-K program literacy or reading curricula.

** These two programs (Acorn Woodland and Tilden) will be full day programs (i.e., 9 hours a day) starting in the 08-09 school year.

APPENDIX C

TEACHER DEMOGRAPHIC INFORMATION*						
Classroom	Campus	Bachelor's	Bilingual	Certified Teacher	Years of Teaching Experience	Years of Experience at Campus
1	Acorn Woodland	Yes		Yes	15.0	2.0
2	Santa Fe	Yes			16.0	2.0
3	Yuk Yau Annex #1	Yes	English/Chinese		27.0	27.0
4	Yuk Yau Annex #2	Yes			23.5	23.5
5	Yuk Yau Annex #3	Yes			20.0	17.0
6	Bella Vista #1	Yes			28.0	11.0
7	Bella Vista #2	Yes		Yes	15.0	3.0
8	Bella Vista #3	Yes			19.0	2.0
9	Bella Vista #4	Yes			24.0	24.0
10	Tilden	Yes			22.0	2.0
TOTALS or AVERAGE		**10**	**1**	**2**	**21.0**	**11.4**

* **Classroom** – Note that a campus may have more than one classroom: **Bilingual** – Teacher fluent in multiple languages: **Certified Teacher** – Teacher certified by California Department of Education: **Years of Experience at Campus** – Teacher's years of experience teaching at currently assigned campus.

PR/Award # S359B080011

APPENDIX D

INSTRUCTIONAL ASSISTANTS DEMOGRAPHIC INFORMATION*						
Classroom	Campus	Associates Degree / CDA	Bachelor's	Bilingual	Years of Teaching Experience	Years of Experience at Campus
1	Acorn Woodland	No	No	English/Spanish	15.0	2.0
2	Santa Fe	No	No	N/A	16.0	3.0
3	Santa Fe	No	No	English/Chinese	16.0	10.0
4	Santa Fe	No	No	N.A	13.0	2.0
5	Yuk Yau	No	No	English/Chinese	27.0	27.0
6	Yuk Yau	Yes	No	English/Chinese	7.0	7.0
7	Yuk Yau	Yes	No	English/Chinese	8.0	8.0
8	Yuk Yau	Yes	No	English/Chinese	14.0	14.0
9	Yuk Yau	Yes	No	English/Chinese	25.0	25.0
10	Bella Vista	Yes	No	English/Chinese	8.0	8.0
11	Bella Vista	Yes	No	English/Cambodian	12.0	12.0
12	Bella Vista	Yes	No	English/Chinese	12.0	10.0
13	Bella Vista	Yes	No	English/Chinese	13.0	13.0
14	Bella Vista	No	No	N/A	33.0	33.0
15	Tilden	Yes	No	English/Vietnamese	8.0	8.0
TOTALS or AVERAGE		**15**	**0**	**12**	**15.1**	**12.1**

* **Instructional Assistant**– Note that a campus may have more than one classroom: **Bilingual** – Instructional Assistant fluent in multiple languages: **Years of Experience at Campus** – Instructional Assistant's years of experience teaching at currently assigned campus.

PR/Award # S359B080011

APPENDIX E

CAMPUS DISTINCTIONS

Awards and Recognitions

All OUSD Pre-K sites are accredited by the **California Department of Education** and each site must maintain accreditation annually:

Acorn Woodland Child Development Center

1. Site received Family Literacy Grant for creation of a half and full day preschool program with a Family Literacy component.
2. Site received funding to implement Raising a Reader.
3. Nutrition Education partnership with UC Davis and the Alameda County Health Department.

Santa Fe Child Development Center

1. Site received Family Literacy Grant for creation of a half day preschool program with a Family Literacy component.
2. Site received Raising a Reader implementation funding.
3. Site is partnering with the Elementary School to implement an early mental health component through an outside grant written by the elementary school.
4. Nutrition Education partnership with UC Davis and the Alameda County Health Department.
5. Received funding from the Bring Me a Book Foundation to create a center based library and conduct parent literacy activities on site.

Yuk Yau Annex

1. Site received a grant for additional ECERS training with the extension component.
2. Site is scheduled to be rebuilt as part of the school district's new pre-K through 12th grade Educational Complex.
3. Nutrition Education partnership with UC Davis and the Alameda County Health Department.
4. Site received *Raising a Reader* implementation funding.
5. Received funding from the Bring Me a Book Foundation to create a center based library and conduct parent literacy activities on site.

Bella Vista

1. Site was recognized for API growth during the 2006-07 academic year by OUSD.
2. Site and its Child Development Center are participating in a transition pilot designed to support families, children, and the school as children progress from preschool into Kindergarten. These efforts are support by OUSD's transition specialist and the First Five-Every Child Counts of Alameda County.
3. The site's Child Development Center partners with Asian Mental Health Services and Jewish Community Services to provide services to families. They also partner with the Luna Kids Dance program and with the Museum of Children's Art (MOCHA.), an Integrated arts program for preschool and school age children.
4. Site partners with the United Way to implement Raising a Reader.
5. Site partners with the Aspire Education Project to implement Community Reading buddies twice a week.
6. Nutrition Education partnership with UC Davis and the Alameda County Health Department

Tilden

1. Site provides services to special needs children in grades preschool through second grade.
2. Many community agencies partner with Tilden and its programs: the Luna Kids Dance program, the Museum of Children's Art (MOCHA), and Stagebridge Storytellers.
3. The site's Parent Education Classes are designed to teach technology skills to parents and children.
4. Tilden CDC partners with the OUSD Special Education Dept. Preschool program to mainstream children in the CDC classroom each day.

OUSD Approved Indirect Cost Rate

NOTE: The California Department of Education Posts the Approved Indirect Cost Rate for Each District on their Website at http://www.cde.ca.gov/fg/ac/ic/documents/icr0405to0809r.xls the following is from that website showing the District's Approved Rate for 2008-2009

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 CA= Common Administration

D = District J = Joint Powers Agency

				APPROVED RATES				
				For use with state and federal programs, as allowable, in:				
				2004-05	2005-06	2006-07	2007-08	2008-09
County Code	LEA Code	Type**	LEA Name	(based on 2002-03 expenditure data)	(based on 2003-04 expenditure data)	(based on 2004-05 expenditure data)	(based on 2005-06 expenditure data)	(based on 2006-07 expenditure data)
01	10017	C	Alameda County Superintendent	9.96%	8.28%	8.43%	8.97%	9.22%
01	40402	J	Mission Valley ROC/P	0.00%	0.00%	0.00%	0.00%	0.00%
01	40410	J	Tri-Valley ROP JPA	0.00%	0.00%	0.00%	0.00%	0.00%
01	40428	J	Eden Area ROP JPA	0.00%	0.00%	12.98%	14.13%	0.00%
01	40501	J	Oakland-Emery-Piedmont-Alameda ROP	0.00%	0.00%	0.00%	0.00%	0.00%
01	61119	D	Alameda City Unified	6.55%	4.91%	2.93%	2.84%	3.22%
01	61127	D	Albany City Unified	6.44%	2.35%	3.94%	3.77%	4.42%
01	61143	D	Berkeley Unified	6.01%	5.61%	7.82%	7.29%	6.79%
01	61150	D	Castro Valley Unified	3.80%	4.53%	5.65%	5.08%	4.43%
01	61168	D	Emery Unified	9.99%	11.48%	6.38%	2.50%	6.67%
01	61176	D	Fremont Unified	6.45%	4.01%	2.75%	4.16%	4.70%
01	61192	D	Hayward Unified	6.54%	4.11%	4.88%	4.67%	4.59%
01	61200	D	Livermore Valley Joint Unified	5.50%	6.47%	3.03%	3.31%	5.39%
01	61218	D	Mountain House Elementary	2.44%	7.99%	4.93%	4.77%	4.93%
01	61234	D	Newark Unified	8.06%	7.04%	11.87%	5.74%	2.87%
01	61242	D	New Haven Unified	3.29%	4.04%	4.39%	3.71%	4.12%
01	61259	D	Oakland Unified	3.45%	6.49%	6.28%	6.04%	6.00%

Lynne Rodezno
Lynne.Rodezno@ousd.k12.ca.us

Professional Experience

1973 - Present **Oakland Unified School District**
Oakland, California

2007 – Present **Director, Early Childhood Education**
Responsible for hiring all personnel. Manage and oversee department budget including State and Federal contracts and all grants received. Support site administrators by providing instructional and operational guidance/advice. Develop leadership of staff; mentor, supervise, coach, direct and evaluate personnel. Direct activities between sites and service divisions providing instructional, operational and community support services; provide problem-solving and conflict resolution support concerning over all operational and instructional issues related to the Early Childhood Department. Interface and attract resources from the community to support program goals..

2004 – 2007 **Coordinator, Early Childhood Education**
Responsible for planning, organizing, and coordinating the Early Childhood Education program. Maintain oversight of the personnel practices and staffing ratios within the department including work with all labor organizations. Plan parent education activities and coordinate communication efforts between the community and the department. Oversee curriculum planning and implementation of the instructional program. Serve as the Community Care Licensing agent and Appeals Hearing Officer for the Oakland Unified School District's child development centers.

1993 – 2004 **Principal, Redwood Heights Elementary School**
Responsible for hiring, supervising, and evaluating all staff at the site. Accountable for financial planning which included implementation of Results Based Budgeting, grant writing, and fundraising. Oversight of curriculum implementation and all programs supporting instruction. Development of teacher training and parent education workshops. Collaboration and articulation with parent groups and community organizations. Preside over all modernization projects.

1989 – 2003 **Principal, Whittier Year Round School**
Oversight and management of budget and curriculum implementation for Title 1, ESEA, Bilingual Programs and Healthy Start grant. Hire, supervise, and evaluate District staff and consultants. Facilitate SSC, SAC, and BAC. Implement transition from traditional K – 6 elementary school program to multi-track year round K – 6 school.

1987 – 1989 **Assistant Principal, Lockwood Elementary School**
Support Principal with staffing, evaluations, professional development, and parent partnerships. Oversight of budget expenditures and curriculum development for preschool through grade 6

programs.

1986 – 1987 **Curriculum Assistant, Longfellow Elementary School**
Responsible for curriculum design and delivery of instruction, program assessment, and staff development including management of two supplementary skills teachers.

1984 – 1986 **Supplementary Skills Teacher, Longfellow Elementary School**
Responsible for planning and implementing the supplemental reading and language arts program for Children in grades 1 – 6.

Professional Experience (continued)

1980 – 1984 **Classroom Teacher, Longfellow Elementary School**
Responsible for planning and implementing the instructional program for primary grade children using clinical teaching and supervision.

1973 – 1980 **Preschool/School Age Teacher, OUSD Child Development Program**
Preschool and school age curriculum design and implementation for children ages 2 – 12 years old. Oversight and scheduling of staff; teacher in charge.

EDUCATION

Ongoing	University of California, Berkeley; California State University, San Francisco; Continuing Education
1977 – 1978	Pepperdine University, Los Angeles; School of Business and Administration, M. A.
1975 – 1977	University of California, Berkeley: Standard Early Childhood Education Credential
1970 – 1973	California State University, Chico: English and Recreation Administration, B.A.
1968 – 1970	University of San Francisco, San Francisco

CREDENTIALS

Administrative Services Credential
Standard Early Childhood Education Credential, Lifetime
Masters Degree School Business and Administration

PROFESSIONAL and COMMUNITY ACTIVITIES

"Quality Immersion Programs"' Panelist, San Francisco Unified School District

Marcus Foster Institute Grant recipient for literature
OUSD Administrative Internship Program, Intern and Mentor
Parent Volunteer San Francisco Unified School District
Co-Project Director, Early Reading First Grant, Centers of Instructional Excellence

AFFILIATIONS

Association of California School Administrators
East Bay Zoological Society
Sierra Club

Catherine Miller

Professional Experience

Fall 2005-Present

Professional Development Facilitator
Early Childhood Education Program
Oakland Unified School District
Responsibilities: Coach and facilitate cycles of inquiry for the early childhood network site administrators. Lead professional development (PD) series on observational assessment techniques and practicum focused on program level student achievement targets. All PDs are delivered within the context of professional learning communities. Established a district-to-classroom level strand of cascading data-based goals and led all administrators in a cycle of inquiry to investigate student data and create and reach reasonable short-term goals. These PLCs also serve to deepen administrator's understanding of the role of learning communities and support them in establishing learning communities at their sites.

Fall 2005-Present

Early Reading First Coaching Coordinator
Early Childhood Education Program
Oakland Unified School District
Responsibilities: Guide Early Reading First coaches in a cycle of inquiry around their program performance measures, including teaching how to create effective short-term goals, how to create measurement instruments, like observation rubrics and other data collection tools, and leading all teachers within the grant sites through a data-inquiry protocol using local curriculum-based data. Coordinate with the external evaluator group for ongoing collaboration in report writing and program modification. Train ERF coaches in coaching strategies, how to provide effective professional development adult learners, as well as acting as a knowledge resource in early literacy content pertaining to the grant (phonological awareness, oral language development, concepts about print and critical thinking). Develop and present ongoing professional development in oral language and phonological awareness to all ERF teachers and coaches.

2005-Present

Evaluation and Research Consultant
Early Childhood Education Program
Oakland Unified School District
Responsibilities: Distributed, collected and analyzed all student achievement data for the program. Present and facilitate instructional conversations based on student data for all site administrators. Eased the process of data collection and analysis by converting paper-based assessments to computer-readable forms. Coordinated the design and implementation of data reflection tools intended to facilitate teacher differentiated instruction. Created a paper-based protocol for local literacy curriculum assessments to allow teachers to immediately reflect and plan on unit assessment data.

2002 - 2005

School Improvement Coach (K-8)
Division of Accountability for Teaching and Learning
Instructional Services
Oakland Unified School District

Responsibilities: Support teachers and administrators in the Oakland School District understand and work with student achievement data from both standardized and non-standardized assessments. Tutored school staff in how to analyze data, design simple and authentic assessment materials, discern between useful and irrelevant data, and implement methodical systems for data collection by creating protocols for sites to refer to as they learned to evaluate and analyze student data independently. Participated in school improvement committee work at school sites. Evaluated interventions and documented best practices at each assigned site using quantitative and qualitative methods.

Professional Teaching Experience –
Composition and Reading

Spring, Fall 2004
Spring 2005
English 826: Basic Writing Skills
Canada College

Summer 2004
ENGL 846 READING AND WRITING CONNECTIONS (5 units)
Skyline Community College, San Bruno

Fall 2002,
Spring, Fall 2003
Spring, Fall 2004
Speed and Critical Reading (3 units-transferable to a university)
Mission College, Santa Clara

Fall 2002
Spring, Fall 2003
Fall 2003
Academic Reading Strategies (3 units)
Skyline Community College, San Bruno
Canada College, Redwood City

Fall 2002
Reading Improvement (3 units)
Skyline Community College, San Bruno
Canada College, Redwood City

Spring 2001
Fall 2001
Reading/Composition Skills Tutor
Accelerated Composition Program
San Francisco State University

Fall 2000
U.C. Extension Instructor
Improving Classroom Practice through Research
UC Extension, Santa Cruz

1999 - 2002
Education Research and Evaluation Consultant
Franklin-McKinley School District-Language Arts Dept.
Children's Shelter of Santa Clara County
Responsibilities: Designed, administered and analyzed annual district-wide needs assessments based on access to arts within the schools. Designed, implemented and analyzed multiple district-wide evaluations focused on program implementation and student academic outcomes on a reading/arts curriculum pilot. Qualitative and quantitative methods used, including surveys, district student data analysis, teacher interviews, and classroom observation.

1998 - 2000
Post-Graduate Researcher
Project Coordinator, Peers
Education Dept., University of California, Santa Cruz

1996 - 1997
Graduate Teaching Assistant, Evolution of Education
University of California, Santa Cruz
Professor David Swanger

1996- 1998
Educational Therapist,
Developmental Learning Solutions
Santa Cruz, CA

Education

June 2013 (pending)	**Ph.D Human Development and Early Literacy**, University of California, Berkeley
Dec 2002	**Graduate Composition Certificate**; Composition Program, San Francisco State University
Dec 2001	**Graduate Reading Certificate**; Composition Program, San Francisco State University
June 1998	**Master of Arts -Education**; Emphasis in research, University of California, Santa Cruz
June 1993	**Bachelor of Arts in English/American Literature**; University of California, Santa Cruz

Professional Memberships and Presentations

1999	American Educational Research Association (AERA)
2000	California Association of Bi-Lingual Educators (CABE)
2001	International Reading Association (IRA)

AERA: Peers Project, Link Crew (1999)
CABE: Rhythm, Keyboard, Music: Qualitative Evaluation (2000)
CABE: DELLTA (2002)
CABE: Teachers as Researchers (2002)

CURRICULUM VITA
Anne E. Cunningham
June 2008

EDUCATION:	Degree	Year	Field of Study
University of Michigan	Ph.D.	1987	Developmental Psychology
Oakland University, Rochester MI	M.A.	1980	Developmental Psychology
Michigan State University	B.S.	1975	Child Development and Teaching Credential: Early Childhood and Elementary Education

RECENT POSITIONS:

University of California, Berkeley
2007-present Full Professor, Cognition and Development
1998-2007. Associate Professor, Cognition and Development
1995-1998. Visiting Associate Professor, Cognition and Development
1997-present Director of Joint Doctoral Program in Special Education

University of Washington
1992-1999. Associate Research Professor, Educational Psychology
1991-1993. McDonnell Fellowship Cognitive Studies for Educational Practice
1990-1992. Assistant Research Professor, Educational Psychology

University of California, Berkeley
1989-1991. National Academy of Education Spencer Fellowship
1987-1991. Lecturer, Educational Psychology

HONORS:

- 2007 Reid Lyon Award, Reading Institute Leadership Award, California State University, Monterey
- 2006 George Graham Award, Annual Lecture Series Address Curry School of Education, University of Virginia
- 2001-2003 American Educational Research Association, Division C Learning and Instruction: Elected Board Member, Secretary
- 1998-2001 Society for the Scientific Study or Reading: Elected Board Member
- 1992-1994 James S. McDonnell Research Fellow
- 1989-1991 National Academy of Education Spencer Fellow
- 1988 The Outstanding Dissertation of the Year Award, 1988, The International Reading Association *Phonemic Awareness: The Development of Early Reading Competency*

SELECTED PUBLICATIONS (RECENT):

Cunningham, A. E., (Ed.). (in press). Perspectives on Teacher's Disciplinary Knowledge of Reading Processes, Development, and Pedagogy, *Special Issue: Reading and Writing: An Interdisciplinary Journal.*

Cunningham, A. E. (in press). Professional Development and Knowledge Growth Among Preschool Teachers: A Randomized Control Study of Teacher Study Groups. *Special Issue: Reading and Writing: An Interdisciplinary Journal.*

Cunningham, A. E. (under revision). How teachers spend their time teaching language arts: The mismatch between policy and practice. *Annals of Dyslexia.*

Cunningham, A. E. (under review). Issues of Fidelity and Implementation of a Preschool Literacy Curriculum: A Randomized Control Study of Leapfrog Ready, Set, Leap!

Bulat, J. & Cunningham, A. E. (under review). The Role of Print Exposure in the Development of Early Literacy Skills Among Kindergarten Students

Cunningham, A. E. (2006). Accounting for children's orthographic learning while reading text: Do children self-teach? *Journal of Experimental Child Psychology. 96* (1), 56-77.

Cunningham, A. E., (2005). Increasing Vocabulary, General Knowledge, and Reading Fluency Through Print Exposure: Teaching Practices That Can Make a Difference. Teaching tips for Teachers. International Dyslexia Association.

Cunningham, A. E. (2005). Vocabulary Growth Through Independent Reading and Reading Aloud to Children. In E.H. Hiebert and M. Kamil (Eds.), *Bringing Scientific Research to Practice: Vocabulary.* Mahwah, N.J.: Erlbaum.

Cunningham, A. E., Perry, K.E., Stanovich, K.E. and Stanovich, P. (2004). Disciplinary Knowledge of PreK-3 Teachers And their Knowledge Calibration in the Domain of Early Literacy, *Annals of Dyslexia, 51, 1,* 139-168.

Stanovich, K. E. & Cunningham, A. E. (2004). Inferences from Correlational Data: Exploring Associations with Reading Experience. (pp. 45-68). In N. Duke and M. Mallette (Eds.), *Literacy Research.* Guilford Publications, Inc.

Cunningham, A.E. (2003). The value of reading volume and engagement in young children. *Encyclopedia of Education*, (pp. 2003-2007). New York: MacMillan.

Cunningham, A. E. and Stanovich, K.E. (2003). Reading matters: How reading engagement influences cognition. In D. Lapp and J. Flood (Eds.) *The Handbook of Language Arts*, (pp. 666-675). Mahwah, N.J.: Erlbaum.

SELECTED PRESENTATIONS (RECENT):

Cunningham, A. E., Davidson, M., & Zibulsky, J. (March, 2007). *Teacher Study Groups as a mechanism of change in Professional development in preschool literacy curricula: Developing teacher knowledge.* Paper presented at the bi-annual meeting of the Society for Research in Child Development, Boston, MA.

Cunningham, A. E. (November, 2006). *Teacher Study Groups as a mechanism of change in professional development.* Invited paper presented at the annual meeting of the International Dyslexia Association, Indianapolis, IN.

Cunningham, A. E., Davidson, M., & Bulat, J. (November, 2006). *Examining preschool professional development: Issues of fidelity, implementation of a preschool literacy program.* Paper to be presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, GA.

EDITORIAL BOARD:

The Reading Teacher, 1996-2001
The California Reader, 1999-present
Journal of Educational Psychology, 1988-1990, 2003-present

Reading and Writing: An International Journal, 2004-present
Reading Research Quarterly, 2006-present
Journal of Learning Disabilities, 2008-present

PANEL MEMBER:
National Early Literacy Panel (NELP) 2003-2008

REVIEWER:
U.S. Department of Education: Institute of Education Sciences *Reading and Writing Scientific Review Panel*, Two Year Appointment 2005-2007.
U.S. Department of Education: Institute of Education Sciences Review Panel. *Reading Comprehension and Reading Scale-Up Research*, FY 2005.
IRA NICHD Workshop: Advisory panel on future research initiatives for literacy acquisition in early childhood impact the successful acquisition of reading in school? Washington, DC February, 2005
Child Development and Behavior Branch at the National Institute of Child Health and Human Development (NICHD), *Effectiveness of Early Childhood Programs, Curricula, and Interventions in Promoting School Readiness*. Special Emphasis Panel (SEP), June, 2003.
Child Development and Behavior Branch at the National Institute of Child Health and Human Development (NICHD), *Children's Early Learning Development and School Readiness: Conceptual Frameworks, Constructs and Measures*. Expert Panel, Bethesda, June 2002.
U.S. Department of Education, Office of Elementary and Secondary Education: Expert Panel, *Reading First*, Tier II, June, 2002, 2003, 2004
U.S. Department of Education, Office of Elementary and Secondary Education: Expert Panel, *Early Reading First* (Preschool), Tier II, July, 2002, 2003, 2004
Child Development Division of the California (CDD) Department of Education. Expert Panel: Development of Content Standards in Reading for California preschoolers (2004-2008)

SELECTED RELEVENT RESEARCH SUPPORT:
Cunningham, A. (PI). *A Randomized Control Study of the Effectiveness of Interactive Multisensory Pre-K Program.* IES: US Department of Education, Preschool Curriculum Evaluation Research Grant Program, (PCER) 84.305J. ($2,400,000) 2004 to 2008.
Cunningham, A. (PI). *FIELD: Focus in Early Literacy Development and Professional Development.* U.S. Department of Education, Early Childhood Educator Professional Development ($80,000) 2003-2005.
Cunningham, A. (PI/B) and Kathryn Perry (PI) *Young Children's Perception of Teacher Practices: Implications for the Development of Reading Competence*. National Academy of Education, Spencer Foundation Postdoctoral Program, 2002 to 2004.
Cunningham, A. (PI). *Oakland Reads Professional Development in Reading and Research for PreK-3 Teachers.* Funded by the University of California Office of the President, Read 001, #06773 Governor's Elementary Reading Initiative. ($686,000). 2000-2003.
Cunningham, A. (PI). Teacher Disciplinary Knowledge of Reading and in Relationship to K-3 Pedagogy and Student Achievement. National Science Foundation (NSF) IERI # 0114854 ($100,000). 2001-2003

Veronica A. Bacigalupo
vbacigalupo@edallianceoftx.com

Objective

To assist school districts in implementing data-driven literacy programs and to facilitate educators in using innovative reading strategies during instruction.

Experience

January 2006 to Present
Literacy Mentor / Consultant / Presenter

- Pre-Kindergarten literacy mentor
- Bilingual educational consultant
- SBRR presenter
- Second language acquisition researcher
- ERF 2006 (Chicago) conference attendee
- Test administrator/trainer (PALS Pre-K, PPVT/TVIP, EVT, PPWAA, ELLCO, Woodcock Johnson)
- Trained in Open Court Reading
- Early Childhood-4th Grade Certified
- Franklin Covey Seven Habits of Highly Effective People Facilitator
- Positive Action trainer
- Conduct data driven teacher training, administrator trainings and all facets of professional development
- Meet with district personnel, and school leadership teams to develop and monitor sites
- Develop and execute scientifically reading researched based curriculum
- Seriation data entry
- Model and assist with small groups
- Lesson preparation (assist, guide, feedback)
- Hire, train, manage, create and deliver ongoing professional development to sites throughout the US

August 2000 to December 2006
7th Grade Reading Teacher and Department Head

August 1998 to May 2000
English I Honors and G/T, ESL I-IV, Creative Writing, and Speech Teacher

August 1995 to May 1998

- Presenter at Service-Learning Information and Resource Day at Region 19 (1997-1998)
- Published in Service-Learning News, Vol. 1, No. 1, Fall 1997
- Presenter at Service-Learning Inservice at Canutillo Middle School (1996-1997)
- Service-learning facilitator training (1996-1997)

February 1994 to May 1995
8th Grade Reading Improvement Teacher

- ECRI (Exemplary Curriculum in Reading Instruction) training
- Middle School Curriculum training

August 1992 to January 1994
6th and 7th Grade Language Arts Teacher United South Jr. High School

Education

Fall 1997
The University of Texas at El Paso
M.A. Ed., Instructional Specialist

Summer 1993
Laredo State University
Texas Teaching Certification, Secondary Level

Summer 1990
The University of Texas at Austin
B.A., English

Special Skills and Languages

- Proficient in MS Word and Works
- Proficient in designing web pages using MS Word
- Proficient in Spanish (speaking, reading, and writing)

Professional Developments (selected) 2006 -2008

Journal of Adolescent & Adult Literacy – International Reading Association

The Reading Teacher – International Reading Association

Reading Today – International Reading Association

A Mentor's Companion – Ambrose (1998)

7 Habits of Highly Effective People for Educators and Teens Facilitator Training

Designing Professional Development in Literacy – Rosemary, Roskos, and Landreth (2007)

Literacy Coaching - Duncan (2006)

Differentiated Reading Instruction - Walpole and MCKenna (2007)

Assessing Early Literacy – Gentry (2007)

Mentoring
2005 and ongoing

ELLCO
San Antonio 2006

Managerial Coaching Skills
New Braunfels 2006

Open Court
San Antonio 2006 and ongoing

Open Court (Bi-lingual)
San Antonio 2006
San Antonio 2007

National Reading Conference
Chicago 2006
Los Angeles 2006

Developing and Outstanding Kindergarten Classroom
Austin 2006

Razzle Dazzle – Center based
Austin 2006

Practical Ideas for Strengthening the Early Literacy Skills of your Pre-K Students
San Antonio – 2007

23rd National Reading Styles Conference
San Antonio July 13-17

CURRICULUM VITAE
KYLE D. BARRINGTON

CURRENT POSITION:	Principal Investigator-Zajonc Corporation College Station, Texas January 1998 to present
PHYSICAL ADDRESS:	412 Tarrow Street College Station, Texas 77840 979-260-1543
MAILING ADDRESS:	P.O. Box 10751 College Station, Texas 77842-0751
EDUCATION:	San Jacinto College Pasadena, Texas 1983-1985 Associate of Arts Degree Texas A&M University College Station, Texas 1985-1987 Bachelor of Science Degree University of Houston-Clear Lake Clear Lake, Texas 1988-1989 Master of Arts Degree University of Houston-Central Campus Houston, Texas 1992-1994 All But Dissertation-College of Education Capella University Minneapolis, Minnesota 2004-2007 Ph.D., College of Education
ACADEMIC APPOINTMENTS:	University of Houston-Central Campus Houston, Texas Early Childhood Adjunct Professor 1992-1994 College of the Mainland, Texas City, Texas Psychology/Sociology Instructor 1990-1994
PROFESSIONAL SERVICE:	Zajonc Corporation Chief Executive Officer/Director of Evaluation Services

1998-Present

Oracle Corporation
Managing Principal Consultant, Grants Management
1998-2002

Connections, Inc.
Executive Director
1994-1998

Community Technologies, Inc.
Consultant
1991-1994

Harris County Juvenile Probation
Casework Supervisor
1985-1991

EVALUATION SERVICES:
(2005-2006)

Kenedy Independent School District
Elementary School Counseling Program
2006-Present

South San Antonio Independent School District
Early Reading First Initiative
2005-Present

Atascosa County Juvenile Probation
Juvenile Justice Delinquency Prevention
2005-Present

Cuero Independent School District
Alcohol Reduction Program
2005-Present

Kenedy Independent School District
Teaching American History
2005-Present

Kenedy Independent School District
Literacy Through School Libraries
2005-2006

New Braunfels Independent School District
Student Drug Testing Initiative
2005-Present

New Braunfels Independent School District
Safe Schools/Healthy Students
2005-Present
New Braunfels Independent School District
Alcohol Reduction Grant-Project BLAST II
2005-Present

Karnes City Independent School District
Alcohol Reduction Program-SmartChoices II
2002-Present

Karnes City Independent School District
Literacy Through School Libraries
2005-2006

OTHER PROFESSIONAL ACTIVITIES:

Juvenile Delinquency Prevention Policy Board
Karnes County
Board Member 1998 – present

Juvenile Delinquency Prevention Policy Board
Wilson County
Board Member 1998 – present

Aging Well In Comal County
Texas Department on Aging
Board Member 2001- present

Comal County Community Planning Board
State of Texas Governors Office
Author of Comal County Community Plan
1995-1999

Community Resource Planning Group
Texas Department Health
Resource Coordination for Comal County
1994-1999

RECENT PUBLICATIONS:

Voluntary, randomized, student drug-testing, *Journal of Alcohol and Drug Education*, April 2008, 52.

RECENT PRESENTATIONS:

Data Driven Instructional Practices: Using data to improve academic achievement. United States Department of Education, January 2008.

Let's Play Nice: How Schools and Coalitions Cooperate to Collect Data and Solve Problems. National Community Coalition Conference (CADAC). February 14, 2007.

Evaluators Roundtable. United States Department of Education, 7th Annual Technical Assistance Training, February 23, 2006.

OAKLAND UNIFIED
SCHOOL DISTRICT
expect Success

EARLY CHILDHOOD EDUCATION
495 Jones Avenue
Oakland, California 94603
(510) 879-8328
Fax: (510) 879-2821

OUSD SSELP

The Acorn Woodland, Santa Fe, Yuk Yau Annex, Bella Vista, and Tilden Early Childhood Centers have been selected to participate in the proposed OUSD Early Reading First Program called Smart Start – Early Learning Program (SSELP). The SSELP is being considered for funding by the United States Department of Education (USDE). The intent of the SSELP is to make each Pre-K program an *Educational Center of Excellence*. If the SSELP is funded, it will mean that Acorn Woodland, Santa Fe, Yuk Yau Annex, Bella Vista, and Tilden Early Childhood Centers will:

1. Adopt and fully implement the scientifically-based curriculum called *Open Court Reading Pre-K,*
2. Add up to 1 full time teacher to convert the current half-day Pre-K programs to full day programs,
3. Receive a full-time consultant to work with each Pre-K teacher to model new teaching techniques,
4. Participate in outside the classroom professional development (OTC-PD);
5. Implement new screening and assessment tools to identify early reading obstacles,
6. Update equipment and supplies at each SSELP center,
7. Update the classroom and campus libraries,
8. Increase parental involvement, and
9. Provide for an outside evaluator to assess the effectiveness of the program.

Teacher and instructional assistant time dedicated to the SSELP will be compensated for out of the grant. Thus, teachers and instructional assistants selected for and attending outside the classroom professional development training activities will receive extra-duty pay.

By attaching your signature to this form you acknowledge that you understand the District is applying for the SSELP from the USDE and that you attest to your interest and willingness to:

1. Help to ensure the program is fully operational by January 1, 2009;
2. Participate in the implementation of *Open Court Reading Pre-K*,
3. Participate in paid professional development trainings outside of the work day on the second Wednesday of each month. Participate in professional development training on one Saturday in October, January, and April during each academic year of the grant.
4. Participate in in-classroom mentoring provided by an OUSD Literacy Coach at least 6-8 times per month;
5. Receive training to utilize the results of literacy screening assessments (e.g., *Phonological Awareness Literacy Screening for Preschool* (PALS Pre-K), the *Peabody Picture Vocabulary Test (PPVT)*,the *Expressive Vocabulary Test* (EVT) etc.); and
6. Receive training to utilize the results of progress monitoring tools (e.g., OCR unit assessments, *Individual Growth and Development Indicators* (IGDI) from *Get It, Got It, Go,* and *Assessment of Literacy and Language* (ALL), etc.).

NOTE: SIGNATURE PAGES WERE SCANNED INTO THIS DOCUMENT. ORGINAL SIGANTURE PAGES ARE AVAILABLE, IF NEEDED, AT OUSD.

ACORN WOODLAND		
[redacted]		
(b)(6)		Teacher
		TA
		Director

SANTA FE		
[redacted]		
(b)(6)		I.A.
		I.A.
		Teacher
		Site Admin
		I.A.

YUK YA ANNEX

(b)(6)	Teacher
	Instructor Assistance
	I. A
	I. A.
	I. A.
	Teacher
	I A
	Teacher

BELLA VISTA

(b)(6)	Teach
	Teacher
	Teacher
	Paraprofessional
	I. A.
	I. A
	Teacher
	I. A.
	I. A.
	Site Administrator

TILDEN	
Signature	Title
(b)(6)	Teacher
	TA
	Director

APPENDIX F
WORKS CITED

[1] Kamil, M. L., Mosenthal, P. B., Pearson, D. D., & Barr, R. *Handbook of reading research, 3*, pp. 3-16 and Byrne, B. & Fiedling-Barnsley, R. (1993). Evaluation of a program to teach phonemic awareness to young children: A 1-year follow-up. ***Journal of Educational Psychology, 85, 104-111***. (2000).

[2] Doing What Works. Preschool Language and Literacy. U.S. Department of Education. (May 19, 2008).

[3] Lyon, G. R. Why reading is not a natural activity. ***Educational Leadership, 3, 14-18***. (1998).

[4] Casey, A., & Howe, K. Best practices in early literacy skills. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (Vol. 4, pp. 721-735). Bethesda, MD: National Association of School Psychologists, (2002).

[5] Casey, A., & Howe, K. Best practices in early literacy skills. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (Vol. 4, pp. 721-735). Bethesda, MD: National Association of School Psychologists, (2002).

[6] Gettinger, M., & Stoiber, K. Applying a response-to-intervention model for early literacy development in low-income children. *Topics in Early Childhood Special Education*, 27, (2007).

[7] Dickenson, S. V., & Bursuck, W. D. Implementing a model for preventing reading failure: A report from the field. ***Learning Disabilities Research & Practice, 14, 191-202***. (1999).

[8] Doing What Works. Preschool Language and Literacy. U.S. Department of Education. (May 19, 2008).

[9] Baker, L., Serpell, R., & Sonnenschein, S. Opportunities for Literacy Learning in the Homes of Urban Preschoolers. In L. M. Morrow (Ed.), Family Literacy: Connections in schools and communities (pp. 236-252). Newark, DE: International Reading Association (1995).

[10] Louden, W., Rohl, M. et al,. *In teacher's hands: Effective literacy teaching practices in the early years of schooling,* Department of Education, Science and Training: Australian Government (2005).

[11] National Reading Panel. The Report of the National Reading Panel. Teaching Children to Read. (2002).

[12] Bouday, D. J., Logan, K. R., & Greenwood, C.R. The research to practice projects: Lessons learned about changing teacher practice. ***Teacher Education and Special Education, 24, 290-303.*** (2001).

[13] Morris, J. B. The role of literacy coaches in implementing research based reading programs at low achieving schools. ***UMI 3045590***. (2002).

[14] Nilsson, N. 10 Informal Reading Inventories: Examining Rigor and Alignment with the National Reading Panel's Five Critical Components. Paper presented at the National Reading Conference. Austin, TX. (November 28, 2007).

[15] Bennet-Armistead, S., Duke, N. & Moses, A. Literacy and the Youngest Learner: Best Practcies for Educators of Children from Birth to 5. NY: Scholastic. (2005).

[16] Foorman, B., Francis, D., Beeler, T., Winikates, D., & Fletcher, J. M.. Early interventions for children with reading problems: Study designs and preliminary findings. Learning Disabilities: ***A multi-disciplinary Journal, 8, 63-71.*** (1997)

[17] Morris, J. B. The role of literacy coaches in implementing research based reading programs at low achieving schools. ***UMI 3045590***. (2002).

[18] Roskos, K. and J. Christie. 'Examining the Play-Literacy Interface: A Critical Review and Future Directions.' *Journal of Early Childhood Literacy* 1(1): 59-89 and Grugeon, E. (2005) *'Listening to Learning outside the classroom: student teachers study playground literacies'* Literacy Vol.39 No. 1.Dickinson, D. K. (Ed.). (1994). *Bridges to literacy.* Cambridge, MA: Blackwell. (2001).

[19] Morris, J. B. The role of literacy coaches in implementing research based reading programs at low achieving schools. ***UMI 3045590***. (2002).

[20] Neuman, S. N is for Nonsensical: Low-income preschool children need content-rich instruction, not drill in procedural skills. Educational Leadership. (October 2006).

[21] Torgesen, J. Preventing Early Reading Failure. American Federation of Teachers. Fall 2004.

[22] Ehren, B. Responsiveness to intervention: An opportunity to reinvent speech-language services in schools. *The AHSA Leader, 12*(13), 10-12. (2007, September 25).

[23] Gettinger, M., & Stoiber, K. Applying a response-to-intervention model for early literacy development in low-income children. *Topics in Early Childhood Special Education*, 27, (2007).

[24] Darling, S. Family literacy: Meeting the needs of at-risk families. *Phi Kappa Phi Forum.* (2004).

[25] Bennet-Armistead, S., Duke, N. & Moses, A. Literacy and the Youngest Learner: Best Practcies for Educators of Children from Birth to 5. NY: Scholastic. (2005).

[26] Burns, M., Griffin, P., & Snow, C. (Eds.). *Starting out right: A guide to promoting children's reading success.* Washington, DC: National Academy Press. (1999).

[27] Snow, C., Burns, M., & Griffin, P. (Eds.). *Starting out right: A guide to promoting children's reading success.* Washington, DC: National Academy Press. (1998).

[28] Neuman, S., Copple, C., & Bredekamp, S. Learning to read and write: Developmentally appropriate practices for young children. Washington, DC: National Association for the Education of Young Children. (2000).

[29] Wolfsberger, M.E., Reutzel, D.R., Sudweeks, R. & Fawson, P.C. (2004). Developing and validating the classroom literacy environmental profile (CLEP): A tool for examining the "print richness" of early childhood and elementary classrooms. *Journal of Literacy Research, 36*, 2, 211-272.

[30] Schickedanz, J. *More than the ABCs*. Washington, DC: National Association for the Education of Young Children. (1986).

[31] Bredekamp, S. & Copple, C. (Eds.). *Developmentally appropriate practice in early childhood education programs* (Rev. ed.). Washington, DC: The National Association for the Education of Young Children. (1997).

[32] Morris, D., & Slavin, R. *Every child reading*. Boston: Allyn and Bacon. (2003).

[33] Bennet-Armistead, S., Duke, N. & Moses, A. Literacy and the Youngest Learner: Best Practcies for Educators of Children from Birth to 5. NY: Scholastic. (2005).

[34] Duke, N., & Bennett-Armistead, V. *Reading and writing informational text in the primary grades: Research-based practices*. New York: Scholastic. (2003).

[35] Bennet-Armistead, S., Duke, N. & Moses, A. Literacy and the Youngest Learner: Best Practcies for Educators of Children from Birth to 5. NY: Scholastic. (2005).

[36] Daniel, J., Clarke, T. & Ouellette, M. Developing and supporting literacy-rich environments for children. National Governors Associations Center for Best Practices: Issues Brief. (February 26, 2001).

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Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **4965-Mandatory_ERF_SSELP_BN_FINAL_SENT.pdf**

OAKLAND UNIFIED SCHOOL DISTRICT (OUSD)
SMART START EARLY LEARNING PROGRAM (SSELP)

Title and Cost Calculation	Year 1	Year 2	Year 3	Total
SSELP Project Director (10%)	$10,795	$11,011	$11,231	$33,037
SSELP Project Coordinator / School Improvement Coach (80%)	$86,360	$88,087	$89,848	$264,295
Senior Clerk (100%)	$45,000	$45,900	$46,818	$137,718
Literacy Coach (2 positions, 100% each)	$123,584	$126,056	$128,576	$378,216
Speech and Language Pathologist (SLP) (100%)	$100,000	$102,000	$104,040	$306,040
Teacher (100%)	$52,542	$53,593	$54,664	$160,799
Instructional Assistant (100%)	$22,086	$22,528	$22,978	$67,592
Extra Duty Pay (OTC-PD)	$33,344	$34,011	$34,691	$102,046
Substitutes	$6,325	$6,452	$6,580	$19,357
Subtotal Personnel	$480,036	$489,637	$499,426	$1,469,099

SSELP Director (10%): Ms. Lynne Rodezno, OUSD's Early Childhood Director, will fill this position and provide 10% of her time to the Project. The time will be spent interfacing with the Business Department to ensure funds are properly accounted, working with the Purchasing Department to ensure orders are filled and delivered quickly, and serving as the SSELP point of contact within the hierarchy of the school district.

SSELP Project Coordinator/ School Improvement Coach (80%): This position will be responsible for the day-to-day operation of the SSELP Program, including coordinating SSELP efforts with OUSD's Reading First Initiative, meeting regularly with Program stakeholders, working with the ERF Federal Project staff, reviewing the SSELP budget, developing Site PLC's, and other administrative functions. The Coordinator will spend 80% of the time ensuring that SSELP is effectively implemented.

Senior Clerk (100%): This position will be responsible for collecting data, coordinating schedules with the contractors, coding expenses for payment, scheduling appointments, handling incoming calls, and tracking Program Staff schedules. The expense for this position is fixed by union contract.

Literacy Coach (2 positions, 100% each): Will work with identified OUSD teachers and provide IC-PD at least 6-8 times per month, per teacher. Full position functions are detailed in the full SSELP Proposal.

Speech and Language Pathologist (SLP) (100%): Conduct diagnostic evaluations, diagnose speech and language skills disorders, design treatment plans containing school related objectives, and collaborate with OUSD staff and related service providers in the development of a variety of intervention strategies.

Teacher (100%): The SSELP will expand the existing half-day program offered at three OUSD sites into a full-day program. Because of additional OUSD funds only 1 teacher position needs SSELP funding. Time will be allocated 100% to the SSELP.

Instructional Assistant (100%): The SSELP will expand the existing half-day program offered at three OUSD sites into a full-day program. Because of additional OUSD funds only 1 instructional assistant position needs SSELP funding. Time will be allocated 100% to the SSELP.

Extra Duty Pay (OTC-PD): To ensure that SSELP Teachers and Instructional Assistants are compensated for the time required to attend training after school and on weekends, extra duty pay is required. Staff will attend 68 hours, per year, of professional development training around SBRR, print-rich environment, OCR implementation, parent-school connections, and assessments. The training will occur after school and on Saturdays. (11 teachers x 68 hours x $22.76 per hour = $17,024; 16 Instructional Assistants x 68 hours x $15 per hour = $16,320; $17,024 + $16,320 = $33,344)

Substitutes: To allow SSELP teachers to observe other teachers' classrooms, SSELP will need to utilize 11 substitutes for 5 days per school year. Substitute pay is up to $115 per day. (11 substitute teachers x $115 per day x 5 days = $6,325)

2. Fringe Benefits	**Year 1**	**Year 2**	**Year 3**	**Total**
Benefits	$176,173	$179,696	$183,289	$539,158
Subtotal Fringe Benefits	$176,173	$179,696	$183,289	$539,158

Fringe Benefits: Benefits are those required by Federal, State, and OUSD policies and practices. Some positions (e.g., the Senior Clerk, etc.) have their fringe benefit rate set by union contract and are not negotiable at the program level.

3. Travel	**Year 1**	**Year 2**	**Year 3**	**Total**
Local Travel (300 miles/month x 12 mths x $0.51 mile x 4 staff)	$7,344	$8,078	$8,886	$24,308
Early Reading First (ERF) National Meeting	$3,645	$3,645	$3,645	$10,935
Subtotal Travel	$10,989	$11,723	$12,531	$35,243

Local Travel: The SSELP Director, the SSELP Project Coordinator/School Improvement Coach, and the two Literacy Coaches will need to travel to each campus and to meetings on a daily basis. Costs are based on OUSD's current mileage rate. It is anticipated that there will be an increase in Year Two and in Year Three.

ERF National Meeting: To send the SSELP Director and two staff to the ERF National Meeting for 3 days, each traveler will need $600 for airfare, $360 for hotel, $150 for food, $30 for ground transportation/taxi, and $75 for mileage and parking at the airport ($1,250 x 3 = $3,645). According to Grant instructions, OUSD is required to budget this cost for each year.

4. Equipment	**Year 1**	**Year 2**	**Year 3**	**Total**
Not applicable	$0	$0	$0	$0

5. Supplies	**Year 1**	**Year 2**	**Year 3**	**Total**
Instructional Materials	$65,000	$17,200	$21,200	$103,400
Computer Supplies	$112,078	$12,500	$12,500	$137,078
Classroom Supplies	$104,500	$88,000	$77,000	$269,500
Office Supplies	$13,000	$7,000	$7,000	$27,000
Subtotal Supplies	$294,578	$124,700	$117,700	$536,978

Instructional Materials : Instructional materials are essential to the learning of the students and instructional delivery of the teachers. Year 1 includes updated/replenished **OCR** curriculum materials and student workbooks as prescribed by **OCR**. Costs in subsequent years will be for replenishment supplies, new editions, and replacement copies. Year 3 costs are higher than Year 2 as more books and consumables purchased in Year 1 will need to be replaced due to use and age.

Computer Supplies: Will include a desktop computer for each teacher (11) plus one for the SSELP Senior Clerk (12 x $1,500); 5 classroom computers for 11 classrooms ($1,250 x 5 computers x 11 classrooms) for students; one laptop each, with video input/output and editing software, for the SSELP Director, the SSELP Project Coordinator/School Improvement Coach, and the two Literacy Coaches ($1,807 per computer/per staff x 4 staff); printers for each classroom ($500 x 11); one color laser printer for the OUSD administrative office ($1,700 x 1); Seriation access costs to track service dosage for each child ($1,500 per center x 5 centers); and Handhelds for LC's and LM's to upload data into Seriation ($850 x 4). Costs in Years 2 and 3 are considerably less and represent licensing fees for software associated with the hardware.

Classroom Supplies : $9,500 per classroom x 11 classrooms to acquire supplies for the new ERF Learning Sites: general classroom supplies, library books, writing materials, consumables, manipulables, *Get It, Got It, Go* , assessment supplies, etc. Costs will decrease each year.

Office Supplies : Routine office supplies (e.g., paper, toner, staples, pens, etc). Year 1 costs are higher as OUSD will need to purchase desks, chairs, printer stands, etc. for the SSELP Staff (Coordinator/SIC, Clerk, Speech Language Pathologist, and Literacy Coaches).

6. Contractual (OUSD will comply with 34 CFR Parts 74.40-74.48 and Part 80.36)	**Year 1**	**Year 2**	**Year 3**	**Total**
Literacy Mentors (LM): (1.5 positions)	$185,640	$154,700	$123,760	$464,100
In-Home Literacy Mentor (IHLM): (1 Position)	$106,080	$79,560	$53,040	$238,680

Evaluation (Dr. Barrington)	$96,000	$100,000	$106,000	$302,000
Professional Development (Dr. Cunningham)	$45,000	$45,000	$45,000	$135,000
Subtotal Contractual	$432,720	$379,260	$327,800	$1,139,780

Literacy Mentors (LM): These positions (1.5 total) will work with OUSD's two Literacy Coaches (LC). The role of the LM will be to mentor the LC. During the first year the LM will work each day, side-by-side, with the LC to ensure the LC are fully trained and "coached" on how to do the job. The LM will provide in-depth consultation on the unique and sometimes difficult challenge of teaching adults in an in-classroom situation. Each LM previously will have been a LC, or equivalent, and will have extensive adult education training and experience. Each LM will work 1,768 hours in Year One at a rate of $70 per hour (1,768 hours per staff x 1.5 staff x $70 per hour = $185,640). Hours worked are reduced each year as the LCs become more capable.

In-Home Literacy Mentor (IHLM): This position will work with OUSD staff to conduct home visits to the parents of the most intensive need students, recruit parents in need of in-home literacy, collect data for evaluation purposes, and assist in the planning and implementation of an Assessment Review-Open House, a Family Symposium, the Parent Connection Newsletter, the Parent Literacy Centers, and the Meet and Greets. In Year 1 the IHLM will work 1,768 hours at a rate of $60 per hour (1,768 hours per staff x 1 staff x $60 per hour = $106,080). Hours worked are reduced each year as OUSD staff become more capable.

Evaluation - Dr. Barrington, the SSELP Program Evaluator, will provide comprehensive evaluation services (both formative and summative) during Years 1, 2, and 3. The Evaluator will utilize matched comparison groups to assess the impact of the SSELP Project. This will be accomplished by evaluating the five targeted ERF Centers involved with SSELP compared to other OUSD centers not involved in the ERF Initiative. Costs include completing ELLCO's; **OCR** Fidelity Checklists; monthly meetings (1 meeting a month x 12 months); Comparison classroom ELLCO's; Comparison group tests administration [PPVT, PAL PreK, etc.] for up to 150 students, 2 times per year; ANOVA data analysis; Focus Group analyses; SSELP Quarterly Reports (4 formative reports); the SSELP Annual Evaluation Report; and all required travel. Year 3 costs reflect the work needed to analyze the completed results from the 1,074 SSELP and comparison students over the 3-year SSELP period. Costs are based on an average of $150 per hour and 54 hours per month ($96,000) the first year.

Professional Development: Dr. Cunningham, a nationally known consultant in the area of Early Childhood Literacy Development, will provide OTC-PD to SSELP Teachers and Instructional Assistants. Dr. Cunningham will also provide implementation consultation on an as-needed basis. The daily rate is $3,000 per day for an anticipated 15 days.

	Year 1	Year 2	Year 3	Total
7. Construction				
Not applicable	$0	$0	$0	$0

	Year 1	Year 2	Year 3	Total
8. Other Direct Costs				
Field Trips ($500 per year/per class x 11 classes)	$5,500	$5,500	$5,500	$16,500
Transportation ($2,400/site x 5 sites)	$12,000	$12,000	$12,000	$36,000
Subtotal Other Direct Costs	$17,500	$17,500	$17,500	$52,500

Field Trips: Research supports the fact that field trips can assist literacy development by improving background knowledge. Thus, each classroom will be allocated $500 per year to cover the costs associated with field trips ($500 x 11 classrooms = $5,500).

Transportation : The SSELP anticipates needing to provide transportation for students at five sites for field trips. Costs are estimated at $2,400 per campus.

	Year 1	Year 2	Year 3	Total
9. Total Direct Costs	$1,411,996	$1,202,516	$1,158,246	$3,772,758
	Year 1	**Year 2**	**Year 3**	**Total**
10. Indirect Costs (6.0%)	$84,720	$72,151	$69,495	$226,366

OUSD's indirect cost rate is 6.00%

	Year 1	Year 2	Year 3	Total
11. Training Stipends	$0	$0	$0	$0
	Year 1	**Year 2**	**Year 3**	**Total**
12. Total Costs	$1,496,716	$1,274,667	$1,227,741	$3,999,124