U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080044
Grants.gov Tracking#: GRANT00473328

Closing Date: JUN 10, 2008

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
○ Preapplication	● New	
● Application	○ Continuation	* Other (Specify)
○ Changed/Corrected Application	○ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/10/2008	

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: Oxnard Elementary

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
95-6002318	070645957

d. Address:

* Street1:	1051 South A Street
Street2:	
* City:	Oxnard
County:	
* State:	CA: California
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	93030

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:		* First Name:	Carol
Middle Name:			
* Last Name:	Flores-Beck		
Suffix:			

Title: Administrator, Special Programs

Organizational Affiliation:

* Telephone Number:	805.487-3918, Ext. 463	Fax Number:	805.487-5848

* Email: cflores-beck@oxnardsd.org

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

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.):

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

Oxnard School District Early Literacy Project

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: 23
* b. Program/Project: 23

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

17. Proposed Project:

* a. Start Date: 09/20/2008
* b. End Date: 06/30/2011

18. Estimated Funding ($):

* a. Federal	1,733,853.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 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:	Dr.
* First Name:	Richard
Middle Name:	L.
* Last Name:	Miller
Suffix:	Ph.D
* Title:	Superintendent
* Telephone Number:	805.487-3918, Ext. 202
Fax Number:	
* Email:	rmiller@oxnardsd.org
* Signature of Authorized Representative:	Diane Wallace
* Date Signed:	06/10/2008

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name	Mime Type

AdditionalProjectTitle

File Name	Mime Type

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Oxnard Elementary

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	$ 262,000	$ 269,860	$ 277,956	$ 0	$ 0	$ 809,816
2. Fringe Benefits	$ 74,869	$ 75,965	$ 77,094	$ 0	$ 0	$ 227,928
3. Travel	$ 5,000	$ 5,000	$ 5,000	$ 0	$ 0	$ 15,000
4. Equipment	$ 69,978	$ 1,254	$ 1,254	$ 0	$ 0	$ 72,486
5. Supplies	$ 173,546	$ 54,637	$ 54,637	$ 0	$ 0	$ 282,820
6. Contractual	$ 89,100	$ 79,900	$ 86,900	$ 0	$ 0	$ 255,900
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 4,500	$ 3,000	$ 3,000	$ 0	$ 0	$ 10,500
9. Total Direct Costs (lines 1-8)	$ 678,993	$ 489,616	$ 505,841	$ 0	$ 0	$ 1,674,450
10. Indirect Costs*	$ 24,104	$ 17,381	$ 17,957	$ 0	$ 0	$ 59,442
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 703,097	$ 506,997	$ 523,798	$ 0	$ 0	$ 1,733,892

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: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] 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: Oxnard Elementary	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 Diane Wallace	* TITLE Superintendent
* APPLICANT ORGANIZATION Oxnard Elementary	* DATE SUBMITTED 06-10-2008

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

Tracking Number: GRANT00473328

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	__a. bid/offer/application	●a. initial filing
●b. grant	●b. initial award	__b. material change
__c. cooperative agreement	__c. post-award	For Material Change Only:
__d. loan		year quarter
__e. loan guarantee		date of last report
__f. loan insurance		

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: Oxnard Elementary * Address: 1051 South A Street Oxnard CA: California 93030 Congressional District, if known:	
6. * Federal Department/Agency: USDE	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: - - * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: - - -
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: Diane Wallace * Name: - - Title: Telephone No.: Date: 06-10-2008

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

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 Oxnard Elementary
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Richard Middle Name: L. * Last Name: Miller Suffix: Ph.D * Title: Superintendent
* SIGNATURE: Diane Wallace * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Mrs.

Diane

Wallace

*** Address:**
1051 South A Street

Oxnard

CA: California

93030

USA: UNITED STATES

*** Phone Number:**
805.487-3918 Ext. 202

Fax Number:

Email:

2. Applicant Experience:

● Yes _No _ Not applicable to this program

3. Human Subjects Research

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

_Yes ● No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName MimeType

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **3296-ERF_Part_3_OSD_Abstract_08_Final.doc**

Part 3: Program Abstract - OSD Early Literacy Program

The Oxnard School District is a large, Pre-K - 8th grade school district, with nearly all high poverty and English Learners, located in an agricultural area on the central coast of California. This proposal represents the district's serious focus on early literacy and the improvement of pre-school education, and is an integral part of the district plan to significantly improve student achievement. As a result of Reading First, improved achievement in language arts among K-3 students confirms the district's capacity to coordinate efforts, implement research-based strategies and materials, and demonstrate positive results. The need is clear and urgent. Between 80-85% of students in grades two through eight are below proficient on the California Standards Test in Language Arts. The goal of the ERF OSD Early Literacy Project is to reduce the gap between at-risk and on target early learners before they enter Kindergarten. The project will be implemented in three preschool centers with the capacity to become centers of excellence and is designed to implement a high quality, research based intensive pre-literacy development program. The curriculum will include a research-based Pre-K language development program, an early literacy software program, and a parent-child home reading program. The OSD Early Literacy Project will establish print-rich learning environments in each center. Periodic meetings and professional development will support communication between the Pre-K and K teachers. Professional development will focus on teacher/staff acquisition of research knowledge, development of skills to implement research-based curriculum, and ability to use data to drive instruction. Parent education will encourage pre-reading and language development in the home. The project addresses transition to Kindergarten by incorporating district Kindergarten staff in project activities and by scheduling school visitations and conferences with receiving teachers, Pre-K teachers, a parent and the preschool student. All students will be assessed initially and periodic formative assessments will monitor improvement in pre-reading and English Learners will be assessed and monitored for second language acquisition.

The request for grant funds is $1,733,853 and in-kind contributions will total (b)(4)

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **5904-Mandatory_ERF_Part_4_OSD_Narrative_Final_08.doc**

Part 2: Narrative - Oxnard School District Early Literacy Project - 08

Selection Criterion 1, Factor 1: *Design reflects up-to-date research and effective practice.*

The Oxnard School District (OSD) Early Literacy Project is founded on current research that meets the scientific research criteria in Section of 1208 of the ESEA. Recent research provides insights on the teaching strategies and materials that support the development and mastery of key early reading skills among young children. Neurological, brain-imaging investigations confirm that reading is a learned skill, not a biological awakening that naturally unfolds (Shonkoff & Phillips, 2000)[26]. The OSD Early Literacy Project also emanates from effective district practices, developed as a result of Reading First. Reading First began in 11 schools and these scientifically-based reading research (SBRR) strategies are now fully implemented at all district elementary schools. The OSD Early Literacy Project will extend SBRR practices to the preschool program.

The proposed OSD Early Literacy Project establishes a specific emphasis and focus on early language development. The project is aligned with the guidelines from the National Association for the Education of Young Children (NAEYC) and the California Early Learning Foundations. The OSD Kindergarten Readiness Task Force, established in 2005, represents preschool and Kindergarten programs and includes staff, parents, community agencies, a member of the Board of Trustees, and an OSD Administrator. As the project planning team, the Task Force used three essential research documents to guide the development of a quality early literacy design for the preschool curriculum: *Learning to Read and Write: Developmentally Appropriate Practices for Young Children.* (Neuman, Copple, Bredekamp, 2000)[22]; *Preventing Reading Difficulties in Young Children* (Snow, Burns, Griffin, 1998)[28]; and, *Starting Out Right: A Guide to Promoting Children's Reading Success* (Burns, Griffin, Snow, 1999)[4]. The OSD Early Literacy Project is designed to decrease the gap between school-ready and at-risk early learners, especially English learners and special needs students. The project will use research-based strategies and curriculum to increase each child's access to a language-rich environment and research-based pre-literacy language development learning in school and at home.

In addition to the afore mentioned core research, and as a result of Reading First, the district has also reviewed the research of Louisa Moats, Marilyn Jaeger Adams, Isabel Beck and Richard Gersten in developing a plan to address specific areas of student pre-reading learning needs.

Research	OSD Early Literacy Project Curriculum
Louisa Moats (2000)[19] points out the importance of an early development of knowledge and skills in the English phonemic system. In *Speech to Print*, she states that "The cornerstone for early reading success is the ability to decode the words fluently using letter-sound correspondences."	Key curriculum materials, including *Opening the World of Learning*, and the *Waterford Early Reading Program*, include Pre-K phonemic awareness and were selected for OSD Early Literacy Project in response to Dr. Moats' research. The curriculum supports the development of phonemic awareness in the early stage of pre-reading development. *Phonemic Awareness in Young Children: A Classroom Curriculum* by Marilyn Jager Adams[1] will used by teachers to supplement and re-teach phonemic awareness.
Dr. Adams' research indicates that at-risk students receive only 50-250 hours of preliteracy instruction and students who are on track and succeeding in early literacy receive 3,000 hours (1998)[1].	The literacy based environment, research based instructional materials, as well as amount of time in the full-day programs are planned in response to Marilyn Jaeger Adams' research. In response to Dr. Adams' research, *Read Together, Talk Together* was selected as a family reading program that extends reading and language development learning time to the home.
Dr. Gersten focuses on English learners and points out the importance of vocabulary development among English learners (1996)[12]. According to **Isabel Beck**, "Taking on the task of providing effective vocabulary instruction is a very high priority for our educational system. A robust approach to vocabulary involves directly explaining meanings of words only with thought provoking, playful, and interactive follow-up (2002)[2]."	*Opening a World of Learning* provides regular, explicit instruction of vocabulary for all preschoolers, including specific strategies for English Learners and special needs students. The *Waterford Early Reading Program (WERP)* provides consistent, comprehensive vocabulary development and peer-reviewed research confirms the program's effectiveness with preschool English learners and English-only students (Cassady & Smith, 2002[5]; Hecht & Close, 2004[14]). The dialogic reading process in *Read Together, Talk Together* extends oral vocabulary learning to the home.
A *Report of the National Reading Panel: Teaching Children to Read (2000)*[16] indicates that emerging computer technologies present new and promising support for early reading instruction.	Use of computers for learning will be implemented as developmentally appropriate for each student. Accurate modeling, immediate feedback, revisiting of previous learnings, and positive reinforcement will support effective student learning.

In alignment with scientific research in early literacy, the OSD Early Literacy Project will address cognitive, language, and early reading skill development for all students, including English Learners and special needs students, through the use of specific, research-based strategies: 1) implementation of a language-rich learning environment, 2) developmentally appropriate instructional strategies, including instructional technology, 3) explicit,

systematic instruction that builds bridges towards the Kindergarten program, future literacy and school success, 4) parent partnerships to enhance literacy support activities in the home, and 5) assessments to identify children at risk for future reading failure and monitor all project students in their development .

Within a comprehensive preschool education program that addresses language, physical, social/emotional and cognitive development, the Oxnard School District Early Literacy Project will expand the current language development program to ensure the establishment of a high quality, print and language-rich, interesting language learning environment. The proposed three project preschool centers fully address the cognitive, social, emotional, and physical development and currently implement Creative Curriculum. The instructional materials selected for the proposed Early Reading First project include *Opening a World of Learning* and the *Waterford Early Reading and Early Math and Science Programs (WERP & WEMS).*

Selection Criterion 1, Factor 2: *Exceptional approach for meeting statutory purposes and requirements*

The OSD Early Literacy Project embraces the five purposes for Early Reading First and establishes research-based practices in order to create preschool centers of excellence in three existing preschool centers that serve predominantly high poverty children of farm worker families.

Purpose 1: *Integrate SBRR instructional materials and literacy activities with existing preschool programs*

As a result of the district's Reading First project and the subsequent replication of scientific-based reading research practices in the remaining district elementary schools, the students in primary grades have improved from 15% Proficient/Advanced in 2005 to 30% Proficient/Advanced in 2007 on the California Standards Test. In spite of the improvement trend in student achievement, the urgent need for an increased focus on language development in preschool is driven by the 70% of students in grades 2-8 perform below proficient in language arts. English Learners represent nearly 50% of the current preschool population, which greatly exceeds the state (25.2%) and national (8%) averages. Special needs students average 8-10% of the enrolled students in each center. All of the preschool students (100%) qualify for the national free breakfast and lunch program.

After a thorough review of center capacity, the OSD Kindergarten Readiness Task Force selected 3 existing, full-day, Child Development Resources Head Start preschool centers to participate in the OSD Early Literacy Project: Haydock, Marina West, and Julie Irving. These three centers have demonstrated potential to become Early Reading First Preschool centers of excellence in preschool language development and they are accredited through the Head Start Program. Each center provides classrooms that are fully equipped for whole class, small group, and individual learning activities. Classroom center areas provide for guided and self-selected activities. Each preschool provides well equipped, safe and clean classrooms and well-developed, attractive play yards with safe equipment. Each of the centers has multiple, well-designed learning and play areas. Materials and equipment are changed in response to learning themes and activities throughout each school year. The play yards are well-developed and attractive with safe equipment.

Each center has a history of high attendance rates, averaging over 85%. While the students are from farm worker families, the transiency rate is low because of the 365 day growing season. All of the teachers possess a Bachelor degree and Child Development Resources supervisors possess advanced degrees. The turnover of staff is very low, with all staff employed for over 5 years. Each of the centers effectively addresses key developmental domains, including social, emotional, and physical and the center staff members fully understand the importance for an increased emphasis and focus on oral language development, cognition, and early reading skills. Each center uses the Early Childhood Environment Rating Scale (ECERS-R) to assess the effectiveness of the programs. The current center programs address the needs of the whole child, actively supporting positive social/emotional development and encouraging small and gross motor development that is developmentally appropriate. The three centers clearly support the emotional, social, cognitive and physical development of the youngest students in Oxnard, an area which exceeds state and national percentages for English Learners and is identified as a high density low income community with limited community services by the Ventura County Child Care Planning Council.

The proposed preschool centers for the OSD Early Literacy Project for Early Reading First provide full day programs and serve key high poverty areas in the school district. The participating project preschool centers will serve 100 students, ages 2.9-5. The centers are Child Development Resources (CDR) Head Start Programs, funded by federal and state preschool funds. See Appendix 1 for district/school demographics, center names, program descriptions and staff commitments.

Purpose 2: *Language/literacy activities based on SBRR that support the age-appropriate development*

The proposed learning goals for improving young children's oral language, phonological awareness, print awareness, and alphabetic knowledge address the California Early Learning Foundations and the suggested outcomes in *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998)[28]. Students will:

a.	develop an awareness and recognition of, leading to automatic recognition, of the letters of the alphabet
b.	develop knowledge of letter sounds and sound blending.
c.	demonstrate acquisition of increasingly complex vocabulary
d.	demonstrate an understanding that written language is composed of phonemes and letters.
e.	demonstrate development of skills in spoken language, including vocabulary and oral comprehension
f.	develop of the knowledge of the purposes and conventions of print.

The overall measurable goals for student achievement address two areas of improvement: continuous improvement and growth and final outcomes:

Growth Goal:	Each student will demonstrate a minimum improvement of 10% per year on multiple project measures of language development.
Outcome Goal:	80% of all students, enrolled for 2 years, will demonstrate Kindergarten entrance skills on the project measures of language development.

The centers currently use Creative Curriculum, an online assessment, program planning and reporting system. The proposed Early Reading First OSD Early Literacy Project will use three essential curriculum materials to address the learning goals in early language development. Each set of materials provides a scope and sequence, and will be reflected in the overall OSD Early Literacy Project pacing guide, with modifications in response to English Learners and special needs students. The pacing guide will provide teachers with a coordinated schedule

for the implementation of the selected curriculum materials and will also provide guidance for the core and supplemental instruction for English Learners and special needs students. The core materials include:

Opening a World of Learning	*Opening a World of Learning* (OWL) was developed by Judy Schickendance, Professor of Education, Boston University and David Dickenson, Professor of Education, Vanderbilt University in collaboration with the Charlotte-Mecklenburg Schools, North Carolina. Based on scientific reading research, the curriculum adjusts to different ages of children and strategies respond to the unique learning needs of English Learners and special needs students. The curriculum systematically builds the essential early reading skills: phonemic awareness, oral language development, including vocabulary, print awareness, and letter recognition and knowledge. The effectiveness of the OWL curriculum has been demonstrated in several Early Reading First Projects, which have demonstrated achievement of the goals of the grant. The curriculum is presented in six thematic units that reflect the real world of a preschooler: Family, Friends, Wind and Water, the World of Color, Shadows and Reflections, and Things that Grow. The curriculum includes teacher-directed and child initiated activities, games, and guides students from simple knowledge to more complex knowledge, vocabulary and skills. The curriculum provides modified strategies for English Learners and Special Needs students. Different strategies are provided for the younger and older preschoolers. The framework of the program focuses on language and literacy in four essential areas: oral language (inc. vocabulary), phonological awareness, print awareness and alphabet knowledge.
Waterford Early Reading Program Waterford Early Math and Science	The selection of the *Waterford Early Reading and Early Math and Science Programs* is guided by the NAEYC's position statement on technology (1996)[20] and the National Reading Council (Snow, Burns, and Griffin, 1998[28]; Burns, Griffin & Snow, 1999[4]). Peer-reviewed research confirm the effectiveness of Waterford in supporting early learners in the development of emergent language skills (Cassady & Smith, 2002[5]; Hecht and Close, 2004[14]). Essential components for effective early reading instruction are "organized in a cohesive manner and are taught explicitly and systematically within the program. (Florida Center for Reading Research, 2003)[11]. Youngest preschoolers will begin their learning in Waterford in whole class and small group learning activities, interacting with Waterford songs, chants, and stories projected on the screen. They will transition to personalized pre-reading lessons for self-selected and on a rotation basis in the computer learning center between their third and fourth birthdays. Once the Waterford Early Reading Program is in use by individual students, each preschooler will rotate through one 12-15 minute learning session at the Waterford computer program each day and will also be able to self-select the computer.
Read Together, Talk Together	*Read Together, Talk Together* uses the research-based technique of dialogic reading, developed by Grover J. Whitehurst, Director, Institute of Education Sciences, to expand children's language and emergent literacy skills. This interactive approach has been shown to produce significant gains in language development, including improved expressive language, sound and letter identification, emergent writing skills, and knowledge of print concepts. *Read Together, Talk Together* provides guidance to parents through a training video, 20 books in English and Spanish, to support parent-student reading at home. The program extends language learning to the home and expands the time children spend in print-rich environments beyond the classroom.

Initial professional development, continuing training, access to all instructional and teacher materials, and a pacing plan will ensure that teachers will know what they are supposed to do to support children's oral language development. The materials include teacher guides, training on the use of the materials, and daily lesson plans. Professional development in the project will provide research on language development in young children as well as

guidance on the implementation of the instructional programs. On-going training will include teacher mentoring by the ERF Literacy Coach, analysis of periodic, formative assessment results, planning individual and small group instruction, based on the analysis, and evaluation of the effectiveness.

While the full-day program and the language-rich environment will support early literacy development throughout each day, instruction in the OSD Early Literacy Project classrooms will provide explicit and intentional instruction for new knowledge. Direct instruction time will be delivered in developmentally-appropriate intervals of time, interspersed through out the full day of instruction. The length of the direction instruction periods will be lengthened as students grow. Instructional delivery will incorporate direct instruction, guided practice, and independent activities. Direct instruction will be provided through teacher-led instruction and whole group rug activities. Guided practice will be provided by teachers in whole group, small group, and individual instructional groupings. Independent practice will occur when student self-select center activities, read a book in the book nook, listen to a recorded story, and learn on the computer. Students will work in whole group, small group and independent settings within the classroom and in the outside play areas.

The content of the curriculum that will improve oral language and background knowledge is fully presented by the three sets of instructional materials, delivered with instructional strategies that are designed to support the development of oral language and background knowledge.

The content in the core early literacy program, *Opening a World of Learning*, is delivered in a variety of settings and addresses instructional themes and content that supports student learning about their personal and family environment. The program provides introductions to fiction and non-fiction text and develops early awareness of math, science, and social studies concepts in teacher-led and child-initiated activities. Themes include Family, Friends, Wind and Water, the World of Color, Shadows and Reflections, and Things that Grow.

The content in the supplemental family reading program, *Read Together, Talk Together*, promotes vocabulary development through the use of fiction and non-fiction picture books. The dialogic reading strategy is used by parents in the home in English or Spanish.

The content of the *Waterford Early Reading Program (WERP)* includes the essential components for early reading development and is "organized in a cohesive manner and taught explicitly and systematically. (Florida Center for Reading Research, 2003)[11], and includes poems, nursery rhymes, and songs. This element of the program is of great importance because of the English Learners and special needs students with language-based learning disabilities. The *Waterford Early Math and Science Program* (WEMS) supports vocabulary and concept development. These programs support consistent exposure to accurate English language models and the development of effective listening skills. This high quality, technology-based language learning program is operational in all district K classes, providing students with another element to promote their smooth transition to Kindergarten. The youngest preschoolers will begin their learning in Waterford in whole class and small group learning activities, seated on the rug with Waterford songs, chants, and stories projected on the Smart Board. As developmentally appropriate for each student as they grow, preschoolers will transition to personalized pre-reading lessons on the computer between their third and fourth birthdays. Once the Waterford Early Reading Program is in use, students will have the opportunity to rotate through one 12-15 minute learning session at the Waterford computer program each day.

Each classroom in the three ERF preschool centers will maximize the amount of time to promote language, cognition, and early reading skills for each child. As full-day programs, the entire school day will be a language development learning environment, with a balance of direct, guided, and independent learning activities.

The environment in each classroom and play area will promote language development through environmental signs, manipulatives, and real objects with labels. Dramatic play centers will include materials, such as art supplies, writing supplies, listening and viewing technology, and tactile materials to support language

development. Most importantly, the amount of time for language, cognition and early reading skill learning will be extended to the home through the family reading program and the DVDs

The core instructional program for the OSD Early Literacy Program reflects the learning needs of English learners, special needs, and high poverty preschool students. Features of the instructional program include early language proficiency assessment for English learners, a daily pacing guide for the sequential implementation of the language arts and English language development program,, whole group, small group and individual instruction, home DVD and pre-reading literacy activities, effective sheltered English and primary language support for English learners, and the support of bilingual staff and a Early Reading First Literacy Coach in each center.

Each center will provide direct instruction, divided into learning segments appropriate for young children and totaling 180 minutes of teacher instruction, 150 minutes of additional pre-reading activities with aides and volunteers, and 15-20 minutes of individualized computer instruction each day. The Literacy Coach in each preschool center will provide demonstration lessons, co-teach lessons with the preschool teachers, and meet weekly with the preschool teachers to plan the instructional program and maintain the focus on language development.

The project will support the development of background knowledge and oral language through the following strategies:

Alphabet knowledge	The planned instructional program will include specific, sequential teaching of the names of the letters of the alphabet. Strategies to teach the alphabet will include movement, music, art, cooking, science, math, and sensory activities, including inside and outside alphabet blocks. The technology center will provide opportunities for students to learn and practice alphabet songs for the entire alphabet as well as for each letter. The software program provides a nursery rhyme and an alliterative story for each letter of the alphabet.
Phonemic awareness and patterns of oral language	The core early literacy program and the computer-based early literacy software program Waterford will support student learning of the sounds of the language. Learning activities will include name chants, rhyming, sound games, and many other phonological awareness activities. Additionally, for students who are identified through formative assessments to require additional instruction in phonological awareness, teachers will use *Phonemic Awareness in Young Children: A Classroom Curriculum* by Marilyn Jager Adams[1]
Listening and Speaking	Listening and speaking skills will be developed through adult-led & student-initiated conversations throughout each day within the classroom & instructional program. Teachers will ask open-ended questions & encourage children to think, respond, & ask new questions. Language-learning games will encourage development of auditory skills and focus on information transmitted verbally

Concepts about print	In class and at home students will listen to stories, listen to books read aloud to them, and watch the teacher and their parent turn the pages of the books. Children will be guided to become familiar with parts of a book, through teacher and parent modeling and interacting with the 1,000 books in the classroom and the take-home books from the software program as the family home reading program. Independent, partner, and small group activities in the classroom and reading time with their parents will encourage project children to hold books and enjoy early reading.

The OSD Early Literacy Program is designed to provide students with approximately 3,075 hours of structured and unstructured early language learning activities in the preschool classroom and an additional 730 hours at home after two years in the project. This would exceed the 3,000 hours of preliteracy needed to be on track for reading success (Adams, 1998)[1]

Purpose 3: *Provide cognitive learning opportunities in high-quality language and literature-rich environments*

Early language development research will guide the program, including the research that indicates that classroom libraries should be large, warm and inviting and sufficiently varied to meet the needs of the class (Neuman, 1997[22]; Pressley, Allington, Wharton-McDonald, Block & Morrow, 2001[23]).

The project goals and related materials and activities for improving the literature and print richness of the environment include:

Project Goals Students will:	**Strategies and Materials to Enhance the Literature & Print Richness of the Environment**
1. learn in a print-rich environment	1a. increase amount of classroom print materials, including classroom libraries to a minimum of 1000 age-appropriate independent reading books, a variety of genres, including informational text, decodable books, picture books, and read along books, recommended for Pre-K by the American Library Association. 1b. provide home reading materials, including books, CDs, and DVDs and training parents for implement a print-rich environment and a home reading program.
2. have access to a variety of print materials	2a. provide a variety of formats, inc. magazines, technology, charts, signs, labels, writing materials, bulletin boards, etc 2b. organize student books thematically and rotate into the preschool classroom book nook with each change in the theme of the instructional program. 2c. include different genres, inc. fiction, non-fiction, picture only books, monthly magazines for young children, such as Lady Bug. 2d. include student work as print resources in each classroom.
3. learn in an environment that supports oral	3a. provide small group and partner activity centers, facilitate whole class and small group discussions, provide computer work stations with oral language development software 3b. provide a language development focus for outside play areas, including labels for

	language development		outside areas and outdoor alphabet blocks.
4.	participate in language development activities with other children in a variety of settings	4a. 4b. 4b. 4b.	maintain current centers, such as the painting easels, game tables, block center create new or expanded areas to increase language development, including dramatic play, computer center & centers for creative activities establish language development activities and centers in the outside play area provide opportunities for parents to learn how to extend language learning activities into daily living activities at home

The strategies and materials to support oral language development within the environment will address English Learners and special needs students with language-based disabilities in the OSD Early Literacy Project classrooms. According to the research of Snow, Burns & Griffin (1998)[28] and Burns, Griffin & Snow (1998)[4], and Adams (1998)[1], young children acquire oral language skills by frequently hearing language and interacting with adults, especially when adults read aloud. Hallmarks of the language-rich learning environment in the project classrooms will include daily read aloud, structured language and early reading instruction, creative play, songs and nursery rhymes, and conversation. The core early reading program, Opening a World of Learning, supports language development through thematic units. The early literacy software will provide students with additional access to narrated stories, nursery rhymes, multicultural songs, the alphabet song, and individual letter chants and songs. The family home reading program will encourage parent support for oral language development.

A variety of strategies and materials will be used to develop background knowledge. The high percentage of poverty-level children, English Learners, and special needs students will be supported by the extensive inclusion of informational text, addressing cognitive development in math, science, and social studies. Activity centers will provide print and writing materials. The reading centers will provide print resources that will encourage independent and small group exploration of informational text. Professional development will provide teachers with the knowledge and skills to implement strategies, such as effective questioning and the use of realia, including real life objects, faux objects, and pictures, to support the development of background knowledge.

In communities where parents have limited years of education, a scientifically driven program for young children has to address three needs: a) increase parents' willingness and ability to provide or support literacy

enhancing activities at home, b) increase parents' comfort in visiting the school and attending school events, and c) increase proactive parent-teacher communications and home-school linkages (Senechal & LeFevre, 2002)[24].

Extending the language learning environment to the home is a key component of the OSD Early Literacy Program and will expand the development of background knowledge. In order to establish a print-rich environment in the home, the OSD Early Literacy Program will implement the *Read Together, Talk Together* program. This home curriculum provides take-home student materials for students to keep at home. These materials will include picture only books, full-color books and decodable stories. In addition, Waterford Early Reading Program books and learning DVDs with DVD players will be loaned to each family for use in the home.

Research reveals that parents can promote their children's early reading development by providing an enriched oral language development environment at home, providing experiences that build prior knowledge, and engaging in interactive storybook reading (Burns, Griffen, & Snow, 1999[4]; Dickinson & Tabors, 2001[6]; Hart & Risley, 1995[13]; US DOE, 2003[29]; Neuman, Copple, & Bredekamp, 2000[22]; Whitehurst & Lonigan, 1998[30]). The project will support use of the video/DVD/audio materials in the home by providing parents with the opportunity to check out portable technology and audio/video recordings that reinforce classroom learning. Planned strategies to support parents include 1) access to the OSD Adult ESL Program, 2) weekly opportunities to select literacy support materials from the OSD Bookmobile, 3) *Read Together, Talk Together* and the project Home Reading Program, 4) an annual end-of-year family field trips to educational destinations to support the development of vocabulary and background knowledge, such as the Santa Barbara Zoo and the Aquarium of the Pacific, 5) three parent-teacher-literacy coach conferences each year and additional conferences as needed, and 6) parent education provided by the project literacy coaches, 6) volunteer training and opportunities to work in the classroom. These activities will help parents to acquire learning support skills and encourage children to view their parents as literacy teachers.

Purpose 4: *Support local efforts to enhance early language, literacy and pre-reading development of preschool-age children through scientifically research based professional development*

The professional development program for the OSD Early Literacy Project will be adapted from the research-based strategies currently used in the scientifically-based reading program in all district elementary schools, guided by Reading First. Throughout the state of California, professional development follows the research-based design of Richard Elmore (2002)[9] who confirms the importance of a comprehensive format for professional development in order to achieve the desired outcomes in student learning.

Professional development and parent education partners include Sopris West (LETRS), the California Reading Technical Assistance Center in Sacramento, Pearson, Child Development Resources (CDR), and the Oxnard School District. The professional development program will focus on the learning needs of the staff to effectively use a variety of research-based strategies to implement the instructional programs and facilitate a language-rich learning environment. Effective teachers use a variety of teaching strategies to address the diverse learning needs of students in their classrooms (Neuman, Copple, and Bredekamp, 2000)[22].

The goals for professional development include:

Goals for Professional Development and Parent Education - OSD Early Literacy Project

Teachers and staff:

1. Provide 40 hours of professional development each year for all teaching, support staff, and the Literacy Coach, followed by 80 hours of on-going support and education
2. Provide support for teachers and staff who are pursuing college degrees in early childhood education, including tuition.
3. Implement professional development for all Pre-K project staff, including core elements of the instructional program: explicit, systematic instruction, phonological awareness, concepts of print, alphabetic skills, oral language development, English language development, implementation of curriculum materials.
4. Use student achievement data to guide the content of the program and on-going planning of the professional development program.

Parent and Volunteer Education:

1. Implement the Parent Education Program to increase parent knowledge and skills in the implementation of language development activities in the home and to support parent volunteering in the classroom.
2. Support English language learning among parents who speak a language other than English in the home.

The content of the OSD Early Literacy Project Professional development will include 1) understanding and using student achievement data, 2) increasing teacher/staff knowledge and understanding of the language-based instructional materials, and 3) deepening teacher/staff knowledge of early childhood pedagogy.

The scope for professional development will include: 1) intense presentation of initial information and knowledge, 2) coaching support to encourage examination of classroom practice following professional development, 3) collaborative examination of student work and student achievement data, and 4) engagement of teachers/staff in inquiry.

Professional Development Topics	Strategies and Materials	Time/ Hrs per Year	Target Audience	Method of Delivery/ Presenter
Year 1-Initial Project Orientation and Training **Day 1**-ERF Overview, Roles and Responsibilities of ERF Personnel **Day 2** - Intro to research on early lit. dev., ELs and special needs preschoolers. Highlights of the scope and sequence of the curriculum and the expected outcomes **Day 3** – Curriculum training **Day 4** – Curriculum training **Day 5** -Curriculum training	- To generate enthusiasm and support for ERF Project - To assist personnel in acquiring & implementing scientifically based reading research knowledge - To initially train teachers to implement *OWL, Waterford Early Reading Program Read Together, Talk Together* curriculum materials and assessments	40 hours Nov-Dec 2008	Administrators, Center Directors, Early Literacy Coaches, PreK Teachers Sp.Ed staff Assistants	-Presentation & PLC Meeting - OSD Literacy, ELD & SPED Staff - Ellen Edmonds - Waterford Trainers -Assessment publisher trainers - Rockman et al
Year 2-Annual Project Training **Day 1**-Review ERF Year 1 , Goals For Year2 **Day 2** – Environmental Goals **Day 3** – Curriculum training **Day 4** – Curriculum training **Day 5** -Curriculum training	- Review oral language objectives in *OWL* - Using OWL materials to develop oral language - Using *OWL* and *WERP* to develop concepts of print, voc., phonological awareness, and build alphabet knowledge	40 hours August 2009	Administrators, Principals, PreK & Sp. ED. Teachers and Coaches	-Presentation & PLC Meeting - OSD Literacy, ELD & SPED Staff - Ellen Edmonds - Waterford Trainers - Rockman et al
Year 3-Annual Project Training **Day 1**-Review achievement of pr ERF Year 2 , Goals For Year 3 **Day 2** – Implementation Strategies **Day 3** – Curriculum training **Day 4** – Curriculum training **Day 5** -Curriculum training	- Classroom application strategies - Overview scope & sequence - Design lesson plans - Modeling for coaches - Coach observes independent Practice - ERF and Curriculum Assessments	40 hours August 2010	Administrators, Principals, PreK & Sp. ED. Teachers and Coaches	-Presentation & PLC Meeting - OSD Literacy, ELD & SPED Staff - Ellen Edmonds - Waterford Trainers - Rockman et al

In addition to the explicit, intensive professional development for center management staff, lead preschool teachers, assistant teachers, special education teachers, and support staff, each year the project will provide an additional 80 hours of follow-up training and support:

Professional Development Topics	Strategies and Materials	Time/ Hrs per Year	Target Audience	Method of Delivery/ Presenter
Years 1-3 **Follow-up Practicum** - Curriculum; Formative and Summative Assessment - Collaborative Coaching and Learning Model - Preschool early literacy instruction across curriculum to support oral lang. and background knowledge dev. for all students - Professional Learning Community Training and meetings - Differentiated Instruction - California Early Learning Foundations - Formative assessment administration and monitoring - Review data and project evaluation	- To support curriculum implementation and monitoring of student achievement - To support teachers in coaching model. To dev. skills in observation and non-eval. feedback & teaching strat. - To provide preparation for small group and one-on-one Instruction - To develop PLC skills in assessing student language dev. progress, working together as a staff team, writing S.M.A.R.T. goals, analyzing achievement of goals - ELD and special needs training. Develop center and independent work areas to support cognitive, language, and early reading development - To develop knowledge of the California standards for preschool learning - To train staff in the use of data to guide instruction and monitor student progress, monitor progress towards project goals.	80 hours per year, September through June	Center Directors, PreK & Sp. Ed. Teachers, and Literacy Coaches	- Presentation, PLC meeting. Modeling, demo lessons Ellen Edmonds Waterford staff trainers Marilyn Astore, Mary Dahlgren, LETRS Jan Hasbrouck, Ph.D. (coach training) Rockman et al. OSD Early Literacy Project Literacy Coaches OSD ELD staff OSD SPED staff

One teacher mentor, an OSD Early Literacy Program Literacy Coach, will be selected for each center. Mentors are most effective in helping teachers change and improve their instruction through shared observations, guided reflections, and modeling new techniques (Enz & Carlile, 1998)[10]. The requirements for the literacy coaches will include: a bachelor of arts or science degree, a minimum of five years of teaching experience in a preschool or Kindergarten program. Preference will be given to candidates with a master's degree in literacy or early childhood education, experience as a coach, and to individuals who are bilingual/biliterate in English and Spanish. Knowledge of scientifically-based reading research, English Language Development, and the needs of special needs early learners will be essential. The OSD Early Literacy Project will establish a direct link between the Literacy Coach (teacher mentors) and the professional development in trainings and meetings in each center. Literacy Coaches will facilitate weekly Professional Learning Community (PLC) meetings. PLC meetings will guarantee a focus on data and encourage reflective practices (Dufour, 2005)[8]. PLC meetings will extend intensive training throughout the year and guide center support activities. Teachers and staff will work with the Literacy Coach to 1) analyze progress on previously established S.M.A.R.T. (Specific, Measurable, Achievable, Attainable, Realistic, Timely) goals, and 2) develop new S.M.A.R.T. goals for the next period of instruction. Formative assessments, student work, and teacher observations will provide the data for the weekly meetings.

The Coach will provide student-focused coaching and serve as a facilitator, collaborative problem solver, and teacher/leader. The Coach will possess comprehensive knowledge of early literacy development and will be trained to provide guidance, in-class assistance, and demonstration lessons in preschool classrooms. The Early Literacy Coach will meet with each teacher a minimum of one time each week to discuss student achievement and support curriculum planning. Once a week the Coach will facilitate PLC data analysis meetings of the teachers and support staff. The Early Literacy Coach will facilitate a coordinated focus on student achievement data among preschool staff. Once a month the Coach will provide a parent education session to encourage parents to support language development in the home.

Each year of the project professional development for the Literacy Coaches will begin with the week of intensive training for all staff. Monthly professional development for coaches will be provided by the Oxnard School District, Marilyn Astore of the California Reading Technical Assistance Center, and Dr. Jan Hasbrouck, author of *The Reading Coach*. The professional development for the coaches will be comprehensive and research-based, designed to encourage their responsibilities to provide direct, classroom-based professional development in support of continuous improvement of student achievement.

Project-level Professional Learning Community meetings, with all of the project teachers and Literacy Coaches and led by the Project Coordinator, will be held monthly to share project achievement data, share strategies, discuss interventions for students who are experiencing difficulty in their language development, and extend professional development.

The OSD Early Literacy Project professional development has been influenced by the design of the existing, research-based professional development model for Reading First. The California Reading First project has established a format for teacher training that is designed to provide access to research-based information, knowledge in the essential areas of teaching early reading, training in the skills needed to teach a comprehensive reading program, and transfer knowledge and teaching skills into the daily instructional program. Intensive periodic professional development includes reading research, direct instruction of teaching strategies, and guided practice. This is supported by continuing professional development at the school site, supported by a Literacy Coach in the classroom and guided by student learning data.

Recent preschool teacher surveys indicate staff interest in all aspects of the proposed professional development plan. Initial areas of focus include phonemic awareness, strategies to support the establishment of a language-rich learning environment, and implementation of *Opening a World of Learning*, the *Waterford Early Reading and Math and Science Programs* and *Read Together, Talk Together*. In addition to specific coaching

training, Literacy Coaches will also participate in the professional development for the teachers, so that they fully understand the content of the instructional program and will be able to provide continuing support.

The professional development program for the OSD Early Literacy Project will ensure that the preschool teachers and staff acquire the knowledge and teaching skills needed to implement a comprehensive, high quality, research-based language learning environment and instructional program. Areas of emphasis for staff learning will include read aloud skills, phonological awareness, concepts of print, alphabetic principals, oral language development, English Language Development, the needs of special education preschoolers, and early writing skills. Teachers and support staff will learn to implement explicit, systematic, scaffolded instruction, monitor student progress, use student learning data to guide instructional planning and develop learning goals, and intentional reteaching. The Professional Learning Community structure (Dufour, 2000)[8] will guide the professional development program. Content of the training beyond the curriculum materials will be provided by research-based providers:

Language Essentials for Teachers of Reading and Spelling - LETRS
LETRS, designed by Luisa Moats and offered through Sopris West, will be provided throughout the three years of the project. Six LETRS modules focus on research and knowledge that is relevant for preschool. Three two-day modules will be presented in Year 1 and three modules will be presented in Year 2: The Challenge of Learning to Read; The Speech Sounds of English; Phonetics, Phonology, & Phoneme Awareness; Building Vocabulary & Oral Language; Assessment for Prevention & Early Intervention; Using Assessment to Guide Instruction. The training provides research-based knowledge development on the first day and curriculum connections on the second day of training. Year 3 will provide follow-up training. Trainer: Mary Dahlgren, Ph.D., National LETRS Trainer
Coach Training
Dr. Jan Hasbrouck has conducted scientifically-based reading research on the impact of a literacy coach on student learning. She has written *The Reading Coach,* a research-based handbook for literacy coaches. The Literacy Coaches in the OSD Early Literacy Project will also participate in this training for student-focused coaching. The training focuses on the roles and goals of coaching, ethics and confidentiality, working effectively with teachers, effective use of time, guiding a focus on student achievement data, the coach as collaborator, the coach as a teacher/learner, the coach as a facilitator, and communication skills. Trainer: Dr. Jan Hasbrouck, Sopris West
Professional Learning Communities
New Directions is a consulting organization that provides training in Professional Learning Communities (PLCs). Center Directors, Supervisors, center staff members, and Literacy Coaches will be included in this PLC training. The district professional development team will train the Literacy Coaches to facilitate the center Professional Learning Community meetings, which will be focused on student achievement data and the use of data to plan the instructional program.

The professional development schedule for all project staff will be confirmed upon notification that the grant application has been approved and will extend throughout the remaining three years of the project. During the project, each teacher will participate annually in 40 hours of intensive, highly structured professional development and a minimum of 40 hours practicum follow up training in Year 1 and 80 hours of follow-up training and support in Years 2 and 3, provided by the Literacy Coach in the classroom and in Professional Learning Community meetings/trainings. The recent survey indicated that staff prefers half-day, am/pm sessions during the week and all day Saturday sessions during the school year. They prefer all day sessions and intensive training during the summer. The district and the preschool programs will collaborate to provide highly qualified substitute teachers when project preschool teachers are released to participate in professional development.

A key element professional development plan in the OSD Early Literacy Project will be an Early Literacy Coach in each center. Essential competencies for a Literacy Coach include a bilingual California teaching credential, a minimum of five years of preschool and/or Kindergarten teaching, and completion of California professional development in highly structured, scientifically based reading research. Professional development efforts are most effective when a well educated mentor-teacher provides on-going support and coaching.

Parent education and training will provide parents with the knowledge and skills needed to volunteer and successfully support classroom learning activities in the home, such as read aloud and open-ended questioning skills. Literacy coaches will train parents to effectively use the home learning materials to extend language learning opportunities beyond the school. The OSD Early Literacy Project Literacy Coaches, the OSD Reading First Literacy Coaches, and the OSD English Language Facilitators will provide parent education sessions once a month for the parents at each center. Parent education sessions will be scheduled at convenient times to maximize parent participation. The format will be informal, welcoming, and encourage parents to share strategies with each other.

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

According to Shepard, Kagan and Wurtz (1998)[25], teachers are most effective when they use multiple indicators, including periodic formative assessments and other performance-based assessments. Measures in the OSD Early Literacy Project will include screening instruments for young children's oral language, phonological awareness, print awareness, and alphabetic knowledge and progress monitoring instruments for young children's oral language, phonological awareness, print awareness and alphabet knowledge. This strategy is now an operational norm within the Oxnard School District and results are entered into the student data management system. The project centers will also use the student data management system.

The OSD Early Literacy Project will use regular analysis of student learning data to monitor student learning, set S.M.A.R.T. goals, and re-evaluate progress. Following training by the publishers and certified assessment trainers, the Literacy Coach and preschool teachers will administer all assessments. After training in the use of multiple measures of progress monitoring, the Coach will guide and assist teachers to collect data from multiple measures – observe children's oral language, evaluate student work, use data from formative assessments of student achievement, and analyze authentic pre-reading and writing tasks. Using knowledge and skills acquired during professional development, the Coach will facilitate Professional Learning Community meetings in which the project center teachers will analyze data, set S.M.A.R.T. goals, monitor student learning progress, and plan the instructional program, including interventions to address identified student learning needs.

Goals for the Monitoring of Student Achievement and Program Evaluation
1. Implement the required Early Reading First assessments 2. Implement project-based screening, formative, diagnostic, and summative assessments 3. Use data to monitor student learning progress, develop S.M.A.R.T. goals, and guide instruction by promoting the use of assessment results in instructional planning.

All preschools are required by the state of California to administer the Desired Results Developmental Profile (DRDP). The DRDP is an observation protocol that measures four areas of development: personal and social competence, effective learning, physical and motor competence, and safety and health. The Oxnard School

District Early Literacy Project will implement the following program monitoring and evaluation assessments to ensure analysis of project effectiveness and individual student academic achievement.

Assessment Tool	Schedule	Area of program focus
Screening Assessments		
Home Language Survey	Upon enrollment	Assess language dominance assessment.
Pre-K Language Assessment Survey (LAS) (English & Spanish)	Upon enrollment/End of Year	Language proficiency in Eng. and Span. to determine language development plan
Required Early Reading First Progress Monitoring and Summative Assessments		
Peabody Picture Vocabulary, III; Forms A & B; Rel: .92-.94; Val.: .63-.92	Upon enrollment/End of Year	Receptive vocabulary in English
Test de Vocabulario en Imagenes Peabody(TVIP);Rel.:.91-.93;Val.:.25-.56	Upon enrollment/End of Year	Receptive vocabulary in Spanish
Formative Curriculum Assessments and Diagnostic Assessments		
PALS Preschool;Rel.:.99;Val. Med-High	Upon enrollment and End of Year	Phonological Awareness
PALS Pre-K, Upper case alphabet knowledge; Rel.: .99; Val.: Med-High	Upon enrollment. Beginning, Mid-Year & End of Year	Alphabet Knowledge
Waterford Early Reading Assessments	On-going	All elements of pre-literacy development
OWL Assessments and Rubrics	Periodic throughout each year	Formative curriculum assessments
ELLCO; Rel. .88 for Lit. Env, .90 for Class Obs.,	End of Year	Observation of early language and literacy in the classroom

Selection Criterion 1, Factor 3: *The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, state, and federal resources.*

Coordinating multiple programs and funding sources to prepare students with foundational language, cognitive, and early reading skills will ensure a successful transition into the district elementary reading program, including the original eleven Reading First schools and the expanded scientifically-based reading programs in the remaining elementary schools. Collaboration to achieve a goal is a well established pattern of operation in the Oxnard School District. The principles of Professional Learning Communities (PLC) (Dufour, 2005)[8] will guide the district, the OSD Early Literacy Project, and the three Child Development Resources Head Start preschool centers to work collaboratively with parents, community, state, and federal organizations. Professional Learning Communities ensure a focus for collaborative planning meetings to analyze formative student assessment data as well as project management. The District, Child Development Resources, and center representatives will convene

quarterly to analyze data, monitor the project, and develop plans to expand efforts from the preschool centers of excellence to other preschools in the community.

The OSD Early Literacy Project will provide opportunities for staff from the project preschools and the receiving Kindergarten teachers to meet, analyze student achievement, observe student learning in each other's classes, and plan and implement supportive transitions. Receiving Kindergarten teachers will receive student achievement data for entering Kindergarteners, including language dominance and proficiency data. Monthly parent meetings at the project preschool centers will opportunities for parents to meet district Kindergarten teachers, school principals, and elementary Literacy Coaches. Site visits to the Kindergarten classes for parents and children will encourage the development of a sense of belonging in the elementary school and the Kindergarten classrooms. Parent-teacher^2-student conferences (PT^{2}S) before the transition will include the parent, the sending preschool teacher, the receiving Kindergarten teacher/school Literacy Coach and the child. The PT^{2}S conference will provide the opportunity to review progress, develop goals for Kindergarten, address the language development and proficiency of each English learner, and use achievement and language proficiency to determine the appropriate language of instruction in Kindergarten.

The OSD Early Literacy Project preschool centers of excellence will share exemplary practices with non-project preschool centers in the district. Project –funded professional development activities will be announced to all preschool centers, and participation of non-project preschool staff in professional development will be encouraged. The district and the preschool programs will seek funding to support extension of the project activities to other preschools during the project and to extend the project to other preschools when the grant funding ends. Non-project schools will receive project information so that they may use their base funding to purchase the same assessments and materials.

Selection Criterion 2: *Quality of Project Personnel*

Employment policies, practices and procedures ensure that within the Oxnard School District and the preschool programs, all individuals are considered equally for all positions. The district and the preschool programs are committed to non-discriminatory employment practices.

Selection Criterion 2, Factor 1: *The qualifications, including relevant training and experience, of the project director or principal investigator*

The Oxnard School District will provide leadership and support to the OSD Early Literacy Project preschool centers through the District Administrator of Program Improvement, who will dedicate approximately 10% of time to the project. The Project Coordinator will dedicate 100% of time to facilitate effective implementation of the designed program and maintain a focus on scientifically-based reading research and high quality, effective early literacy practices.

The District Administrator of Program Improvement, Diane M. Wallace, will provide district supervision for the project. Ms. Wallace is a credentialed bilingual teacher, an experienced elementary principal and a district administrator. As a principal in a previous district, she initiated full day preschool programs. She has led successful efforts for the past nine years in the improvement of K-3 literacy in California's schools and school districts. She teaches research for master's degree candidates. Ms. Wallace works closely with the California Reading Technical Assistance Center in Sacramento. The OSD Early Literacy Project will be incorporated into the administrative responsibilities of the Office of Program Improvement.

The Project Coordinator will be hired within three months after the district receives funding notification.. Qualifications will include a Bachelor of Arts in Early Childhood Education or Child Development. A Masters of Arts degree and ability to speak, read and write in English and Spanish will be preferred. Possession of a teaching and administrative credential will be preferred as well. The OSD Early Literacy Project Coordinator will spend 100% of his/her time supervising the project. The Project Coordinator will hire and supervise staff, ensure that the

materials for the planned instructional program are ordered on a timely basis and are fully utilized in each project classroom.

ROCKMAN ET AL, an independent evaluation, research, and consulting firm with offices in San Francisco, Chicago, and Bloomington, Indiana, will be contracted to serve as the Principal Investigators. ROCKMAN works with preschool, K-12, postsecondary, and adult educational institutions undertaking formal education, as well as with educational projects having a wider community or consumer audience. The staff of ROCKMAN ET AL includes evaluators with advanced degrees in education, cognitive science, child development, and psychology. Several staff members are bilingual in English and Spanish. The research team experience is provided in the Appendix.

Selection Criteria 2, Factor 2: *The qualifications, including relevant training and experience, of key project personnel.*

In addition to the personnel described in Selection Criteria 2, Factor 1, the other key project personnel will constitute the Literacy Coaches and preschool center staff.

Preschool centers were selected for this project because of the qualifications and experience of staff, their potential to become a center of excellence, and their location serving key areas of high poverty in the community. The master teachers have been teaching for a minimum of 5 years in their programs. Each of the center master teachers have a Bachelor of Arts degree. All of the project teachers and staff have certification for their positions and participate in the 105 hours of professional growth for the five year renewal of their certifications. As delineated in Purpose 4, the training for the staff will focus on scientific-based reading research, implementation of the curriculum, and analysis of student learning data.

Early Reading First grant funds will be used to hire the Project Coordinator and Literacy Coaches, with qualifications necessary to guide each center's focus on the development of oral language, cognitive, and early reading skills among the preschool students. Each coach will be required to possess a bilingual California teaching credential, a minimum of five years of preschool or Kindergarten teaching experience, and be bilingual/biliterate in English and Spanish. Evidence of improved student performance on formative assessments in Kindergarten and a

Reading Certificate are recommended requirements and experience as a Reading First Coach is preferred. For a detailed description of Coaches' roles and responsibilities, see Selection Criteria 1, Factor 2, Purpose 4.

Selection Criteria 2, Factor 3: *The qualifications, including relevant training and experience, of project consultants or subcontractors*

All of the project consultants have extensive experience in scientifically-based reading research and are highly qualified in their area of expertise. The early literacy professional development consultants, such as the California Reading Assistance Center and LETRS, have been conducting scientifically-based reading research and providing high quality training for many years. The coaching consultant, Jan Hasbrouck, a reading researcher with Sopris West and author of *The Reading Coach,* has conducted recent research on the impact of a literacy coach in a standards-based literacy program. Marilyn Astore of the California Reading Technical Assistance Center has focused her career on training preschool teachers to implement high quality literacy programs.

Pearson provides the official trainers for the *Opening the World of Learning (OWL), Waterford Early Reading Program*, and *Read Together, Talk Together*. They are experienced teachers and highly skilled trainers. For roles of professional development providers, see Selection Criteria 1, Factor 2, Purpose 4.

Selection Criteria 3, Factor 1: *The relevance and demonstrated commitment of each partner in the proposed project.*

In contemplating the implementation of the OSD Early Literacy Project, the district carefully considered the commitment, capacity, length of operations and readiness of each center as well as the willingness to collaborate with other agencies in a project that will change early literacy instruction. Representatives from center administration and teaching staffs, including Kindergarten and preschool teachers, were included in the development of the project. The administrators, teachers and staff of each preschool center have signed a "Staff Commitment Form," provided in the Appendices, to indicate their support for the proposed project, willingness to participate in professional development, interest in working with a Literacy Coach in their center to support literacy learning, and commitment to implement the curriculum, including the early literacy software. Planning for the

implementation of the project has already started in the district and within each preschool program. Voluntary contributions of matching funds and in-kind contributions provide evidence of partner commitment to the project. See Budget section for additional information.

Selection Criteria 3, Factor 2: *Extent to which the costs are reasonable in relation to objectives, design and potential significance of the proposed project.*

The goals of the Oxnard School District Early Literacy Project will guide project expenditures. The budget is cost effective for the proposed costs in relation to the proposed activities. The budget provides for the hiring of the Project Coordinator and literacy coaches. The budget also supports the purchase of the curriculum materials, professional development, and support services to establish preschool centers of excellence for early language arts development. The following numbers correspond to the application budget and the budget narrative. The project personnel (1) include the full-time Project Coordinator and one Literacy Coach for each center. Benefits (2) are commensurate with district policy, providing health, dental, vision and life insurance. Travel (3) will cover transportation and conference costs for the Project Coordinator and the district administrator to attend the Early Reading First national meeting. Equipment (4) includes computers, printers, head phones for students and teachers, a computer peripheral LCD projector and Smart Board for the youngest preschool program. For the parent/home literacy program the project will purchase audio and DVD players for check-out. Supply (5) expenditures include *Opening a Word of Learning* materials, *Waterford* software and support materials, *Read Together, Talk Together*, assessments, realia and materials to support English language learning within the instructional program, during dramatic play and centers activities, books for the classroom and the Home Reading Program, and parent take-home materials that extend literacy learning beyond the classroom. Contractual (6) will support professional development, curriculum implementation and project evaluation. Other (8) expenditures support professional development expenses, such as training venues and food, a portion of the costs of the Bookmobile, and funding for the end of the year educational fieldtrips for families. Indirect costs (10) are charged at the approved rate of 3.55%.

The district and each of the preschool programs will dedicate efforts to solicit funding to extend the project beyond the three years to ensure expansion of best practices to other centers and to extend the initial project to support longitudinal data analysis of student learning and the effectiveness of the program.

Selection Criterion 4, Factor 1: *Adequacy of the management plan to achieve the objectives of the proposed project.*

The management plan for the Oxnard School District Early Literacy Project is focused on the articulated goals and objectives for the project. A district administer will supervise the project and the new Project Coordinator will manage the project. The Kindergarten Readiness Task Force will serve as the advisory council to the project and will monitor the implementation of the management plan.

Management Plan for the Oxnard School District Early Literacy Project			
Planning stage: September - November			
Benchmark	**Activity**	**Timeline**	**Responsibility**
Hire staff	Advertise positions, conduct interviews and hire	9-12/08	Wallace
Gen. Mgt.	Establish inter-agency communication & collaboration	10/08	Coord.
Initial PD	Make arrangements for initial professional development	9-11/08	Wallace
Materials	Order/receive *OWL, Waterford, Read Together, Talk Together*	9-11/08	Wallace/Coord.
Evaluation	Establish 3-year contract; protocols data collection and 3-year project	9-11/08	Wallace/Coord.
Initial Program: December 2008/January 2009			
Benchmark	**Activity**	**Timeline**	**Responsibility**
Prof. Dev.	Implement Initial 40 Hour Professional Development	12/08-1/09	Coord.
Materials	Continue to receive materials and deliver to classrooms	10-12/08	Coord.
Program Implementation: January 2009 – June 2011			
Benchmark	**Activity**	**Timeline**	**Responsibility**
Gen. Mgt.	Maintain inter-agency communication & collaboration	Monthly	Wallace/Coord.
Prof. Dev.	Implement Professional Development calendar, including site and project Professional Learning Community meetings/trainings	Monthly	Coord.
Transitions	Establish and implement transition activities to Kindergarten	Monthly	Literacy Coach
Materials	Order and receive replacement materials.	On-going	Coord.
Evaluation	Monitor evaluation; complete & send required reports to the USDE.	1/09-6/11	Wallace; Coord.

Selection Criterion 4, Factor 2: *Adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.*

The process and procedures for gathering and analyzing progress data to ensure achievement of the project goals will be established through the Professional Learning Community strategies. Purpose 5 provides an overview of the data gathering process and instruments. The guiding principles of the Professional Learning Community are data-driven communication and collaboration, which ensures open expression of feedback and continuous improvement. Overall progress in the operation of the proposed project will be facilitated by the Project Coordinator and members of the Kindergarten Transition Task Force, with representatives from the three centers and the district Kindergarten staff. The Literacy Coach for each center will attend monthly meetings and report on the project as well as the monitoring of student achievement.

Progress monitoring instruments and formative assessments will be implemented a specific intervals during each school year. Effective practice on the use of periodic formative assessments in the district Reading First schools and now implemented in all schools will guide this process in the OSD Early Literacy Project. Formative assessments will guide teachers and literacy coaches to analyze each student's learning, develop S.M.A.R.T. goals, and plan interventions, as needed. Formative assessments of student learning will be scored and analyzed at each center by the teachers and the Literacy coach in collaborative Professional Learning Community (PLC) meetings. These meetings will support the analysis of the data and the planning of the instructional program. This cyclical process constitutes assess, instruct, assess and analyze, instruct and provide interventions, assess and review. The process is continuously cyclical, punctuated by the annual summative assessments.

The evaluation measures described above will allow the Oxnard School District to track the progress of each center throughout the grant. To ensure the successful establishment of centers of excellence, Diane Wallace, district administrator, and the Project Coordinator will work with the evaluation team, ROCKMAN ET AL and the federal Early Reading First office to develop and implement technical assistance plan to improve outcomes. The Project Coordinator will be responsible for guiding the technical assistance and will work closely with the center

director and literacy coach to ensure that all of the OSD Early Literacy Project goals are met. The Project Coordinator will visit each center on a weekly basis and will submit monthly reports to the district..

Selection Criterion 4, Factor 3: *Time commitments of the project director, principal investigator, and key personnel are adequate to meet the objectives of the proposed project.*

Key Personnel and Support Providers	Responsibilities	Number of hours each week dedicated to the project
District Supervisor (Administrator)	Overall project supervision; evaluator of Project Coordinator; Communication with Early Reading First Office and Project Evaluators	4 hours per week (10%); in-kind contribution
Project Coordinator	Overall project management; evaluator of Literacy Coaches	40 hours per week (100%)
Literacy Coaches	Provide student-centered coaching at each site	40 hours per week (100%)
Preschool program managers	Supervise preschool operations	40 hours per week (100%); in-kind contribution
Professional Development providers	Provide research-based, high quality professional development	Depends on the calendar of professional development
Principal Investigator	Establish and implement the comprehensive project evaluation	Continuous throughout the project

Selection Criterion 5, Factor 1: *Methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*

ROCKMAN ET AL (REA), an independent research and evaluation firm, will conduct the external evaluation of the OSD Early Literacy Project. REA has expertise in quantitative and qualitative research methods and experience with research and practice in early literacy and English language acquisition. REA will use a mixed-method design with qualitative and quantitative components to monitor progress toward the goals and objectives. The proposed evaluation is grounded in the relationship between early language learning and literacy development and children's transition into Kindergarten and future success in school. This relationship has been confirmed by recent research and supported by the USDE Early Reading First program (Dickenson & Neuman, 2005)[6]. Acknowledging the critical role that families play in young children's language and pre-literacy development and the need to provide all children with language-rich environments prior to formal schooling, the study will gather data and assess how well the program prepares students for future schooling. A continuous improvement evaluation

model is particularly useful in a paradigm where formative data guide program planning, shape and refocus the program, and help project participants improve and refine project implementation.

Evaluation Strategies to Achieve the Goals of the OSD Early Literacy Project	
Formative	1. Document and assess the use of research-based, age-appropriate instructional materials and strategies for literacy by pre-school teachers and coaches; 2. Examine the use of data in staff decision-making to set S.M.A.R.T. goals, monitor progress and plan instructional programs 3. Describe the home use of early literacy resources by students and parents in the Oxnard ERF program; 4. Document participation in, response to, and use of professional development, especially curriculum implementation, by teachers, bilingual staff, volunteers, and parents;
Summative	1. Compare early literacy gains between students in ERF and other preschool programs and explore the relationships between programs, practices, and students' performance. 2. Track the progress of students from preschool to 1st grade 3. Consider student outcomes to determine the effectiveness of the professional development plan.

Formative Evaluation Methods and Analyses

1. Document and assess the use of research-based, age-appropriate instructional materials and strategies for literacy by pre-school teachers and coaches. Formative activities will include interviews and surveys with teachers, literacy coaches, and volunteers; focus groups with participants and parents; and periodic observations. The evaluation team will use the Early Language and Literacy Classroom Observation (ELLCO) Toolkit, (Smith & Dickinson with Sangeorge & Anastasopoulos, 2002)[27] to describe the learning environment and assess the quality of the literacy activities in the centers. Teacher surveys and observation data will speak to how well and how often teachers and coaches use instructional strategies and materials and will report on the children's engagement in the learning environment, time spent in activities to expand language and literacy skills, and the nature and level of language use and interactions with teachers.

2. Examine the use of data in staff decision-making to set S.M.A.R.T. goals, monitor progress, and plan instructional programs. Formative assessment can have an impact on teaching and learning (Black & Wiliam, 1998)[3]. One of the priorities will be to determine the extent to which the teachers incorporate formative assessment data into instructional planning.. REA will pay particular attention to teacher use of state, district, and program-

mandated assessments, such as the Desired Results Developmental Profile (DRDP-R). REA will conduct case studies of how sites/programs use data, beginning with interviews with teachers/staff about assessment practices and instructional decisions and then observing classrooms prior to assessment administration through a series of observations and interviews. Following the assessment, REA will attend Professional Learning Community (PLC) meetings in which teachers/staff discuss results and ways to use them. Further feedback will come from program records, improvement plans, and follow-up observations. REA will collect records of program data and improvement plans.

3. Describe and explore the impact of students' and parents' home use of early literacy resources. To understand how home learning activities change as a result of project participation and what effect home activities might have on students, REA will document family literacy activities and conduct interviews and focus groups with a 25% sample of parents at each site. Interviews, conducted in the participants' preferred language, will address involvement in parent education/training, changes in comfort, and use of home literacy activities. REA will also collect institutional data, such as Home Reading Logs, literacy materials and technology check-out logs, and attendance at family literacy events.

4. Document teacher, staff, parent participation in, response to, and use of professional development and parent education. REA evaluators will use surveys, interviews, and focus groups to document the professional development and parent education activities of teachers, literacy coaches, staff, and volunteers. REA will also observe the Professional Learning Community meetings and use the ELLCO Toolkit standardized teacher interview protocol to interview coaches about their efforts to provide ongoing support for literacy learning. To identify what teachers learn and apply from professional development, REA will also ask participants before and after training to respond to a small number of scenario-based items related to key content addressed in the training. During observations, REA will also document how teachers use their training. Most importantly, REA will consider student achievement outcomes to analyze and make recommendations during the project regarding the

professional development plan. REA will use logic modeling to relate professional development goals and gains to observed classroom practices and student outcomes. This feedback will allow OSD to modify the professional development focus to maximize student learning and improve the process to establish centers of excellence. The professional development-student outcome links will be examined quantitatively in the summative evaluation, as explained in the next section.

Summative Evaluation Methods and Analysis

1. Compare literacy gains between students in ERF and other preschool programs. REA will follow the participants comparing achievement on the district's literacy assessments, including the PPVT III and the PALS Upper Case Letter Recognition Test, to cohorts of children from comparable background who did not participate in the project. REA will conduct a secondary analysis of the assessment data collected in all sites, and in K+ classes, to explore differences in gains, based on time spent in the pre-school program, prior literacy and language proficiency, and time spent on different kinds of language and literacy activities. Through hierarchical linear modeling (HLM), researchers will be able to allow for variance in outcome variables to be analyzed at multiple hierarchical levels. This multilevel analysis will also allow REA to determine which groups of children make greatest gains.

2. Track the progress of students from preschool to 1st grade. Over the three years, researchers will follow groups of children through pre-school to Kindergarten and first grade in a longitudinal study that will help establish the effect of the OSD Early Literacy Project over time. REA will also track the progress of the matched comparison group previously described. The Oxnard School District will support this longitudinal study by providing access to and use of the student information system and the student achievement database system. The analysis will include potential mediating and moderating variables at the student level (e.g., prior achievement, attendance), teacher level (e.g., years of experience), and school level (e.g., length of existence).

3. Determine correlation between student outcomes and the professional development plan. Ultimately, the effectiveness of the OSD Early Literacy Project will be determined by student outcomes. Therefore, the

effectiveness of curriculum implementation, including curriculum materials and curriculum delivery methods, will be evaluated using average ELLCO scores, program records, teacher professional development gains, and most importantly, student outcomes. REA will use regression-based techniques, such as HLM and path analysis to link professional development, classroom practices and student outcomes.

Selection Criterion 5, Factor 2: *Evaluation methods use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.*

REA will use standardized, objective performance measures in the evaluation whenever possible, selected based on the degree to which they reflect the pre-school curriculum and complement internal performance measures. Qualitative and quantitative data will be collected and analyzed.

The following presents a brief summary of the psychometric qualities of the instruments proposed for this evaluation. Information for this section was obtained from the technical manuals of the instruments and/or reviews of the assessments in the Mental Measurements Yearbook.

The formative evaluation employs the Early Language and Literacy Classroom Observation (ELLCO) Toolkit, Research Edition (Smith & Dickinson with Sangeorge & Anastasopoulos, 2002)[27]. Technical information is based on studies conducted in 147 classrooms, which included at least 30 Head Start classrooms. Interrater reliabilities are reported as .88 for the Literacy Environment Checklist, .90 and better for the Classroom Observation, and .81 for the Literacy Activities Rating Scale. Cronbach's alphas are 0.84 for the Literacy Environment Checklist, .83 for the Classroom Observation, and .66 for the Literacy Activities Rating Scale.

The summative evaluation involves a secondary data analysis of standardized performance measures collected in all sites, including the Peabody Picture Vocabulary Test III and the Phonological Awareness Literacy Screening.

The mixed method evaluation design will gather qualitative and quantitative data. Qualitative data will be gathered through interviews, observations, meetings, and focus groups. Quantitative data will be gathered through formative and summative student outcome assessments, surveys, and the ELLCO Toolkit.

The summary of evaluation design is delineated in the table below.

	Evaluation Strategy	Instruments/Evidence	Timeline and Responsibility	Analysis Strategies
Formative	1. Document/assess use of research-based, age-appropriate instructional materials & strategies for literacy by pre-K teachers & coaches	Early Language & Literacy Classroom Observation (ELLCO) (Smith., Dickinson,, Sangeorge, Anataspopoulos, 2002)	REA staff, 3x/year (fall, winter & spring) per site	Observation & Interview Rubrics
	2. Examine the use of data in staff decision-making to set S.M.A.R.T. goals, monitor progress and plan instructional programs.	Observations; Data Team Meeting notes; Assessment records and improvement plans; Interviews	REA staff, 3x/year (fall, winter & spring) per site	-Document Analysis -Qualitative Analysis
	3. Describe the home use of early literacy resources by students and parents in the Oxnard ERF program;	-Interviews -Focus Groups -Literacy Materials Sign Out Sheets	REA staff, Spring each year; REA staff, 3x/year, fall, winter & spring	-Qualitative Analysis – - Frequency Counts
	4. Document participation in, response to, and use of professional development by teachers, bilingual staff, volunteers and parents	Student outcome reports; Measure of Pedagogical Content Knowledge (PCK); Interviews; Focus Groups; Attendance; surveys	REA staff 2x/year, fall & spring	Scoring Rubrics Qualitative Analysis
Summative	1. Compare lit. & EL gains between ERF students and matched group.	PPVT III; Receptive PALS Pre-K; Pre-K LAS	ERF staff collects, REA analyzes, 3x/year (fall, winter & spring) per site	HLM
	2. Track the progress of students from preschool to 1st grade	Same as above	Same as above	Longitudinal data analysis
	3. Determine correlation between student outcomes and the prof. dev. plan	PPVT III; Receptive PALS Pre-K; Pre-K LAS; ELLCO; Measure of teacher PCK	Same as above	Longitudinal data analysis
	4. Consider cost per preschool-aged child in ERF who achieves gains in oral language skills as measured by PPVT III	PPVT III; Staff interviews	Once, at end of the study	Cost benefit analysis

With the understanding that the evaluation of the OSD Early Literacy Project will be part of a national effort to add scientifically based reading research to the body of knowledge regarding early literacy, the OSD Early Literacy Project has selected a high qualified research and evaluation organization, ROCKMAN ET AL, and will dedicate the appropriate resources to the achievement of a comprehensive and high quality evaluation process and report.

Throughout each school year ROCKMAN ET AL (REA) will provide ongoing informal feedback to OSD Early Literacy Project leaders through reports, memos and regular telephone conversations. Rockman et al will also assist the Oxnard School District to prepare reports to the Department of Education, and will, if requested, contribute data to a national evaluation of Early Reading First.

REA will also prepare formal annual evaluation reports at the conclusion of each of the three years, including the analysis of the Growth and Outcome Goals for the project. The final Year 3 report will include a discussion of best practices, established through conversations with participants about what strategies and materials were most effective, and data analyses designed to link outcomes and performance gains to individual or combined project activities, including teacher and coach professional development.

The Oxnard School District will disseminate the reports and findings throughout each year to the Oxnard School District Board of Trustees and Child Development Resources and their governing board. This will enable the district and Child Development Resources to use the results from the highly effective centers of preschool education to plan and modify programs in the rest of their organizations.

The district and CDR will be looking for effective practices to replicate in other preschool centers that also serve children that will be enrolled in the Oxnard School District in the future.

Project Narrative

Other Narrative

Attachment 1:
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Part 6: Other Attachments

Appendix 1	Existing Preschool Centers for the Proposed Project
Appendix 2	English Language Acquisition Plan
Appendix 3	Endnote Citations
Appendix 4	Resumes for Project Directors and Key Personnel
Appendix 5	Indirect Cost Rate

Appendix 1 – Descriptions of Proposed Centers

District Demographics

The Oxnard School District, located on the central coast of California, is surrounded by agriculture and farming. The district is at a critical point in district development and the need for a significant focus on pre-K literacy is urgent.

District demographics for K-8 include the following:

Total enrollment in the Oxnard School District, K-8	15,878 students
Percent of students qualified for Free/Reduced Lunch program	74.4%
Hispanic/Latino students	85%
Students of current or former migrant or farm worker families	15%
English Learners	45%
GATE	
OSD GATE-identified students	4.5%
County GATE-identified students	8.9%
California GATE-identified students	7.6%

Pre-school demographics include:

Total Oxnard pre-school enrollment	820 students
OSD Early Literacy Project	194 proposed project preschool students
Percent of students qualified for Free/Reduced Lunch program	100%
Hispanic/Latino pre-school students	97%
Children of current or former migrant or farm worker families	70%
English Learners	85%

In the analysis of the data, it is essential to note that there are 12% fewer Hispanic/Latino students in the 8th grade as compared with preschool. This is a significant group of students in the district and the decrease over time in the student population is of great concern.

Proposed pre-school centers for the OSD Early Literacy Project

The proposed pre-school centers are the feeder schools for significantly low performing schools. All centers have increasing attendance rates and now average over 90%. The staff teaching experience at all centers exceeds five years at the same center.

Haydock Head Start/ State Preschool 601 Hill Street Oxnard, CA Zip 93033	
Associated Elementary School/s	McKinna and Kamala
Age of the students:	2yr. 9 mo – 5 years old (or Kindergarten entry)
No. of children served:	40
Demographic and socioeconomic info:	95% Free and Reduced Lunch; 90% Hispanic
Children with special needs	Special needs: 10% with IEPs for Speech and Language; English Learners – 60%%
Center schedule:	6.5 hrs/day, 5 days/week, 10 months/year
Basic funding:	Federal Head Start; California State Preschool
Basic instructional program:	California Pre-K Guidelines; Creative Curriculum and Steps to Success Reading Program; NAEYC Developmentally Appropriate Guidelines
Staff:	2 Head Teachers with Bachelors degree; 2 assistant teachers with AA in Child Development, speech therapist; 1 Site Supervisor
Qualifications:	The Head Teacher has a Bachelors degrees and teaching assistants have an AA in Child Development; Assistant Teachers have 12 units of child development; Teachers. The Site Supervisor has a BA and a California Children's Center permit The 2 Assistant Teachers are bilingual. Permitted staff members have completed 105 hours of professional development annually.

Marina West Head Start/ State Preschool 2551 Carob Street Oxnard, CA Zip 93035	
Associated Elementary School/s	Marina West
Age of the students:	2yr. 9 mo – 5 years old (or Kindergarten entry)
No. of children served:	20
Demographic and socioeconomic info:	95% Free and Reduced Lunch; 80% Hispanic
Children with special needs	Special needs: 8% with IEPs for autism and speech and language; English Learners – 85%
Center schedule:	6.5 hrs/day, 5 days/week, 10months/year
Basic funding:	Federal Head Start funding
Basic instructional program:	California Pre-K Guidelines; Creative Curriculum and Steps to Success Reading Program; NAEYC Developmentally Appropriate Guidelines
Staff:	1 Head teachers, 2 assistant teacher, speech therapist; 1 Site Supervisor
Qualifications:	Head Teacher has a Bachelors degree in Child Development. The 2 Assistant Teachers have 12 units of child development The Head Teacher and Site Supervisor have a California Children's Center permit Both of the Assistant Teachers are bilingual. Permitted staff members have completed 105 hours of professional development annually.

Julie Irving Head Start 221 Ventura Blvd. Oxnard, CA 93036	
Associated Elementary School/s	Sierra Linda, Curren, Ramona, Chavez
Age of the students:	2.9yrs. – 5 years old (or Kindergarten entry)
No. of children served:	40 students
Demographic and socioeconomic info:	90% Free and Reduced Lunch; 100% Hispanic
Children with special needs	Special needs: 5 with IEPs; English Learners – 93%
Center schedule:	10 hrs/day, 5 days/week, 12 mo/year
Basic funding:	Federal Head Start funding
Basic instructional program:	California Pre-K Guidelines; Creative Curriculum and Steps to Success Reading Program; NAEYC Developmentally Appropriate Guidelines
Staff:	2 teachers with a BS in Child Development, 4 assistant teacher with 12 units of child development, Speech Therapist
Qualifications:	The 2 Lead teachers have Bachelors degree in Child Development. The 4 assistant teachers have Child Development Permit and have earned 12 units of child development. All are bilingual.

OSD Early Literacy Project

Staff Commitment to Participate in Early Reading First

We, the undersigned, are very pleased to collaborate in a sincere effort in our preschool center to improve the achievement in early literacy, cognition, and overall language development.

We understand that Early Reading First is supporting the establishment of preschool centers of excellence for the development of early language knowledge and skills.

In addition, we confirm our willingness to participate in a process for improving our instructional program by participating in high quality professional development, coaching and using data to guide our instructional program. We are looking forward to a focus on the creation of a culture of literacy in our preschool.

School Marina West Head Start Preschool

Name/Date	Job Title/Grade-level
(b)(6)	Head Teacher 6-9-08
	Asst Teacher 6-9-08
	Asst Teacher 6-9-08
	Classroom Aide 6/9/08

OSD Early Literacy Project

Staff Commitment to Participate in Early Reading First

We, the undersigned, are very pleased to collaborate in a sincere effort in our preschool center to improve the achievement in early literacy, cognition; and overall language development.

We understand that Early Reading First is supporting the establishment of preschool centers of excellence for the development of early language knowledge and skills.

In addition, we confirm our willingness to participate in a process for improving our instructional program by participating in high quality professional development, coaching and using data to guide our instructional program. We are looking forward to a focus on the creation of a culture of literacy in our preschool.

School **_Julie Irving Head Start_____**

Name/Date	Job Title/Grade-level
(b)(6)	

OSD Early Literacy Project

Staff Commitment to Participate in Early Reading First

We, the undersigned, are very pleased to collaborate in a sincere effort in our preschool center to improve the achievement in early literacy, cognition, and overall language development.

We understand that Early Reading First is supporting the establishment of preschool centers of excellence for the development of early language knowledge and skills.

In addition, we confirm our willingness to participate in a process for improving our instructional program by participating in high quality professional development, coaching and using data to guide our instructional program. We are looking forward to a focus on the creation of a culture of literacy in our preschool.

School Haydock Head Start/State Preschool

Name/Date Job Title/Grade-level

(b)(6)

Appendix 2 – English Language Acquisition Plan

The plan to address language development and English language acquisition among English Learners is of great importance in the Oxnard School District. Nearly 95% of English learners in the Oxnard community speak Spanish and are from high poverty farm workers or migrant families.

1. ***Development of language, based on linguistic factors/skills that serve as the foundation for a strong language base.***

As outlined in the project narrative, the OSD Early Literacy project is based on current research and will assist English learners to enter Kindergarten on track for future success in school. Specific strategies will benefit OSD English learners:

- Initial identification of first and second language proficiency and monitoring of English language development.
- Parent education and provision of home materials extending learning to home.
- Use of the Open the World of Learning phonemic awareness program which provides access to English language phonemes that are different from Spanish phonemes
- Use of individualized literacy software that adjusts learning in response to identified needs and is, according to research, effective with young English learners.

A minimum of one bilingual teacher in each center will support learning in Spanish, the home language of the students.

2. ***Instructional strategies that will be used to address English language acquisition in a multilingual classroom.***

Instructional strategies to support English language acquisition will include sheltered English and other effective strategies to promote second language acquisition. Comprehensible input in the child's home language will encourage the development of background knowledge, develop vocabulary in Spanish, and improve comprehension.

Students will be introduced to the sounds and vocabulary of English, as appropriate for their identified language acquisition levels.

Many of the phonemes in the Spanish language are transferable to the English language. The instructional program will reinforce those transferable skills. The instructional program will also introduce and reinforce non-transferable sounds, those sounds that do not occur in the Spanish language. Young English Learners will develop fluency in all English sounds, including those that are not readily familiar to them.

The program will provide children with natural settings within the classroom to acquire proficiency in their second language. Learning and activity centers will support primary language understanding and second language learning. The classroom library will provide students with opportunities to read a variety of genres, including decodable books, picture books, books on tape and books in the child's home language.

Read Together, Talk Together provides families with English and Spanish books to read and discuss in the home.

3. Project strategies to facilitate the transition to English proficiency.

Students will be assessed upon enrollment with the Home Language Survey and the Pre-K LAS to establish an initial level of English proficiency and to identify the level of proficiency in their home language. English proficiency development will be monitored through periodic assessments.

Following the Gersten research on the need for English learners to acquire a rich vocabulary in English, the instructional program will emphasize vocabulary development.

The development of proficiency in English among English Learners will be facilitated through the use of EL strategies in the *Opening a World of Learning* program, *Waterford Early Reading Program* and *Read Together, Talk Together.*

4. Intensive professional development on the development of English language proficiency

The several district staff members possess bilingual credentials, have extensive experience providing professional development and have participated in training for trainers. In collaboration with the training partners described in the Narrative, OSD professional development staff will provide comprehensive, intensive professional development for pre-school teachers and support staff on the development of English language proficiency. An example of this training would be the intensive training on research and research-based strategies, utilizing Luisa Moats book, *Speech to Print* and *Speech to Print Workbook.*

5. English LanguageDevelopment – Timeline and benchmarks

Initial Enrollment	Mid-program	End of Program/ K Enrollment
To identify language dominance and initial proficiency: -Home Language Survey -Pre-K LAS -PPVT, III , Form A PALS Pre-K, Upper case alphabet knowledge - PALS Preschool -Phonological Awareness Literacy Screening– Preschool	Monitoring English language proficiency: -Annual Pre-K LAS -PPVT,III, Forms A & B -Test de Vocabulario en Imagenes Peabody (TVIP) -PALS Pre-K, Upper case alphabet knowledge -Waterford Early Reading Assessments	Assessments to determine language of instruction in Kindergarten -Pre-K LAS – to determine language of instruction in Kindergarten -PPVT, III, Form B -PALS Pre-K, Upper case alphabet knowledge

English Language Development (ELD) for English Learners who are not proficient in English will begin upon enrollment and continue throughout the program. Once the staff analyzes the results and determines the language dominance and English language proficiency, the instructional program will be planned to meet the language-learning needs of each student. Formative assessments will provide teachers with the periodic assessments to monitor English language proficiency development.

Appendix 3 – Works Cited

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Appendix 4. Resumes

DIANE M. WALLACE

14 Santa Cruz Court, Manhattan Beach, CA 90266
310/546-1425 · dwallace@oxnardsd.org

PROFILE

- Experience leading program improvement in a statewide early literacy project
- Pre-K -12 teaching and public school district management experience
- Knowledgeable and experienced in standards-based instruction
- Experienced in research-based programs and strategies for English Language Learners
- Development of collaborative partnerships among public, business, community-based, and philanthropic organizations
- Extensive results-oriented budget management experience, including categorical funding
- Expertise in public relations, public speaking, professional development, parent education and involvement
- Fluent and literate in English and Spanish

EMPLOYMENT EXPERIENCE IN EDUCATION

OXNARD SCHOOL DISTRICT

2005- **Administrator, Program Improvement**
Responsible for facilitating districtwide improvement of student achievement

NATIONAL UNIVERSITY

2004- **Adjunct Professor, Education Administration, Research Methodology**

WATTS LEARNING CENTER CHARTER SCHOOL

2001-2004 **Director, Program and Curriculum Development**
Responsible for curriculum, instruction, evaluation, and professional development, which resulted in significantly improved academic achievement among high poverty inner city students. Initiated an after-school learning support and enrichment program, providing high-poverty children with access to visual arts, instrumental music, drama, science, technology, sports and dance programs.

LOS ANGELES COUNTY OFFICE OF EDUCATION

1999-2001 **Director, Los Angeles County, Reading Lions Project**
Responsible for program management, including administration, evaluation, collaborating with the statewide project; reporting to the foundation; development of annual report; project evaluation, including statistical analysis; included responsibilities for facilitating improvement of student academic performance in school districts and one charter school.

CULVER CITY UNIFIED SCHOOL DISTRICT

1976-1998 **Director, Special Projects, State and Federal Programs**
Principal, California Distinguished School;
District Coordinator, Programs for English Language Learners
Teacher
Responsible for the creation of a Healthy Start Collaborative of public, non-profit, and community based to support the Family Center; established bilingual pre-school; coordination of the district wide K-12 language arts; creation and supervision of accountability programs; professional development for staff and parent education; district liaison with school district consortium for Program Quality Review, CCR Coordinator., program development and grant writing

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

1972-76 **Project Coordinator**
Teacher, 9th -12th grade
Responsible for the development and coordination of the first multilingual high school program in California – English, Spanish, Vietnamese, Japanese
Adjunct experience
District liaison with the California Association of Bilingual Educators

EDUCATION

DEGREES

Certificate in Leadership, Specialization in Non-profit Management, 2002
Claremont Graduate University, Drucker School of Management
Executive Management Program

Master of Arts, Education, emphasis on Cross-cultural Education
University of California, Irvine

Teacher Certification, National Teacher Corps Program
Texas A & I University, Kingsville, Texas

Bachelor of Arts, Spanish, German, University of Southern California

PROFESSIONAL CREDENTIALS AND CERTIFICATION

Administrative Services, K-12; Standard Secondary, Spanish, Life; Bilingual cross-Cultural

CONSULTANT EXPERIENCE

LOS ANGELES UNIFIED SCHOOL DISTRICT
Consultant in Program Evaluation, After-school Enrichment and Learning Support Programs

THINK OC
Consultant in program and curriculum development

EAST WHITTIER CITY SCHOOL DISTRICT
Consultant for a district committee of staff and parents; Development of a common understanding of grade level standards and the creation of a standards-based report card.

SPENCER KAGAN
Facilitator, Trainer of Trainer Module, Cooperative Learning

CALIFORNIA DEPARTMENT OF EDUCATION
Consultant in Curriculum Development – Cooperative Learning, K-12
Development of a plan for implementation of effective cooperative learning training for teachers in K-12 California Public Schools

UNITED STATES DEPARTMENT OF EDUCATION
Consultant for the development of federal programs in Second Language Development for Speakers of Languages other than English

PROFESSIONAL EXPERTISE AND ACCOMPLISHMENTS

PROGRAM DEVELOPMENT

Program development from the foundation perspective and as a grant writer and recipient
Responsible for successfully funding special projects from a variety of funding sources;
Local, state, federal grants; state and federal budget local priority allocation; Private and corporate foundations. Projects include educational improvement projects, healthy children and families programs, after-school programs, and research-based reading improvement projects.

STRATEGIC PLANNNING

Founding member, Strategic Planning Committee

INTERAGENCY COLLABORATION

Los Angeles Area Reading Collaborative, Governor's Reading Initiative including public school districts, University of California, Los Angeles, Sacramento County Office of Education, and University of California, Office of the President

Healthy Start Collaborative twenty-five public, non-profit and community-based organizations

AWARDS AND HONORS

National Award of Excellence, Community Collaboration for Children and Families
National Association of Cities, Counties, and Mayors

Leadership Award, Chapter President, Association of California School Administrators

Award of Excellence, Family Life Education

Honorary Service Award, PTA

PROFESSIONAL AFFLIATIONS

Association of School Curriculum and Development

UCLA Principals' Center, Member, Advisory Board, 1993-98

Phi Delta Kappa, USC Chapter

(b)(6)

Mary E. Dahlgren, Ed.D.

Academic Preparation:

Institution	Degree Earned	Date
Oklahoma State University	Doctorate of Education Reading	2003
University of Central Oklahoma	Master of Education Reading	1991
Oklahoma State University	Bachelor of Science Early Childhood	1983

Certifications

Oklahoma Standard Teaching Certificate
- Elementary Education
- Reading Specialist

Language Essentials for Teachers of Reading and Spelling/ Cambium Learning
- National Trainer

Payne Education Center
- Alphabetic Phonics Therapist

Academic Language Therapy Association
- Certified Academic Language Therapist
- Qualified Instructor

Professional Experience:

Institution	Position	Dates
Mary E. Dahlgren Consulting Sopris West Professional Development	Educational Consultant/ National LETRS Trainer	Current
Trainer for Arizona State Department of Education – Reading First Reading Coaches (K-3)		
Trainer for Washington D.C. Public Schools – Reading First Reading Coaches (K-3)		
Trainer for Florida State Department of Education – Middle School Coaches		
Project Director for Professional Development Impact Study – USDE Federally Funded Project – Six participating school districts across the US		Current
Oklahoma City Public Schools	Educational Consultant/Reading 1st	Current
Payne Education Center	Executive Director	1998-2003
SeeWorth Academy Oklahoma City, OK	Reading Specialist Associate Director	2002-2003 1997-1998
University of Oklahoma Region VII, Comprehensive Center	Consultant/Trainer Reading Success Network	1999-present
University of Oklahoma E-TEAM Consultant	National Evaluator Trainer/Professional Development Observing K – 3 classroom teachers (8 states) Testing K – 3 students (over 700 students)	2001-2002
Private Therapist	Reading Tutor	1992-1997
Trinity Episcopal School Oklahoma City, OK	Reading Specialist Classroom teacher 5th	1988-1992 1985-1986
Guthrie Public Schools Guthrie, OK	Classroom teacher 6th	1983-1985

Extended Trainings

LETRS National Trainer Training
Sedona, Arizona 2004
Taking Reading Forward, Advanced Seminar 2003
Seminar on Professional Development
The Greenwood Institute Dr. Louisa Moats & Dr. Susan Brady
LETRS Institute 2002
Modules 1, 2, 3
Denver, CO Dr. Louisa Moats
Language Study for Teachers, Part II
Syntax, Meaning, and Text 2000
The Greenwood Institute Dr. Louisa Moats
Language Study for Teachers, Part I 1998
Sounds, Syllables, and Words
The Greenwood Institute Dr. Louisa Moats

Professional Memberships

Academic Language Therapy Association Board Member 2004 - 2006
International Dyslexia Association
Society for Scientific Studies of Reading
International Reading Association

Publications

Joshi, R. M., Dahlgren, M., & Boulware-Gooden, R. (2002). Teaching reading in an inner city school through a multisensory teaching approach. *Annals of Dyslexia, 52*, 229-242.

Dahlgren, M. (2002). Preparing teachers for the 21st century: A conversation among multiple stakeholders. In S.A. Beach, P. Fry, & J. Collins (Eds.), Perspectives on reading: Preparing teachers for the 21st century(pp. 67-70). Norman, OK: University of Oklahoma Press.

Presentations

M. Dahlgren (1999 – 2004) Reading Success Network, *Data Driven Assessment, Data Analysis, Diagnosis, Multi-sensory reading strategies for K – 3, Comprehension Strategies, Vocabulary Development, Syllable Types, History of the English Language,* The school districts of: South Bend, IN; Norfolk, NE; Oklahoma City, OK; Tulsa, OK; Woodstock, IL; Sydney, NE., St. Louis, MO; St. Joseph, MO; Emporia, KS; Lexington, NE;(multiple trainings have occurred at each of these sites.)

M. Dahlgren (2003). Teaching reading in an inner-city school. Southwest International Reading Association Regional Conference, Oklahoma City, OK

M. Dahlgren (2003) Multisensory Reading strategies for a variety of age groups. Association of Professional Oklahoma Educators, Norman, OK.

M. Dahlgren (2004). *Analyzing reading problems in special education classrooms.* International Dyslexia Association, Philadelphia, PA.

M. Dahlgren (2004). Generations Project: Training high school struggling readers to tutor kindergarten students. International Dyslexia Association, Philadelphia, PA.

M. Ludwig, M. Dahlgren, D. De La Garza, N. McGiveny (2006). Coaching in the Professional Development Impact Study. CORE Literacy Leadership Summit, San Francisco, CA.

Marilyn Monica Astore
2726 Aspen Valley Lane, Sacramento, CA 95835
(b)(6) • FAX (916) 263-9576 • (b)(6)

Resume

Education:

M.A.	California State University, Sacramento	1986 Curriculum and Instruction
B.A.	Holy Names College	1964 History, cum laude

Credentials:

• Professional Administrative Services Credential	1994 National University
• General Elementary Credential	1964 Holy Names College

Leadership Training:

• California Reading Academy	1997
• Comprehensive Reading Leadership Program Training	1997
• California School Leadership Academy	1993-96

Work Experience:

2004	Instructor, Reading Certificate Program, University of California at Los Angeles, University Extension
2003-Present	Language and Literacy Consultant, California Preschool Instructional Network
2003-2004	Early Reading First Consultant and Trainer, Elk Grove Unified School District
2002- Present	PreK Language and Literacy Consultant, Sacramento County Office of Education
2002 - Feb.	Consultant, Sacramento City Unified School District Early Childhood Programs
2001 - Present	PreK Curriculum Advisor, Abrams & Company
2001 - 2002	Lead Developer and Presenter for Administrators, LAUSD PreK Professional Development Institute
2001 - 2002	Instructor, PreK Literacy, UCLA, University Extension
1997	Coordinator, California Reading Academy
1996 - June-July	Consultant, Child Development Division, California Department of Education
1995 - Present	Regional Trainer, Reciprocal Teaching
1994 - 1996	Bilingual Coordinator, SCOE
1988 - May	Consultant, Child Development Division, CDE
1985 - 1988	School Improvement Research Assistant and Kindergarten Teacher, Sutterville Elementary School, SCUSD
1964-1985	Supervising Teacher and Teacher-Kindergarten, Second, Fourth, and Fifth, SCUSD

Special Committee Assignments:

2004 - Present	Contributor, *Preschool English Learners: Principles and Practice to Promote Language, Literacy & Learning*
2004 - Present	Member, California Preschool Standards Work Group and Review Panel
2004 - Present	Member, California Preschool Instructional Network Executive Committee
2001 - 2003	READ California Advisory Board
2000 - 2003	Early Steps to Reading Success Advisory Board
1999 - Present	California Reading Roundtable
1999	California Department of Education, Contributor, *First Class, A Guide for Early Primary Education*
1996	Member, Early Literacy Advisory Panel, California School Leadership Academy
1995 - 1996	Co-Chair, Northern California Early Childhood Conference
1995 - 1996	Elementary Co-Liaison, School-to-Career Framework Task Force
1995 - 1996	Regional Lead, Early Primary Transitions Task Force
1994 - 1995	Member, State Early Literacy Committee; California Department of Education

Conference and Workshop Presentations:

August, 2004	Next Steps in Language and Literacy, EGUSD Preschool Institute, Elk Grove, CA
January, 2004	Leadership Institute, Preschool Programs, EGUSD, Elk Grove
August, 2003	"Be a Pied Piper: Lead the Way to Literacy, " Preschool Staff Institute, EGUSD, Elk Grove
August, 2003	"Leading the Way to Literacy for Preschoolers," Keynote Presentation, SCUSD Child Development/Early Childhood Staff Summer Institute, Sacramento, CA
May, 2003	"Starting Out on the Road t o Literacy," Presentation to San Diego City Unified School District Preschool Staff, San Diego
August, 2002	"Linking Language and Literacy," Keynote Presentation, Northern California Early Childhood Conference, Sacramento
May, 2001	PreK California Professional Development Institute Training for LAUSD Administrators, Los Angeles
May, 2001	Governor's Reading Initiative, Reading Lions Center, LAUSD
April, 2001	"Learning to Read: What Works," NCERT Conference, Scottsdale, Arizona
February, 1998	"Every Child, Every Grade... What Will It Take For Every Child to Reach the K-3 Standards in Reading?" CCESSA/CDE State Leadership Symposium, Monterey
August, 1997	"Language Development in Preschool and Kindergarten," Northern California Early Childhood Conference, Sacramento
September, 1996	Keynote Speech - "Fostering Early Literacy in Child Development Programs," CDE, Child Development Division, Early Literacy Institute, San Diego
August, 1996	"Strategies for Early Literacy," Northern California Early Childhood Education Conference, Sacramento

Published Articles

Summer, 2004	"Building Language and Literacy: Essential Experiences for Preschoolers," Bridges
December, 1999	"Sacramento Success Story: A Model for Reversing Reading Failure in Middle Schools," California Curriculum News Report (co-authored with David Meaney, Ed.D. and Joyce Wright, Ed.D.)
April, 1998	"Strengthening Adolescent Literacy in Region 3," Network News
October, 1993	"David Lubin Teacher Challenged By Exchange Year in England," The Recorder
June, 1991	"The Key to Becoming a User of Language," New Directions in Curriculum
September, 1987	"Mapping Success in Reading Takes a Helping Hand of Confidence," The Recorder

Professional and Community Activities:

Advisory Board, Community Learning Center
California Association for the Education of Young Children
Association for Supervision and Curriculum Development
Education Impact Council, United Way
National Association for the Education of Young Children

ROCKMAN ET AL

ROCKMAN ET AL (REA) is an independent evaluation, research, and consulting firm with offices in San Francisco, Chicago, and Bloomington, Indiana. REA works with preschool, K-12, postsecondary, and adult educational institutions undertaking formal education, as well as with educational projects having a wider community or consumer audience. The staff of ROCKMAN ET AL includes evaluators with advanced degrees in education, cognitive science, child development, and psychology; several staff members are bilingual in English and Spanish. Each evaluation study REA undertakes is designed to meet the specific needs of the client and lead to continued revision and improvement of the materials, and an understanding of the impact those materials may have on the audience. ROCKMAN has a strong reputation for providing such services in the area of teacher professional development initiatives in language and literacy, with a particular emphasis on English language learners. Current and recent REA clients include: American Museum of Natural History, National Endowment for the Arts; the California, Indiana, and West Virginia State Departments of Education; Catapult Learning; the Corporation for Public Broadcasting, Harvard Graduate School of Education, Hewlett-Packard, the Joyce Foundation, Microsoft, National School Boards Association, and WestEd. REA has also served as evaluator for numerous Department of Education- and National Science Foundation-funded projects.

Staffing for the Project:

Theresa Akey, senior researcher at ROCKMAN ET AL, brings wide-ranging quantitative research and evaluation experience to the project. She has conducted curriculum and assessment alignment studies, process evaluations for large-scale school reform efforts, and studies of educational programs such as Reading First and Reading Excellence programs, Title I, early childhood, educational technology, professional development, and full-day kindergarten and standards-based local assessment programs. She earned her Ph.D. in Educational Psychology and Research from the University of Kansas in 1995, and also holds an Ed Specialist degree and is a certified school psychologist.

Kristin Bass has over ten years of experience with data analysis and management in education. Her work at ROCKMAN

includes an evaluation of case-based professional development for WestEd's Understanding Science project. Prior to joining ROCKMAN, she was a postdoctoral fellow at the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley, where she helped develop items for the preschool Desired Results Developmental Profile and coordinated meetings to generate California Preschool Learning Foundations in language, literacy, and mathematics. Kristin has a B.A. in psychology from Yale University and a Ph.D. in education and psychology from the University of Michigan.

Beverly Farr, Ph.D., Director of Research at ROCKMAN ET AL, has conducted numerous studies of policy and educational practice, often related to the learning needs of culturally and linguistically diverse students. During her tenure at the American Institutes for Research (AIR) in Palo Alto, she served as principal investigator on projects related to school reform, professional development, and issues related to second language learners. She has directed several statewide studies in California, including evaluations of the Immediate Intervention for Underperforming Schools Program, the English Language Acquisition Program, and Cultural Competency Training for Teachers. She brings extensive experience in technical assistance and culturally appropriate strategies to this study.

Michelle Honeyford, research associate with ROCKMAN ET AL, has worked on evaluations of statewide projects in Indiana, including a technology-based professional development program for school administrators and an innovative distance-learning program for teachers of English Language Learners. She has been involved in several literacy-related projects, including studies of writing and technology, digital literacy, and English Language Learners. Before joining Rockman, Michelle taught English/Language Arts at the middle and high school levels. She is currently working on her Ph.D. in the Department of Literacy, Culture, and Language Education at Indiana University, Bloomington, where she teaches undergraduate and graduate-level courses.

Kay Sloan, Managing Research Director for Rockman's Bloomington office, has conducted numerous studies of school reform projects, including US Department of Education Technology Innovation Challenge and Preparing Tomorrow's Teachers to Use Technology Grants and Gates Foundation Technology Leadership Grants. With expertise in qualitative

research design, she has conducted studies of writing achievement and teacher training, and served as evaluator for several initiatives focused on underserved students and their families. Before joining ROCKMAN, Kay worked with the Family Learning Association in Bloomington, IN, creating a series of early literacy pamphlets for young children and their families; her experience with early literacy also includes materials and training for Title I parent programs. Kay has also taught in public schools and at the university level. She did her doctoral work in English and Comparative Literature at Indiana University, Bloomington.

Maura Pereira has extensive professional experience in the field of education both in the United States and Latin America. As a qualitative researcher she has conducted studies of language learning in technology-enhanced classrooms, technology integration in teacher education programs, and the use of videoconferencing to support transnational students' socialization in American schools. Her experience also includes teaching at both the high school and university levels, training of ESL teachers, and studying diversity and multicultural issues in Indiana schools. Maura is bilingual in English and Spanish with good knowledge of Portuguese. Her more recent work includes participation in the evaluation of the California's Cultural Competency Training for Teachers of California and the Quality Teaching for English Language Learning (QTEL).

Appendix 5. Indirect Cost Information

California Department of Education (http://www.cde.ca.gov/fg/ac/co/icrrate0809letter.asp)
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CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL
State Superintendent of
Public Instruction
PHONE: 916-319-0800

March 26, 2008

Dear County Chief Business Officials:

2008-09 APPROVED INDIRECT COST RATES

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

Approved Indirect Cost Rates

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

Indirect Cost Rates for JPAs

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

Statewide Indirect Cost Rates

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

4.96% Food Service
4.90% Adult Education

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

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

Charter School Indirect Cost Rates

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

SACS Query Page

To aid staff in identifying the allowable indirect cost rates for various programs, the SACS Query system available on our

Web page at http://www.cde.ca.gov/fg/ac/ac/ includes this information for most programs.

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

Sincerely,

Peggy O'Guin, Administrator
Financial Accountability and Information Services

Last Reviewed: Friday, April 04, 2008

California Department of Education (CDE) - School Fiscal Services Division

Restricted Indirect Cost Rates for K-12 Local Educational Agencies (LEAs) - Five Year Listing

Rates approved based on standardized account code structure expenditure data

Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.

*** Revised April 8, 2008**

** C = County
D = District

CA= Common Administration
J = Joint Powers Agency

County Code	LEA Code	Type**	LEA Name	APPROVED RATES For use with state and federal programs, as allowable, in: 2004-05 (based on 2002-03 expenditure data)	2005-06 (based on 2003-04 expenditure data)	2006-07 (based on 2004-05 expenditure data)	2007-08 (based on 2005-06 expenditure data)	2008-09 (based on 2006-07 expenditure data)
56	10561	C	Ventura County Superintendent	8.07%	7.88%	7.99%	9.67%	9.74%
56	40295	J	Ventura County Schools Business Svcs.	0.00%	0.00%	0.00%	0.00%	0.00%
56	40758	J	Oxnard Area Public Sch. TV Consortium	0.00%	0.00%	0.00%	0.00%	0.00%
56	72447	D	Briggs Elementary	8.00%	7.26%	7.62%	6.23%	5.56%
56	72454	D	Fillmore Unified	8.92%	7.77%	5.94%	4.74%	6.61%
56	72462	D	Hueneme Elementary	4.04%	4.41%	5.42%	4.78%	3.34%
56	72470	D	Mesa Union Elementary	5.82%	5.99%	5.63%	3.97%	4.11%
56	72504	D	Mupu Elementary	11.11%	14.40%	14.68%	3.33%	3.59%
56	72512	D	Ocean View Elementary	4.00%	4.39%	5.06%	5.22%	6.16%
56	72520	D	Ojai Unified	5.12%	5.67%	5.92%	6.94%	7.32%
56	72538	D	Oxnard Elementary	4.47%	4.52%	4.44%	3.55%	3.53%
56	72546	D	Oxnard Union High	4.78%	5.83%	5.10%	3.06%	4.32%
56	72553	D	Pleasant Valley Elementary	10.06%	7.74%	8.53%	8.71%	5.69%
56	72561	D	Rio Elementary	7.95%	8.30%	7.05%	5.64%	6.05%
56	72579	D	Santa Clara Elementary	16.35%	8.97%	12.88%	8.01%	6.57%
56	72587	D	Santa Paula Elementary	7.57%	7.76%	6.36%	6.40%	7.91%
56	72595	D	Santa Paula Union High	5.54%	5.07%	4.11%	3.91%	4.16%
56	72603	D	Simi Valley Unified	2.61%	2.83%	4.40%	3.70%	4.01%
56	72611	D	Somis Union Elementary	8.23%	8.92%	8.51%	7.95%	6.94%
56	72652	D	Ventura Unified	8.38%	6.36%	6.78%	4.97%	4.48%
56	73759	D	Conejo Valley Unified	4.92%	3.91%	6.06%	5.86%	5.66%
56	73874	D	Oak Park Unified	4.93%	6.45%	5.47%	5.51%	8.86%
56	73940	D	Moorpark Unified	6.34%	8.13%	6.74%	5.76%	6.03%

Budget Narrative

Budget Narrative

Attachment 1:
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Oxnard School District Early Reading First
Early Literacy Project

Budget Narrative

The project budget for the Oxnard School District Early Literacy Project is clearly linked to the project goals. The budget was developed to specifically implement the project and support the establishment of three preschool centers of excellence.

Most importantly, the total budget represents the grant funds and contributions. The request for grant funds is $1,733,893. This represents $5,779 per student each year of the grant. In-kind contributions are provided by the preschool centers and the district.

Section 1, Project Personnel

Project Personnel includes the full time salaries for a full-time Project Coordinator and one full-time Literacy Coach for each center. The Project Coordinator will be placed on the district administrative salary schedule and the coaches will be placed on the teacher's salary schedule. The second and third years reflect a cost of living increase of 3% for each of the employees.

Section 2, Fringe Benefits

Benefits are commensurate with district policy, providing health, dental, vision and life insurance. The increase in benefits in years 2 and 3 are projected by the district business department.

Section 3, Travel

The travel budget will support transportation and conference costs once each year for the district administrator and Project Coordinator to attend the Early Reading First national meeting. This is an estimate since the location and length of the meeting were not provided.

Section 4, Equipment

Equipment purchases includes computers, printers, head phones, a computer peripheral projector, a Smart Board for each classroom in the first year of the project. Portable cd/cassette players and DVD players will be purchased initially to provide check-out for the home literacy focus of the project. Extension of the literacy development program to the home will expand early literacy learning to the home.

Section 5, Supplies

Supply expenditures include purchase of the core instructional materials as well as the support materials. The project will purchase *Opening a World of Learning*, *Waterford Early Reading Program* software and support materials, and Read *Together, Talk Together*. In addition, to support English language development for English learners, realia and materials for dramatic play and centers will be purchased. The project will provide 1000 books for each center classroom and the Home Reading Program. The books will be specifically selected for their support of cognitive and Parent take-home materials will be provided to extend literacy learning beyond the classroom. Books and materials needed by staff for professional development will also be purchased. In years 2 and 3 replacement books for Read Together, Talk Together will be purchased.

Section 6,Contractual

Contractual costs will support professional development, curriculum implementation, and project evaluation. The project will hire the most qualified trainers to provide professional development and support curriculum implementation. The project evaluation will be conducted by Rockman et al, a highly qualified team of evaluators with extensive experience in preschool programs and this level of grant program.

Section 8, Other

The Other section supports professional development expenses, such as training rooms and food for participants, a portion of the costs (1 day per week) of the Bookmobile so that these visits will occur once a week at each project preschool center, and funding for the end of the year educational fieldtrips for families to develop vocabulary and background knowledge.

Section 10, Indirect Costs

The indirect cost rate agreement allows 3.55% and is approved by the United States Department of Education from July 1, 2008 through June 30, 2000. A copy of the Indirect Cost information is located in Part 6, Other Attachments.

Section 11, Training Stipends – Not applicable.

Section 12, Total Costs

The total grant budget is $1,733,893.

Oxnard School District - Budget Detail

			2008-09	2009-10	2010-11
Section 1 - Project Personnel					
	Project Coordinator		$82,000	$84,460	$86,994
	3 Literacy Coaches		$180,000	$185,400	$190,962
Section 2 - Fringe Benefits			$74,869	$75,965	$77,094
	Fringe Benefits - 13.947%; Health Benefits - $9582				
Section 3 - Travel			$5,000	$5,000	$5,000
	Travel for 2 to national meeting				
Section 4 - Equipment for 5 classrooms in 3 centers					
	Computers* - 3@$1100		$16,500	$0	$0
	Server - 1/center		$13,500		
	Printers - 1@500		$2,500	$0	$0
	Head phone sets w/ mic		$1,700	$0	$0
	Port. CD Player w. Headphones		$4,000	$400	$400
	Port DVD Player		$7,500	$750	$750
	Smart Board- 1/classroom		$11,000	$0	$0
	LCD Projector - 1/classroom		$7,500	$0	$0
		Tax and Shipping	$5,778	$104	$104
Section 5 - Supplies					
	OWL - 1 kit/classroom		$6,380	$0	$0
	OWL Trade Bools - 1 set/class/year		$1,590	$1,590	$1,590
	OWL TEs-Teacher Asst. & Coaches		$3,968	$0	$0
	OWL Manipulative Kit (Lakeshore)		$9,975		
	Read Together, Talk Together - Kit A		$1,300	$0	$0
	Read Together, Talk Together - Kit B		$1,300	$0	$0
	Read Together, Talk Together - Kit C Spanish		$518	$0	$0
	Read Together,Talk Together-Kit A Trade Bks			$655	$655
	Read Together,Talk Together-Kit B Trade Bks			$655	$655
	Read Together,Talk Together-Kit C Sp. Trade Bks			$290	$290
	Waterford Full Curriculum Licenses-4/class		$76,000	$0	$0
	Waterford Teacher Kit - Reading		$5,625	$0	$0
	Waterford Teacher Kit - Math/Science		$5,625	$0	$0
	Waterford Reading 5-pack - order 20 = 1/student		$12,000	$12,000	$12,000
	Waterford Math/Science - 5 pack - order 20 = 1/student		$12,000	$12,000	$12,000
	Books for Book Nooks and Centers		$25,000	$25,000	$25,000
		Tax and Shipping	$12,265	$2,447	$2,447
Section 6 - Contractual					
	Evaluation - Rockman et al		$59,500	$55,500	$68,500
	Prof. Dev. - OWL; Read Together, Talk Together		$9,000	$9,000	$9,000
	Prof. Dev.-Waterford		$5,100	$3,400	$3,400
	Prof. Dev. - LETRS (Dahlgren)		$6,000	$6,000	
	Prof. Dev. - Professinal Learning Community (ND)		$4,000	$2,000	$2,000
	Prof. Dev - Coaching (Hasbrouck)		$3,000	$1,500	$1,500
	Prof. Dev. - ELD with preschool students (Astore)		$2,500	$2,500	$2,500
Section 8 - Other					
	Initial software installation - Waterford		$4,500	$0	$0
	Field response support - Waterford			$3,000	$3,000
Section 9 - Total Direct Costs			$678,993	$489,616	$505,841
Section 10 - Indirect Costs			$24,104	$17,381	$17,957
Section 11 - Training Stipends - Not Applicable					
Section 12 - Total costs			**$703,097**	**$506,997**	**$523,798**
		Total Grant: Years 1, 2, and 3:			**$1,733,893**

* One computer per classroom will be donated by CDR.