U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080023
Grants.gov Tracking#: GRANT00473086

Closing Date: JUN 10, 2008

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

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

Application for Federal Assistance SF-424

Version 02

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

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

*** If Revision, select appropriate letter(s):**

*** Other (Specify)**

*** 3. Date Received:** 06/09/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

*** 5b. Federal Award Identifier:**

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

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

*** b. Employer/Taxpayer Identification Number (EIN/TIN):** 33-0830818

*** c. Organizational DUNS:** 081159865

d. Address:

*** Street1:** 3939 Thirteenth Street
Street2: P.O. 868
*** City:** Riverside
County: Riverside
*** State:** CA: California
Province:
*** Country:** USA: UNITED STATES
*** Zip / Postal Code:** 92501-0868

e. Organizational Unit:

Department Name: Early Childhood Education

Division Name: Children and Family Services

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

Prefix: Dr.
*** First Name:** Diana
Middle Name:
*** Last Name:** Walsh-Reuss
Suffix:

Title: Assistant Superintendent of Schools

Organizational Affiliation:
County Office of Education

*** Telephone Number:** 951-826-6320
Fax Number: 951-826-4790

*** Email:** dwalshreuss@rcoe.us

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

County Office of Education

*** 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.):

Riverside, CA

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

Project READ

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: 45
* b. Program/Project: 45

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

17. Proposed Project:

* a. Start Date: 09/01/2008
* b. End Date: 08/31/2011

18. Estimated Funding ($):

* a. Federal	1,140,717.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,140,717.00

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

○ a. This application was made available to the State under the Executive Order 12372 Process for review on .

● b. Program is subject to E.O. 12372 but has not been selected by the State for review.

○ c. Program is not covered by E.O. 12372.

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

○ Yes ● No

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

☑ **** I AGREE**

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

Authorized Representative:

Prefix: Dr. * First Name: Diana

Middle Name:

* Last Name: Walsh-Reuss

Suffix:

* Title: Assistant Superintendent of Schools

* Telephone Number: 951-826-6320 Fax Number: 951-826-4790

* Email: dwalshreuss@rcoe.us

* Signature of Authorized Representative: Diana Walsh-Reuss * Date Signed: 06/09/2008

Authorized for Local Reproduction

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name	Mime Type

AdditionalProjectTitle

File Name	Mime Type

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Riverside County Office of Educa...

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	$ 530,550	$ 538,508	$ 546,587	$ 0	$ 0	$ 1,615,645
2. Fringe Benefits	$ 204,269	$ 205,910	$ 207,570	$ 0	$ 0	$ 617,749
3. Travel	$ 17,000	$ 17,000	$ 17,000	$ 0	$ 0	$ 51,000
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 135,525	$ 69,070	$ 69,070	$ 0	$ 0	$ 273,665
6. Contractual	$ 87,300	$ 87,300	$ 87,300	$ 0	$ 0	$ 261,900
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 54,900	$ 54,900	$ 54,900	$ 0	$ 0	$ 164,700
9. Total Direct Costs (lines 1-8)	$ 1,029,544	$ 972,688	$ 982,427	$ 0	$ 0	$ 2,984,659
10. Indirect Costs*	$ 86,173	$ 81,414	$ 82,229	$ 0	$ 0	$ 249,816
11. Training Stipends	$ 25,000	$ 25,000	$ 25,000	$ 0	$ 0	$ 75,000
12. Total Costs (lines 9-11)	$ 1,140,717	$ 1,079,102	$ 1,089,656	$ 0	$ 0	$ 3,309,475

***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:
[ ] 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: Riverside County Office of Educa...	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 Diana Walsh-Reuss	* TITLE Assistant Superintendent of Schools
* APPLICANT ORGANIZATION Riverside County Office of Education	* DATE SUBMITTED 06-09-2008

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

Tracking Number: GRANT00473086

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: Riverside County Office of Education * Address: 3939 Thirteenth Street Riverside CA: California 92501-3505 Congressional District, if known:	
6. * Federal Department/Agency: n/a	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: n/a n/a * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: n/a n/a
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: Diana Walsh-Reuss * Name: Dr. Diana Walsh-Reuss Title: Assisntant Superintendent of Schools Telephone No.: 951-826-6320

	Date: 06-09-2008
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
9671-Riverside_ERF_Full_Application_GEPA.pdf	application/pdf

The Riverside County Office of Education is committed to serving our community and ensuring equitable access and participation of all employees, students and their families regardless of gender, race, national origin, color, disability or age.

Project READ will target some of the poorest families in Riverside County. These families often face not only the challenge of poverty, but also cultural and language barriers. As a result, they are often reluctant to become involved in their children's education. Project READ will assist families in the targeted areas to overcome these barriers and to become partners in their children's education.

RCOE provides direct services to thousands of children that have a wide-range of disabilities. Our aim is to allow every student to develop his or her full potential. All participating schools are handicapped accessible and meet all Federal, state, and local requirements for student health and safety.

The Riverside County Office of Education prohibits unlawful discrimination against and/or harassment of employees or job applicants on the basis of race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, and actual or perceived sexual orientation, at any RCOE site and/or activity. RCOE also prohibits retaliation against any employee or job applicant who complains, testifies, or in any way participates in RCOE's complaint procedures instituted pursuant to this policy. Equal opportunity shall be provided to all employees and applicants in every aspect of personnel policy and practice.

RCOE will publish our policy of nondiscrimination as we disseminate information by means of monthly bulletins, school newsletters, public notices, TV and

radio public service announcements, and the district web site. Insofar as it is possible, we will publish bulletins, the student handbook and other important documents in the languages of the student body and their families.

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 Riverside County Office of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Diana Middle Name: * Last Name: Walsh-Reuss Suffix: * Title: Assistant Superintendent of Schools
* SIGNATURE: Diana Walsh-Reuss * DATE: 06/09/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Raul

Anthony

Garcia

*** Address:**
3939 Thirteenth Street

Riverside

CA: California

92502-6320

USA: UNITED STATES

*** Phone Number:**
951-826-4848

Fax Number:
951-826-4467

Email:
trgarcia@rcoe.us

2. Applicant Experience:

_Yes • No _ Not applicable to this program

3. Human Subjects Research

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

_Yes • No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName MimeType

Tracking Number: GRANT00473086

Project Narrative

Abstract Narrative

Attachment 1:
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Abstract

The Riverside County Early Reading First Project (Project READ) is a research-based, model program that restructures four Head Start preschool centers serving 208 children and families in Riverside County, California. These centers serve only low-income children, most of whom are limited English proficient and/or have an identifiable disability.

Project READ is a scientifically-based instructional program that intentionally addresses the development of a) oral language and vocabulary skills, b) alphabet knowledge, c) phonological processing, d) print awareness, and e) emergent writing skills. Additionally, Project READ provides high quality, intensive professional development to teachers, as well as parenting programs that promote parental involvement in the early reading and language development of their children.

Project READ has developed the following goals: a) Provide 3 to 5-year old preschool children, including those with limited English proficiency, identified developmental disabilities, and those at significant risk for not acquiring school readiness skills, with a high-quality, literacy-rich learning environment designed to foster the language and literacy skills necessary for them to meet or exceed California's preschool and kindergarten content standards; b) Provide ongoing professional development and training for teachers to gain mastery of research-based theory and instruction; c) Engage parents in their own and their children's learning and provide them with skills to extend language and literacy development in the home; d) Establish a permanent, articulated educational system for a seamless transition into kindergarten; and e) Use multiple assessments to measure, monitor and support children's development and literacy learning.

Project Narrative

Project Narrative

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Selection Criterion 1, Factor 1: Design Reflects Scientifically-based Reading Research

The Riverside County Early Reading First Project (Project READ) is a new scientifically-based Early Reading First project that targets four low-income, urban Head Start preschool centers located in Riverside County, California. Riverside County is the fourth largest county in the state and is at the epicenter of population growth in Southern California, now home to one in every seventeen people living in the United States. One hundred percent of the 208 children in the four target preschool centers are from low income families and/or have disabilities.

READ is grounded in scientifically-based reading research as defined in Section §1208 of the ESEA. Each program component (instruction, curricula, environment, parenting and professional development) is built upon a foundation of rigorous research studies (please see Section 1, Purposes 2-4). Full endnote citations that support the body of research on which READ is based are included in the appendices.

Selection Criterion 1, Factor 2: The Proposed Project Represents an Exceptional Approach

Purpose 1: Integrating Scientific Early Reading Research with Target Preschool Programs

Table 1 provides data on the current capacity and potential of the four preschool centers to be served over the next three years (please see Appendix A for more details).

Table 1: Targeted Preschool Centers – Ready to Become Centers of Excellence

Target Preschool Center	Teachers with B.A.s	ECERS Rating Very Good	Average ELLCO Rating	Staff Supporting Project READ
Arlanza	2 of 3 Teachers	All Classrooms	Above Basic	100%
Bryant Park	3 of 3 Teachers	All Classrooms	Above Basic	100%
Collett	3 of 3 Teachers	All Classrooms	Above Basic	100%
Rosemary Kennedy	2 of 2 Teachers	All Classrooms	Above Basic	100%

All teachers in the centers are fully credentialed, ten of eleven teachers have bachelor degrees or higher (the remaining teacher is in process of completing her degree), and average over seven

years of teaching experience. The staff turn-over is very low at these centers with staff members staying at each center an average of seven years. All centers have at least two teachers who are bilingual in Spanish and English. These teachers have participated in the planning of the project and are unanimously committed to making their classrooms into "Centers of Excellence" marked by implementation of added components focusing on development of children's oral language, cognition, and early reading skills.

The daily schedule fosters playful, planned, and purposeful interactions among children and between children and adults. The target centers support the development of the whole child including social, emotional, cognitive, language, and physical domains. The classrooms have existing reading, writing, dramatic play, science, math, building, manipulatives, computer, and art centers. There are spaces provided for individual, small and large groups, and the classrooms extend to rich outside learning environments which foster gross motor development and child choice exploration space. Each target classroom scored "Very Good" on all seven categories (personal care routines [health, safety], space/furnishings, language-reasoning activities, interactions, program structure, parents, and staff) measured by the Early Childhood Environmental Rating Scale (ECERS-R). Daily programs support all of the developmental domains including social, emotional, and physical. Each classroom scored "Above Basic" as measured by the Early Language & Literacy Classroom Observation (ELLCO).

Parents and children are committed to the preschool programs as evidenced by high rates of parent volunteerism and 90% student attendance rates. Students, on average, score at "near mastery" in all of the developmental domains (including social, emotional, cognitive, and physical) as measured by California's Desired Results Developmental Profiles (DRDP-R).

Purpose 2: SBRR Supporting Language and Literacy Activities

Table 2: Goal 1 Student Language and Literacy Goals and Objectives
Goal 1: READ will provide 3 to 5 year old preschool children, including English Language Learners (ELs) and those at significant risk for not acquiring school readiness skills, with a high-quality, literacy-rich learning program designed to foster the language and literacy skills necessary for them to meet or exceed California's Preschool Foundations (standards).
Goal 2: Parents will become effective partners in their child's language and reading development.
Objective 1:1 **Each year, 85% of the students in the project for six or more months will demonstrate**: A) Oral language development of 6 or more standard scores on the Peabody Picture Vocabulary Test (PPVT-III); Spanish speaking children receiving the majority of their instruction in Spanish will demonstrate an increase in receptive oral language of 4 or more standard scores as measured by the Test de Vocabulario en Imagines (TVIP); **B)** an ability to identify a minimum of 22 of the 26 upper case letters as measured by the PALS Pre-K Uppercase Alphabet Recognition Subtest; and **C)** Mastery of phonemic awareness, concepts of print, and early writing benchmarks as measured by the DRDP-R and Houghton Mifflin (HM) curriculum-embedded assessments.
Objective 1:2 By the June 2010, 85% of the children who attended READ in previous years will demonstrate grade level mastery of California Content Standards.
Objective 2:1 Annually, project parents of preschool children who have younger siblings and participate at least six months in the project parenting program will develop home environments that support oral language and early reading skill development as measured by observations of parent-child literacy interactions using the Parent Education Profile (PEP) Scale 1 (A, E, F, G).

READ classrooms will use the *Houghton Mifflin's Where Bright Futures Begin (HM PRE-K)* - a comprehensive integrated Pre-K program that is based on scientific research and aligned with key critical Pre-K learning goals, including those defined by Early Reading First, Head Start, and California's Preschool Foundations. In addition, Houghton Mifflin is used in feeder elementary schools Reading First programs thereby providing an articulated pathway of learning. The instructional program time is divided as shown in Table 3 above.

Table 3: Typical Daily Schedule	
Morning Schedule	Time Approximation
Parent-child reading time	15 minutes
Circle time – teacher directed	25 minutes
Learning centers – child initiated	45 minutes
Outdoor play – P.E., Science, Art	30 minutes
Snack – family style	15 minutes
Story time – teacher directed	30 minutes
Small group instruction – teacher directed	20 minutes
Afternoon Enrichment Program Schedule	
Snack and play	15 minutes
Circle time – teacher directed	15 minutes
Individual/small group work based assessment data	30 minutes
Small group instruction – teacher directed	20 minutes

The scope and sequence for *HM PRE-K* provides for a comprehensive program that develops children's oral language (listening, speaking and vocabulary development), phonological awareness (recognizing, combining, and analyzing phonemes), alphabet knowledge, writing and reading (print awareness, book handling, listening comprehension, literacy response and analysis). Table 4 provides an overview of the curriculum's scope and sequence:

Table 4: Overview of Project Read's Scope and Sequence Aligned to California Standards

Welcome & Departure	Large Group Time	Small Group Time	Discovery Center Time	Meals & Snack Time	Transition Time
1	2	3	4	5	6

√ = Curriculum's scope & sequence by activity leading to language & early reading competency

Alphabet Knowledge	**1**	**2**	**3**	**4**	**5**	**6**
Distinguishes alphabet letters from other symbols		√	√	√		√
Recognizes alphabet letters by name	√	√	√	√	√	√
Notices beginning letters in printed words and begins to write letters		√	√	√		
Recognizes alphabet letters by sound		√	√	√		√
Print Awareness	**1**	**2**	**3**	**4**	**5**	**6**
Holds a book correctly - turns pages from front to back		√	√	√		
Identifies front and back cover of book, identifies title page of book		√	√	√		√
Recognizes that print/pics convey meaning and environmental print	√	√	√	√	√	√
Demonstrates reading behavior by looking at pictures and print			√	√	√	√
Begins to recognize familiar words – including own name	√	√	√	√	√	√
Tracks print from left to right, top to bottom		√	√			
Begins to understand one-to-one correspondence		√	√	√	√	√
Phonological Awareness	**1**	**2**	**3**	**4**	**5**	**6**
Participates in sound play, rhyming games, songs, and poems		√	√	√		√
Distinguishes words in spoken language	√	√	√	√		√
Attends to beginning sounds in spoken words, hears syllables		√	√	√		√
Recognizes and uses rhyming words	√	√	√	√		√
Participates in sound play, rhyming games, songs, and poems		√	√	√		√
Oral Language	**1**	**2**	**3**	**4**	**5**	**6**
Uses language to communicate, takes turns in conversations	√	√	√	√	√	√
Participates in group discussions		√	√		√	
Expresses self in dramatic play				√		
Tells a personal narrative	√	√	√	√	√	
Listens to songs, rhymes, stories	√	√	√	√		√
Understands and follows spoken directions, listens to/follows rules	√	√	√	√	√	√
Uses new words; links new vocabulary to prior knowledge	√	√	√	√	√	√

READ's success is based upon its prescriptive instructional program that describes exactly what, how and when each concept and corresponding activity is to be introduced in accordance with monthly themes. The curriculum is organized around broad themes, each with three topics that are sequenced in difficulty and support (scaffolding) to build language and literacy skills. Each theme is based on a carefully structured, research-based sequence of skills which is detailed in a daily activity guide for teachers. Activities for group times and learning centers complete the program's comprehensive approach, addressing social and emotional development, science, social studies, music, art, motor skills and technology. Detailed instructional manuals and daily materials (pre-packaged and delivered to the classroom) ensure that teachers know what they are supposed to do and have ample resources to do it. The project supports the implementation by: a) providing theme material boxes that contain the instructional materials and consumables; b) facilitating in a week-long professional development institute on the use of the curriculum and instructional program; and c) weekly meetings with Early Reading Coaches for curricula and instructional planning and analysis of student work (please see Purpose 4).

Oral Language Development

Oral language development sets the stage for reading.[1] Children with large vocabularies and greater oral language facility have more developed phonological sensitivity and higher reading scores.[2] READ stimulates the development of oral language skills through specific daily activities detailed in the project's curriculum and supported through language rich environments where conversations between adults and children are encouraged.[3,4]

Research shows that reading aloud to children increases vocabulary knowledge, syntactic skills, symbolic play, and narrative skills; which are correlated to later success with reading.[5] READ classrooms have daily large group reading time beginning with a discussion time where children talk about a concept related to a book. Following an introductory discussion, the

teacher and children review basic concepts of print using both fiction and non-fiction books (informational text that reflects multiple content areas such as science, math, and social studies) and gives children opportunities to use new vocabulary and build concepts around these new words. Teaching strategies include book introduction, explicit vocabulary instruction, and story discussion or retellings, dialogic reading (the teacher increases the number of times she asks the child to name objects in the pictures or drawings in picture books, uses open-ended questions, and expands on the child's response as a way to teach vocabulary), and "text talk" (the teacher identifies a few words which are read in context, repeated by child, defined, and then used in a context other than in the same story).

Diagram 1:
READ's Oral Language Development Strategies

- Providing interesting materials that are related to books read to children, captivate children's interest and compel conversations
- Setting aside time for children to choose books of interest (children learn intonation and word patterning during pretend reading)
- Facilitating dialogic reading where children use picture books and other prompts to tell stories where the adult is the inquisitive listener;
- Equipping and regularly changing the classrooms' dramatic play centers that are related to class themes and encouraging verbalization ;
- Including time for play that generates language functions and linguistic forms that are more advance than children's natural speech;
- Using room arrangements to encourage language and buffer children from extraneous noise;
- Building on prior home language experiences through language experience – use of pictures, movies, videotapes, songs, books, manipulatives, class projects, field trips, holidays or celebrations as a basis to elicit language;
- Scheduling informal and formal language activities to build vocabulary and concept development within varied contexts;
- Story time with props;
- Show and ask activities; and
- Holding rich discussions in small groups to encourage conversation.

A key component of READ's oral language development component is the intentional introduction of important vocabulary words throughout the preschool day. There is a special emphasis on increasing children's vocabulary during daily book reading and in adult interactions. Book reading is essential to the development of vocabulary and listening comprehension. Strategies to increase vocabulary development

through daily book readings include: a) reading the same books multiple times – books are selected based on difficulty, interest, and instructional value (informational books are used regularly) and are tied to monthly themes; b) specifically defining vocabulary words found in the books being read; c) intentionally using the same words in multiple meaningful contexts throughout the day; d) focused analytic talk about the text; and e) themed based word walls which include target vocabulary.

Phonological Awareness

Children need to develop phonological processing skills such as sensitivity to and manipulation of sounds in order to read and write.[6,7] READ's curricular and instructional program explicitly teaches phonological awareness skills. Teachers model these skills in small group activities and provide students ample opportunity for individual practice.[8,9,10] Children develop important phonological awareness skills so they are able to: a) identify and make alliterations and rhymes through the use of songs, nursery rhymes, and rhythmic activities to do oddity tasks (comparing and contrasting the sounds of words for rhyme and alliteration); b) blend and split syllables; c) perform phonemic segmentation (such as counting out the number of phonemes in a word); and d) manipulate phonemes (such as adding, deleting a particular phoneme and regenerating a word from the remainder).[11] READ's curriculum resources include rhyme and chant posters, big books, poetry links, CDs for literature and music, and features such as transition time activities, that anchor the phonological awareness instruction in the program. A daily activity guide provides teachers with a daily instructional "roadmap" of

Diagram 2: READ's Phonological Awareness Skills

- Nursery rhymes
- Rhyme
- Beginning sounds
- Syllables in spoken words
- Blending onsets and rimes
- Words in oral sentences
- Segmenting onsets and rimes
- Blending and segmenting phonemes
- Manipulating Phonemes

theme-based activities that promote phonological awareness in large group, small group, and individual work.

Conventions of Print

Research indicates that children must become familiar with the following conventions in order to become successful readers: concepts of letter, word, sentence; book components (title, author, spine, illustrations etc), left to right progression, and top-down orientation.[12,13] READ's instructional program provides multiple opportunities throughout each day for children to learn the conventions of print through Circle Time, large group readings, small group literacy activities, and print activities found in each center. In addition, children over the year will take home 30 "Little Big Books" and 36 "Take-Home Books" linked to the monthly classroom themes. These books provide children with opportunities to increase their knowledge of print conventions with parental support.

Letter Recognition and Emergent Writing

Among the readiness skills that are traditionally evaluated, the one that appears to be the strongest predictor on its own is letter identification.[14] The READ instructional program includes the explicit instruction of each letter through *HM PRE-K's AlphaFriends*. Teachers guide children in constructing an understanding of the alphabet and implement strategies to introduce children to the physical formation of letters as well as to letter names and sounds through direct instruction, games, and individual letter manipulation. The project's curriculum includes "Letter Time" lessons that highlight this sequence throughout the year. Beginning early in the year, explicit instruction focuses on learning the name and shape of each letter. Letter learning is differentiated so that each child learns the letters in their name first. Explicit letter instruction also includes many informal opportunities for children to begin to associate each letter with its

most common sound. Later in the year, explicit instruction in letter-sound associations is included in letter recognition lessons.

Emergent writing is promoted by READ as an important universal process[15] and can help children grasp alphabetic principles.[16,17] Writing is taught using a range of techniques from modeled writing, shared writing, interactive writing, guided writing to independent writing. To encourage exploration through writing, each READ classroom has a writing center containing paper, pencils, pens, markers, paints, three dimensional letters, numbers, access to journals, blank books, telephones and keyboards. Writing materials are found in all classroom centers. Even the dramatic-play areas contain literacy-related props: children write (or pretend to write) lists, notes, signs, prescriptions, price tags, and more.[18] Children are also encouraged to sign in each day. Writing is linked to oral language by encouraging children to share their works with their peers and by daily shared writing during which the teacher acts as a scribe.

Quality Instructional Program for All Children

A minimum of four hours each day (including an Afternoon Enrichment Program) will be spent with language development, cognition, and early reading activities (large group, small group, individual learning time and computer time). Within each language and literacy strand of the proposed program new skill lessons begin with explicit, direct instruction.[19] Instruction starts with explicit and intentional teacher directed activities and then moves into small groups and individual practice. The introductory lessons take place in a whole-group setting with built-in teacher modeling. The modeling is followed by guided practice in small, teacher-led groups.[20] Teachers use this small-group time to teach, re-teach, assess progress, and adjust the lesson or activity to meet the needs of each child in the group. Independent practice takes place throughout

the day and at the various Learning Centers (including dramatic play, writing, reading, blocks, science, mathematics, art, and computer) which have specific extension activities.

READ provides explicit instruction for English Learners (ELs) and students with special needs. The instructional staff teach oral language skills and develop background knowledge through explicitly detailed lesson plans that include dialog and conversation that is structured around the program's materials throughout each day. ELs are provided support by bilingual instructors that are located in each classroom. READ incorporates student native language in order to increase comprehensibility.[21] ELs are pre-taught new concepts in their primary language and are provided extended home literacy activities in their primary language which are designed to engage parents and children (see Appendix B for EL Plan).

READ extends beyond children and instructional staff to parents – children's first and most important teachers. The value parents place on schooling and literacy is a primary predictor of a child's later schooling success.[22] READ provides parents with important skills related to selecting books, developing scaffolded interactions with their child, and promoting oral language development at home.[23] READ' Bilingual Family Literacy Specialist oversees parent skill development through: a) a weekly parent-child interactive literacy program where parents are given books for their own personal libraries, b) monthly Partners in Literacy Nights, and c) READ's Summer Reading Program where parents are provided weekly workshops and engaging home literacy activities throughout the summer.

The **Afternoon Enrichment Program** which provides expanded learning experiences each afternoon to children based on their individual assessment results (see Purpose 5) and which parallels the core curriculum and monthly themes. An individual learning plan is developed for each child each week and targets specific skill development based on the ongoing assessment

information maintained in the READ Child Monitoring System. Early Intervention Specialists join teachers to provide this service and insure the small groups do not exceed two to one adult to child ratio. In small groups and one-to-one, instructional staff provide explicit and scaffolded instruction building upon student oral language and background knowledge to promote vocabulary development, alphabet knowledge, phonological sensitivity, and print awareness. The intervention aligned with the core curricular themes and employ a variety of scaffolding strategies (direct, direct dynamic, and reciprocal dynamic)[24] using interactive communicative and simplification strategies,[25] re-voicing, [26] dialogic reading,[27] and questioning.[28]

Purpose 3: High-Quality Language and Literature Rich Environments

Table 5: Goal 3: Language and Print Richness of Classrooms
Goal 3: READ will provide its preschool children print and language rich classrooms that promote cognitive, oral language and early reading skill development.
Objective 3:1: In September, December, and March of each year, every Project READ's Centers of Excellence will score the following on the ELLCO: 1. Literacy Environment Checklist – a minimum of 39 out of 41 items 2. Classroom Observation and Teacher Interview – Average "Exemplary" "5" 3. Literacy Activities Rating Scale (10-minute book reading and writing summary) – a minimum of 11 out of 13 items from classroom observations

READ classrooms were developed with the goal of impacting the language and literacy development of children.[29] Project preschools provide a wide variety of educational and reading materials that are intentionally placed in close proximity to children. Project classrooms promote pre-reading, writing and oral language experiences through centers and groupings that change monthly to reflect curricular themes. Each learning center has a literacy-oriented theme that promotes cognitive development,[30] pre-reading,[31] and emergent writing.[32] Each classroom has its own reading center with over 100 fiction and non-fiction books changed monthly to relate to the classroom theme and an inviting reading area with soft furniture and reading extension activities. The dramatic-play centers contain literacy-related props which are changed monthly to reflect

the themes; children write (or pretend to write) lists, notes, signs, prescriptions, price tags, and more.[33] Children are encouraged to convey stories through the use of these utensils, as well as to document graphically their discoveries in mathematics, science, and art centers. Teachers take dictation of students' oral language. Children's work is highlighted and prominently displayed.

Table 6 on the following page provides an overview of some of the rich language and early reading materials used to support each strand and to provide a clear lesson structure.

Specific daily activities that occur in READ classrooms to promote oral language development include: a) reading aloud to children in large and small groups using strategies to specifically increase vocabulary knowledge, syntactic skills, and narrative skills,[34] b) equipping and regularly changing the classrooms' learning centers that are related to class themes and encouraging verbalization,[35] c) intentional use of instructional materials that integrate new vocabulary into multiple contexts and repeat new words frequently to facilitate children's word learning,[36] d) building on prior home language

Diagram 3: READ's Subject Matter and Use of Children's Background Knowledge

READ utilizes research-based strategies and materials build background knowledge by providing children opportunities to develop concepts by exploring and working with familiar classroom materials in a variety of ways. For example:

- Children share informational books
- Children learn about substances and changes in substances by interacting with hands-on science activities and cooking opportunities
- Children learn about social situations and interactions through real interactions and dramatic play

READ uses instructional strategies that engage the whole child in active learning. Examples include:

- Teaching children new words and concepts by: a) explaining new vocabulary in the books that are read with them and teaching children the names all of the things in the classroom and playground.
- Having children write, draw, build, and engage in dramatic play. These experiences help children incorporate what they are learning into what they already know.
- Taking the children on walks and field trips. Instructional staff and parents point out things they might not notice.
- Providing a variety of materials for children to explore, for example, wire, cardboard, water, tubing.
- Inviting classroom visitors to share.

experiences through small group activities that encourage conversation,[37] e) setting aside time for children to choose books of interest (children learn intonation and word patterning during pretend reading and initial word recognition);[38] and f) facilitating dialogic reading where children use books and other prompts to tell stories where the adult is the inquisitive listener.[39]

Table 6: READ's Houghton Mifflin Curriculum Materials Provided for Each Classroom
• Big Books with Content Area Links: Appealing trade book literature with rich language related to the themes; a strong concentration (fifty percent or more) of nonfiction to build vocabulary; content area links follow each selection • "Alphafriends Letters and Language Kit": Alphabet characters, literature, manipulatives, and songs to make upper and lowercase letter names memorable and to introduce letter sounds • Oral Language Cards: Large, colorful photographs to prompt new vocabulary, discussion of real life concepts and situations • Rhyme and Chant Posters: Large, colorfully illustrated cards with nursery rhymes, finger plays, and chants; activities on the back for building new vocabulary • Sing and Share Kit for Social-Emotional Development: A poster and song for each week's focus (sharing, helping, resolving conflicts) to build vocabulary • Teacher Read Alouds: Books that build story language (*once upon a time, first/next etc.)* • Manipulatives for centers: including three dimensional letters and parts to form letters • Little Hands Library: Simple concept books in board book format

Purpose 4: Early Language/Literacy Development Supported By Professional Development

Table 7: Goal 4 Enhancement of Early Literacy through Professional Development
Goal 4: Instructional staff will develop research-based instructional skills that promote effective emergent literacy skills in all of their students.
Objective 4:1: Each year, READ teachers will successfully implement 85% of the target teaching behaviors promoted through their weekly and monthly professional development sessions as measured by structured observations of teachers using Systematic Coaching Observation Model (S-COM) and teacher interviews.

READ provides high quality, intensive (over 200 hours annually) high quality, sustained professional development to its instructional staff. Two Early Literacy Coaches who are experts in early childhood instruction, early literacy environments, and preschool English language development provide a five-day summer institute and ongoing professional development for all instructional staff members. The week-long summer institutes provide hands-on training on Houghton Mifflin curricular program, READ Supplementary Curriculum Guide, READ

screening and outcome instruments, and Guided Language Acquisition Design (GLAD is a model of professional development in the area of language acquisition and literacy for our ELs)

The project's ongoing, intensive professional development includes weekly meetings of instructional and project staff, weekly coaching, and monthly one-day meetings. Coaches work directly with each teacher in their classrooms for four hours each week. These coaches are experts in early reading strategies, with M.A. degrees, and a minimum of ten years' experience working as teachers and literacy specialists. This intensive coaching model allows teachers and coaches to work side-by-side in the teaching/learning process – linking professional

Project READ – Early Reading First Interactive Read Aloud Checklist - First and Second Reads 2 = Appropriate 1 = Attempted 0 = Not There Teacher's Name _____			Teacher Information / Scores
Book Selection		Book provides opportunities for discussion and comprehension work	
Introduction		Teacher introduces characters and problem/ concept (children identify problem in 2nd read)	
During Reading		Pointing to objects in illustrations	
		Acting out words with dramatic motions	
		Telling meaning of words with short phrases	
		Teacher makes comments that *extend* the test (1st read), ask questions (2nd read)	
		Teacher makes *eye contact* with children	
		Teacher uses *dramatic* voice, *pausing* and *low voice* to maintain interest	
		Teacher *extends* children's comments and questions by adding information	
After Reading		Teacher asks one why question with follow-up questions as needed	
Introduction		Teacher asks children to identify problem/concept	
Retelling		Teacher asks children to remember story title On each double spread illustration, teacher asks, "What happened here?"	
		Teacher extends children's reconstruction with a few questions - feeling, thoughts, and motivation	
		Teacher reads some of the pages of the text to confirm children's reconstructions	
		Where appropriate, (text provides hints) teacher asks, "Who remembers what happens next?"	
		Teacher makes eye contact with children	
		Teacher asks questions that call for children to use target vocabulary	
After Retelling		Teacher asks one or two "why" questions with follow-up questions as needed	

Picture 1: S-COM Sample - Linking Teacher Learning to the Classroom

development to classroom practice.

A model component of READ is S-COM – an ongoing cognitive coaching process where specific behaviors are co-identified prior to the observation process and which are linked to the project's professional development component. Early Literacy Coaches observe teachers using S-COM to monitor teacher practice of the target behaviors within their classrooms (see Picture 1 above as an example of S-COM –linking professional development to classroom practice). Staff and teachers debrief twice monthly. The observer begins the debriefing by asking for the teacher's opinion of the lesson based upon the mutually pre-agreed upon goals of the observation. The observer then shares evidence from his/her observation which is categorized within S-COM. S-COM creates a portfolio of the observations which can serve as a record of each teacher's progress in implementing scientific-based instructional strategies. During the monthly one-day meetings, teachers are given a full day to examine, along with Early Literacy Coaches, their teaching practices, monitor individual student mastery of the California's Foundations (preschool standards), and design individualized learning plans.

READ follows the recommendation of the United States Department of Education, California State Department of Education, and Head Start that all instructional staff will have access to bachelor and master degree programs. Education Career Plans are developed for all instructional staff with the assistance of college counselors. Project teachers will receive yearly training stipends to use exclusively for continuing education tuition or advanced degree programs. Through established contacts with the California Department of Education, University of California - Riverside, Mount San Jacinto College, Riverside Community College, early childhood educators are offered a range of accredited workshops and courses. This accredited professional development is integrated into the classroom with the project's intensive coaching.

'The following is the professional development plan scheduled for the first year of operation:

Table 8: READ Professional Development Focused on Implementation of Enhancement of Implementation of Curricula, Materials, and Instructional Strategies		
Monthly Professional Development Topic	**Responsible Staff**	**Timeline**
Summer Institute ELLCO training/implementation, READ grant expectations, timeline, accountability, CMS reporting system, S-COM Electronic;; HM PRE-K un-packing and planning for themes #1 and #2.	Project Director, Site Supervisors and instructional staff, Early Literacy Coaches, Paula Brown-Almond, evaluator	August 2008
Reading aloud to preschoolers, repeated interactive read alouds, read alouds to build comprehension and vocabulary; data results and usages for planning purposes, CIRCLE best instructional practices; S-COM, intensive intervention program	Early Literacy Coaches, Michele Garcia Early Intervention Specialists, Reading First staff, evaluator, kindergarten teachers	September 2008
*Literacy components on-going and intensive integrated into each professional development day	Early Literacy Coaches, instructional staff	September 2008
Analyzing Data - Small Group Instruction*; HM PRE-K study Themes #3 and #4; Self-monitoring checklist, shared writing; Demonstration lessons on shared writing, GLAD	Evaluator, Early Literacy Coaches, Janet Barnes, kindergarten teachers, Early Intervention Specialists	October 2008
Houghton Mifflin Theme #6 Study, CIRCLE follow-up support and training, Differentiated instruction and forming small groups using assessment data; S-COM Coaching Discussion	Early Literacy Coaches, Early Intervention, Specialists, Janet Barnes, evaluator	November – December 2008
Houghton Mifflin Theme #7 Study, Class Environment Support/Refinement; S-COM Coaching Discussion, GLAD	Early Literacy Coaches, Early Intervention, Specialists	January 2009
Houghton Mifflin Theme #7 Study, Class Environment Support and Refinement; S-COM Coaching Discussion, GLAD	Early Literacy Coaches, instructional staff, evaluator, Paula Brown-Almond	February 2009
Dialogic Reading; Drama and Retelling; Small Group Retelling; Demonstration Lessons	Early Literacy Coaches	March 2009
Houghton Mifflin Themes #8 and #9 Study, CIRCLE Best Instructional Practices Refinement; S-COM Coaching Discussion; Transitioning Children to Reading First kindergarten, GLAD	Early Literacy Coaches, Reading First coaches, kindergarten teachers	April 2009
Houghton Mifflin Theme #10 Study, CIRCLE Best Instructional Practices Refinement; S-COM Coaching Discussion Analyzing Individual and Class Data – Reflecting on Teaching Practices and Strategies - Transitioning Children to Kindergarten; Needs assessment – focus groups	Early Literacy Coaches, Janet Barnes, Early Intervention Specialists, Reading First coaches, kindergarten teachers, evaluator, Michele Garcia	May and June 2009
***Weekly Professional Development:** Each week, for a minimum of one hour, the Early Literacy Coaches meet with instructional staff at each site to analyze children's data to make instructional decisions, and to conduct an on-going and intense study of the ELLCO to create		

and sustain classrooms and teachers of excellence. Additionally, Early Literacy Coaches meet individually with the lead teacher for individual coaching for a total of 4 hours.	
Teacher Professional Library –Each teacher will receive a 9 book professional library. These resources will be referenced and used in the project's professional development.	
1. Schickedanz, Judith, Much More Than ABC's 2. Neuman, Susan B. et. al., Learning To Read and Write 3. NRC, Starting Out Right 4. Beck, Isabel L., Bringing Words To Life 5. Hart, Betty & Risley, Todd R., Meaningful Differences	6. Tabors, Patton O., One Child, Two Languages 7. Heroman, Cate et.al., Literacy Curriculum Approach Vol.1 &2 8. Landry, Susan, Effective Early Childhood Programs 9. Dickinson, David et. al., Handbook of Early Literacy Research – Volumes 1 and 2

Purpose 5: Screening Reading Assessment to Identify Preschool-Age Children

The project utilizes multiple forms of evidence for screening each of the early reading skill areas. Each curricular theme has a progress monitoring assessment that is used to check for student understanding. Picture 2 shows part of a curricula assessment for one of its themes.

Picture 2: Project READ's Sample Curriculum-Based Progress Monitoring Assessment

Student Name:	Assessed by:		Date:	
Item	Project READ: HM Curricular Theme – 6 Part C Criteria	Yes	No	Score	DRDP Items
1	*Student is able to identify the beginning sound* Using picture cards - sort for beginning sounds (/t/)			__/5	33
2	*Student is able to Blend and break words into syllables* -Using picture cards, have child blend three and segment 2 words. Blend – "Listen as I say this picture's name" Segment – "Now listen to this word: ____. Help me break it into parts."			__/5	33
3	*Student is able to identify the names of the following letters: U u W w Y y*			__/6	30
4	*Student is able to identify Uu, Ww, Yy as the beginning letter in words*			__/5	30
5	*Student is able to express himself/herself and make comments related to the current topic.*			*Teacher*	14
6	*Student is able to identify the meaning of content specific vocabulary.*			__/5	

In addition to the curriculum-based assessments, the project uses other valid and reliable instruments to provide data used for instructional planning, placement, monitoring, and outcome evaluation purposes. The following table provides an overview of these instruments:

Table 9: READ's Screening, Progress Monitoring (PM), and Outcome Instruments

Instruments	Description
DRDP-R (PM)	Measures cognitive, behavioral, social, and motor competencies based on California's Foundations (Screening, progress monitoring). The internal consistency reliabilities for all six measurement scales are high—in the range of .86 to .95. Content validity for the DRDP-R is grounded in the effort to give DRDP Indicators a developmental perspective based in research evidence and best professional practice.
ELLCO 1. Environment Checklist 2. Observation-Teacher Interview 3. Literacy Rating Scale (PM)	ELLCO's three part toolkit and User's Guide provides for the collection of crucial data schools need to strengthen classroom quality and build better literacy programs, both by improving teacher development and comparing their practices with others. High content validity and between assessment reliability. The ELLCO has an internal reliability score of .84 using the Cronbach's Alpha and an inter-reliability training approaching .90 when training is provided.
HM PRE-K's – Curriculum-based Assessments of letter recognition, phonological awareness, concepts of print, and early writing (Screening, PM)	*Houghton Mifflin* PRE-K*: Where Bright Futures Begin* provides teachers with the following integrated assessment resources: Informal Assessment - Weekly checklists in Teacher's Book focus on key benchmarks and standards for all the curriculum areas. Formal Assessment Early Growth Indicators -The Benchmark Test, administered three times during the year, evaluates children's growth on five key literacy and math skills that are critical indicators for success in kindergarten. The Benchmark Test, developed in partnership with DIBELS, has been extensively field-tested and meets the highest scientific standards for validity and reliability.
PALS Pre-K Assessments Upper Case, lowercase, sounds, writing, phonological and awareness) (Screening, PM, and Outcome)	The teacher asks the child to name the 26 upper-case letters of the alphabet presented in random order. Children who know 16 or more upper case letters also take the lower-case alphabet recognition task. Children who know 9 or more lower-case letters are also asked to produce the sounds associated with the 23 letters and 3 consonant digraphs. Writing, rhyming, and sounds assessments produce reliable information for screening and monitoring of children. An analysis of sub-assessments showed high internal and between-test reliability.
Parent Education Profile (PEP) (Screening, PM, and Outcome)	PEP scales are based on best practices for parents in language and literacy support. They are highly reliable due to the mandatory inter-rater reliability training and required anecdotal recording of evidential support. The PEP internal and inter-rater reliabilities range to .8.
Peabody Picture Vocabulary Test (PPVT-III), Spanish assessment (TVIP) (Screening, PM, and Outcome)	PPVT-III was designed as a measure of receptive language. The PPVT-III consists of two forms, allows a verbal or nonverbal response, is individually administered, and is un-timed (although administration time typically requires only 15-20 minutes). The PPVT-III contains 350 items making it more reliable. PPVT- III has internal reliabilities median of .95 and high construct, concurrent, and predictive values.

READ's Integrated, electronic **Child Monitoring System (CMS)** provides classroom teachers access to child assessment data including those instruments included in the table above.

Each READ teacher can access individual and classroom profiles within five days of assessment. This allows teachers organized, real-time access to data for the development of strategies to meet individual student language and early reading skill competencies. Teachers will aggregate data and plan whole group explicit lessons as well as disaggregate data for small group differentiated instruction.

Additionally, Early Literacy Coaches set aside time each week to assist teachers in looking at progress monitoring data with attention to children at-risk for reading failure as evidenced by their performance in the lowest quartile on the PPVT-III and PALs assessments. These assessment data along with data from DRDP-R and HM curriculum based assessments assist staff in determining individual and small groupings for the subsequent week for both the morning and Afternoon Enrichment Program. Picture 3 provides a sample classroom profile generated by CMS and used by staff for instructional planning and monitoring purposes.

Diagram 4: READ's Strategies, Systems, and Professional Development Related to Data

1. Identify children who may be in need of the project's afternoon enrichment program or other specialized services. The project screens children to determine who would benefit from the project's Afternoon Enrichment Program.

2. Plan instruction for individuals and groups of children. Assessment data is be used by teachers to support the development of individual children, as well as to plan instructional activities for the class.

3. Identify program improvement and staff development needs. Every teacher participates in a minimum of 40 hours annually on how to use child assessments for instructional planning, grouping, and the development of individual learning plans. Additionally, child assessments are used as formative evaluation data to inform instruction. Findings can point to areas of the curriculum that need even further articulation or resources or areas where staff need professional development. If children in the classroom as a whole are not making progress in certain developmental domains, the data is used to make curriculum revisions or plan additional professional development. Child data is combined with program data that measure overall quality, fidelity to curriculum implementation standards and specific teaching practices. Please see Purpose 4

4. Evaluate how well a program is meeting goals for children. Data are used to measure each child's progress toward mastery of curriculum benchmarks and state learning standards. The data are also aggregated to determine whether the program is achieving its desired outcomes.

Picture 3: Project READ's CMS Sample Class

N	Site	Status	Name	DOB	Age on 12/2/07	SS Pre	PALS UP	PALS LOW	PPVT Comments
			Children in the PPVT- III Lowest Quartile who Can Recognize Two or Fewer Letters						
			Color guide for Standard Scores, Pals PreK Scores: Red = Low, Blue = Average, Green = High						
1	Sample Site A	Treatment	Sample Child 1	10/24/2003	4	72	0	0	
2	Sample Site A	Treatment	Sample Child 2	6/18/2003	4	100	3	3	
3	Sample Site A	Treatment	Sample Child 3	5/8/2003	4	98	0	0	
4	Sample Site A	Treatment	Sample Child 4	9/13/2003	4	65	1	1	
5	Sample Site A	Treatment	Sample Child 5	8/19/2003	4	92	26	22	
6	Sample Site A	Treatment	Sample Child 6	10/30/2003	4	109	15	9	
7	Sample Site A	Treatment	Sample Child 7	11/24/2003	4	93	5	5	
8	Sample Site A	Treatment	Sample Child 8	6/9/2003	4	53			
9	Sample Site A	Treatment	Sample Child 9	11/19/2003	4	69	1	0	
10	Sample Site A	Treatment	Sample Child 10	10/29/2003	4	63	3	0	

Selection Criterion 1, Factor 3: Proposed Project is Coordinated with Reading First

READ is a pre-kindergarten and kindergarten reform program. An innovative component is a preschool-to-primary school articulation system that links preschool-age students directly to the participating school district's Reading First program. This articulated approach to children has been missing in early childhood programs and is essential to effective early interventions.[39] This preschool-to-primary school articulation system allows teachers to track children's mastery of California language, reading and cognitive content standards as they proceed through preschool and the primary grades. Central to the transition program is a comprehensive student profile created through CMS. CMS contains data on student mastery of state preschool standards as well as anecdotal notes on each child. Transition meetings are held face to face with the parent, child, preschool teacher and kindergarten teacher. Going beyond the period of the three years of Early Reading First funding, the district's researchers will follow these students for seven years to measure the long-term impact of Riverside County Early

Reading First. The following table provides an overview of the articulation between READ preschools and the district's Reading First Program.

Table 10: Overview of Project READ and Elementary Schools' Reading First Articulation

Strand	READ - Houghton Mifflin's *Where Bright Futures Begin*	Elementary Schools' Reading First Houghton-Mifflin - *Legacy of Literacy*
Phonological Awareness	Focus on ▪ Listening ▪ Sentence Segmentation ▪ Onset & Rhyme ▪ Syllable Manipulation ▪ Phoneme Awareness ▪ Rhyme and Alliteration	Focus on ▪ Listening ▪ Sentence Segmentation ▪ Onset & Rhyme ▪ Syllable Manipulation ▪ Phoneme Awareness ▪ Rhyme and Alliteration
Alphabet Knowledge and Phonics	▪ Alphabet Knowledge ▪ Naming Letters ▪ Knowing Sounds ▪ Consonants ▪ Short Vowels	▪ Alphabet Knowledge ▪ High Frequency Words ▪ Sequential Decoding ▪ Analogy and Context ▪ Instant Word Recognition
Comprehension and Concepts of Print	▪ Listening Comprehension ▪ Read Alouds ▪ Dialogic Reading ▪ Narrative and Expository ▪ Concepts of Print	▪ Listening Comprehension ▪ Read Alouds ▪ Dialogic Reading ▪ Narrative and Expository ▪ Reading Comprehension
Vocabulary	▪ Oral Language Development ▪ Receptive ▪ Concept Development ▪ Word Knowledge ▪ Expressive ▪ Concept Development ▪ Word Retrieval ▪ Usage	▪ Oral Language ▪ Position Words ▪ Action Words ▪ Vocabulary Expansion ▪ Describing Words ▪ Rhyming Words ▪ Opposites ▪ Naming Words/Order Words
Fluency	▪ Modeling fluent reading ▪ Student memory reading	▪ High Frequency Words ▪ Sequential Decoding and Re-reads
Emergent Writing	▪ Shared Writing ▪ Independent Writing	▪ Shared and Interactive Writing ▪ Independent Writing

Preschool and kindergarten teachers participate in joint professional development and curriculum planning throughout the year. READ's professional development program includes kindergarten and first grade teachers. Preschool and elementary school educators learn and plan together on the use of scientific based strategies that promote language and literacy development. Additionally, two days are set aside each year for READ project staff, the district's Reading First

coordinator and coaches, school principals, and primary school staff to refine the pre-k through first grade language arts and reading curricular and instructional curriculum.

Quality of Project Personnel

Selection Criterion 2, Factors 1 and 2: Qualifications of Project Staff

As the following table demonstrates, READ has highly qualified, experienced staff who are experts in the fields of early language and literacy development (all staff have degrees):

Table 11: Project Staff Positions, Experience and Relevant Training
Project Director (1 FTE) – Raul Anthony Garcia (M.A.) has served as a coordinator of Head Start preschool programs for ten years. He has also overseen several large scale reform projects targeting early language and literacy development throughout the region. He is an acknowledged leader in early language and literacy development and a presenter at the Migrant Education national conferences and California Head Start Association Conference. He has been involved in bringing together regional and state organizations to improve preschool programs especially for English learners living in urban areas. He is extremely well respected by instructional staff and site administrators at the four sites.
Early Literacy Coaches (2 FTE) – Heather Marie Harris (M.A.) and Ifthika "Shine" Ahamed, (M.A.) will serve as the project's full-time Early Literacy Coaches. Both women have extensive experience working with teachers in coaching relationships and are regional leaders in early language and literacy development. They are both Guided Language Acquisition Design (GLAD) professional development trainers. The Early Literacy Coaches will meet weekly with teachers to extend professional development into their classrooms, and analyze student performance data and tailor individual instruction.
Bilingual Family Literacy Specialist (1 FTE) – A Bilingual Family Literacy Specialist will be hired to oversee the implementation of the project's parenting program including weekly parent-child interactive literacy program, monthly Partners in Literacy Nights, and the Summer Reading Program. The Bilingual Family Literacy Specialist will have a Masters degree in early childhood education or family literacy with a minimum of ten years of experience working in literacy programs with second language parents.
Early Intervention Specialists (2 FTE) – Two full-time Early Intervention Specialists will be hired to work directly with teachers at the four centers. The Specialists will have Masters degrees in early childhood education or reading with a minimum of ten years of experience as both classroom teachers and Early Intervention Specialists. They will provide systematic intervention during the morning and afternoon enrichment programs that follow a research proven intervention lesson sequence of oral language, story retelling, alphabet work, phonemic awareness, writing, and new book reading with children who are identified in the lowest deciles of language and literacy development.
Project Secretary (1 FTE) – The project secretary will provide office and organizational support to staff and teachers. This position also requires working with parents and community members. She/he must have at least an associate of arts degree in business and five years of experience overseeing the operation of a project office.

'READ offers instructional staff (existing and those who may come in the future) support to continue their formal education. *Please see Selection Criterion 1, Factor 1, Purpose 4.*

Selection Criterion 2, Factor 3: Qualifications of Evaluator and Contractors

The project staff is assisted by contractors who will provide support during project implementation. The following table provides information on contractors' qualifications, experience and relevant training.

Table 12: Contractor's Experience and Relevant Training
Evaluator (240 days) – The project will contract with the Center for Evaluation and Research, LLC to oversee the evaluation of the project. Dr. Matthew Russell will serve as the project's principal investigator. Dr. Russell is bilingual and has served as an adjunct professor at the University of the Pacific and Chapman University in both early childhood education and evaluation. He is also the author of several early childhood courses specializing in the use of scientific-based reading approaches. Dr. Russell regularly presents at state and national conferences including Early Reading First. He has recently developed a guide on the evaluation of literacy programs for the United States Department of Education. Additionally, he recently presented two papers on Early Reading First programs at the annual conferences of the American Educational Research Association. He is joined by a four-member support team.
Professional Development: 1. Paula Brown-Almond is director and founder of the California Early Reading First Network and a member of the national Early Reading First taskforce. She will provide seven days of training for teachers and site administrators each year on classroom environments and unpacking the HM curriculum. 2. Michele Garcia is a current intervention expert whose modeled language and literacy intervention throughout California. She will provide professional development for teachers and intervention specialists for four days each year. 3. Janet Barnes is a current Early Reading First coordinator and sits on statewide committees on instruction and early childhood standards. She will work with project teachers on large group reading and small group intentional teaching for eight days each year.

Adequacy of Resources

Selection Criterion 3, Factor 1: Stakeholder Commitment to the Project

READ is a collaborative undertaking that is built upon the extensive commitment of all stakeholders. The target Head Start centers are administered through the Riverside County Office of Education - the applicant. These sites were chosen because of their commitment to READ's philosophy and goals. All of the center directors, teachers, and instructional paraprofessionals at the four target centers are dedicated to the success of the project. Similarly, administrative staff

from the four centers and have agreed to provide release days and to fully participate in all of the project's professional development programs. The Riverside County Office of Education is committing every available resource to the development of these four sites to serve as model Center of Excellences for over 1,000 other early childhood educational programs in the county and for Head Start on a national level.

All four of the sites are Head Start centers ideally located on their feeder elementary school campuses. The schools' administrative and primary grade instructional staff are fully committed to the program and are committing space, curricula, administrative support, time to ensure its success. The participating school staff are committed to full participation in READ's professional development, parenting, and kindergarten transition programs. This strong commitment will provide preschool children, all of whom are scheduled to enter district kindergartens in subsequent years, a seamless transition into the district's Reading First program.

Selection Criterion 3, Factor 2: Proposed Costs in Relationship to Proposed Activities

READ will take four quality preschool programs and transform them into model Early Reading First Centers of Excellence with an extended afternoon program which provides all children with the language and literacy skills they need to ensure academic success. The project will serve 208 children and is requesting approximately $1,140,717, or $5,484 per student for the first year. The cost per child is significantly lower than the current district cost of providing remedial services for elementary school children who did not possess the prerequisite oral language and early reading skills prior to entering kindergarten. Countywide, Title One and other compensatory education programs exceed over 100 million dollars each year. Of course, the human and societal benefits of children eager and prepared to succeed in school are of even greater value. READ is money well spent and represents a future cost savings that far exceeds its

proposed costs. The following table provides a list of the significant improvements of the proposed project over the existing project including increases in student achievement:

Table 13: Proposed Costs in Relation to Improvements in Sites and Student Achievement
Significant improvements of READ over existing sites ▪ Investment of resources including HM curriculum and accompanying resources ▪ Improvements to the overall literacy environment and resources of preschool classrooms ▪ Improvements in children's early literacy, and kindergarten readiness, in the areas of oral language, phonological awareness, letter and sound knowledge and print awareness ▪ Improved communication between preschool educators and kindergarten teachers, as well as overall improved communication from all stakeholders ▪ Improvements in parents' involvement and parent-teacher communication ▪ Four model Head Start Centers of Excellence that will provide regional leadership for other urban, high-poverty preschools and Head Start programs statewide
Measurable increases in student achievement *Students will demonstrate...* ▪ Higher levels of receptive and expressive oral language as determined by pre/post gains of 6 or more standard scores on the PPVT-III and with over 90% of all students scoring within one standard deviation of the 50% percentile (above 85 standard scores); students will also demonstrate higher levels of expressive language as measured by the DRDP-R and HM curriculum-based measures ▪ Higher levels of alphabetic knowledge including the ability to recognize 22 or more uppercase letters and 19 or more lowercase letters as measured by the PALs subtests ▪ Mastery of concepts of print (knowing how print is organized on the page and how it is used for reading and writing) including book handling, book parts, directionality, and orientation) as measured by as measured by the DRDP-R and HM curriculum-based measures ▪ Mastery of important phonemic awareness skills such as beginning sounds, syllables in spoken words, blending onsets and rimes, words in oral sentences, segmenting onsets/rimes ▪ Blending and segmenting phonemes and manipulating phonemes as measured by PALs, DRDP-R and HM curriculum-based measure ▪ Higher level of mastery over later state K-3 content standards and ultimately higher high school graduation rates

Quality of Management Plan

Selection Criterion 4, Factor 1: Responsive Management Plan

READ will be fully implemented at all sites by October 30, 2008. Implementation includes: a) hiring of all staff by September 4, 2008 using local funding sources until the official start-up of the project at the beginning of the federal fiscal year on October 2, 2008; b) beginning professional development on READ instructional/curricular programs for all project staff and

site instructional personnel on September 4, 2008 through First 5, CIRCLE, and the California Preschool Instructional Network; c) administer all baseline assessments by September 25, 2008 through school district funding; and d) transformation of new classrooms to Centers of Excellence with a score of 5 on all environmental indicators by August 30, 2008.

Project READ has specific benchmarks which are measured by a combination of curriculum-based measures (see Picture 2: Project READ's Sample Curriculum-Based Progress Monitoring Assessment) and the state's standards-based assessment, DRDP-R. These benchmarks address every area of language and literacy. The following table provides a sample benchmarks:

Table 14: Sample Benchmarks Linked to HM and DRDP-R Progress Monitoring Assessments	
Alphabet Knowledge	
Beginning of year:	Recognizes own name or other common words in print.
Middle of year:	Recognizes beginning letter in words in books and environment.
End of year:	Identifies majority of upper and lower case letters.
Writing	
Beginning of year:	Scribble and picture writing stage
Middle of year:	Forms letters correctly; writes first letter of name
End of year:	Writes own name; writes some readable words
Oral Language	
Beginning of year:	Tells a simple personal narrative
Middle of year:	Uses language for a variety of purposes and uses new vocabulary
End of year:	Uses sentences of increasing length and grammatical complexity
Phonological Awareness	
Beginning of year:	Orally puts together and takes apart two syllables words
Middle of year:	Orally blends onsets and rimes with support of pictures
End of year:	Blends phonemes to make a simple word with support of pictures.

The following management plan includes objective indicators of achievement that demonstrate measurable progress towards achieving benchmarks (Please see Table 20 for additional benchmarks) and goals during the first year of operation. The program will be in full operation by October 30, 2008 with many of the preliminary professional development and classroom changes being made immediately upon notification of funding.

Table 15: Goal 1: READ will provide its 3 to 5 year old preschool children, including English Language Learners and those at significant risk for not acquiring school readiness skills, with a high quality, literacy-rich learning program designed to foster the language and literacy skills necessary for them to meet or exceed California's Preschool Foundations (standards).

Benchmark 1.1A-C: Mastery of California's Foundations (oral language, phonemic awareness, concepts of print, early writing, and letter recognition) as measured by DRDP-R; Benchmark 1.2: Mastery of learning benchmarks as measured by assessments given with every unit (See Picture 1 for a sample of curriculum-based assessments and Table 13 above for specific HM measurable benchmarks). Objective Indicators: A) Oral language development of 6 or more standard scores on the PPVT-III; EL children will also demonstrate increase in receptive oral language of 4 or more standard scores as measured by the TVIP; B) Ability to identify a minimum of 22 of the 26 upper case letters as measured by the PALS Pre-K Uppercase Alphabet Recognition Subtest; and C) Mastery of phonemic awareness, print concepts, and early writing benchmarks as measured by the HM curriculum-embedded assessments. (See Table 14)

Project Activities Supporting Benchmarks	Responsible Staff	Timelines
Finalize service agreements and MOUs with contractors	Raul A. Garcia, Project Director	Completed by August 30, 2008
Placement of READ specialized curricular and instructional materials in each classroom	Early Literacy Coaches and Classroom Teachers	Begin and complete by August 2008
Hire staff/consultants and begin professional development (PD) program - Begin hiring upon funding notification	Raul A. Garcia, Project Director Early Literacy Coaches	Completed by Sept. 3, 2008; Begin P.D. Sept. 4, 2007 – P.D. is ongoing
Preliminary assessment of children and development of individualized children assessment reports for teachers and parents	Early Literacy Coaches Classroom Teachers	Begin Sept. 18 and complete by Sept. 29, 2008
Upload student assessment data and begin teacher observations with new electronic child monitoring system – Specialists begin weekly data review mtgs with teachers	Raul A. Garcia, Project Director Early Literacy Coaches Preschool Staff	Begin October 6 Ongoing
Placement of assistive technologies	County Special Educator Coordinator	Begin and end in October 2008
Begin all aspects of READ curricular instructional program with first HM thematic unit, groupings and children centers both for morning and afternoon sessions	Raul A. Garcia, Project Director Early Literacy Coaches Early Intervention Specialists	Begin in September 2008 – Complete implementation by Sept. 29, 2008; Units change monthly
Begin Afternoon Enrichment providing individualized and small group learning activities target needs of children	Early Intervention Specialists Preschool Staff	Begin October 2008 – Ongoing as children are identified
Provide baseline and mid-term assessment results and upload into Child Monitoring System (CMS)	Raul A. Garcia, Project Director Dr. Russell Project Evaluator	Baseline begin and finish in Oct. 08 Midterm begin and finish in Jan. 09
End of the year assessment and reporting of final results	Dr. Russell Project Evaluator	Begin and finish in June 2009

Table 16: Goal 2: Parents will become effective partners in their child's language and reading development.		
Benchmarks 2.1A-B: A. Parents read and do literacy activities with their children daily as measured by parent interactive literacy survey; B. (i) Parents volunteer in project classrooms and attend Partner in Literacy Nights at least twice monthly measured by sign-in sheets; (ii) Engage in classroom-based parent-child interactive literacy mornings at least twice a month as measured by sign-in sheets Objective Indicators: Parents participate in monthly parent literacy activities and engage their children in language and early reading skill development activities at home as measured by the PEP Scale 1, subscales A, E, F, and G. and parent focus groups		
Partner in Literacy parenting workshops offered monthly throughout the year including translation and childcare	Bilingual Family Lit. Specialist Early Intervention Specialists	October 2008 – Ongoing monthly
Weekly parent-child interactive literacy program	Bilingual Family Lit. Specialist	October 2008
Observations of parents literacy interactions using the PEP	Bilingual Family Lit. Specialist	October 2008 – Ongoing

Table 17: Goal 3: RIAD will provide its preschool children print and language rich classrooms that promote cognitive, oral language and early reading skill development.		
Benchmark 3.1: Classroom environments that reflect quality early reading and language activities in a developmentally appropriate fashion (measured by twice yearly administrations of the Early Language and Literacy Classroom Observation (ELLCO)) specifically: 1. Literacy Environment Checklist – a minimum of 39 out of 41 items; 2. Classroom Observation and Teacher Interview – Average "Exemplary" "5"; 3. Literacy Activities Rating Scale (10-minute book reading and writing summary) – a minimum of 11 out of 13 items from classroom observations		
Project Activities Supporting Benchmarks	**Responsible Staff**	**Timelines**
Expanded analysis of target classrooms including interviews with site coordinators and an updated ELLCO assessment - ELLCO is done in August, December and March of each year	Early Literacy Coaches Dr. Russell Project Evaluator	Begin upon notification of funding Completed by August 30, 2008
Establish physical learning environments including the placement of books and writing tools in each center, labeling classroom objects, placing text/picture instructions, children sign in sheets, alphabet rugs and poster, big book libraries, soft furniture in play and reading areas	Teacher Site Supervisors Early Literacy Coaches Preschool Staff	Begin Sept. 4, finish by Oct. 31, 2008
Establish listening and computer centers, libraries and reading corners in each classroom	Early Literacy Coaches	Begin Oct. 10, finish by Oct. 31, 2008
Develop theme material boxes that contain the instructional materials and consumables that are tied to each unit. Train teachers on the use of materials and make them available	Early Literacy Coaches	Begin October 1, 2008 and available throughout the year by teachers
Summer literacy program (center and homebase activities)	Bilingual Family Lit. Specialist	June through August 2009

Table 18: Goal 4: Instructional staff will develop research-based instructional skills that promote emergent literacy skills in all of students

Benchmark 3.1: Implementation of a comprehensive instructional program that is evidenced by the use of scientific-based language and early reading skills; Objective Indicators: A. classroom observations, teacher reflections, and changes in teacher portfolios continuously uploaded via S-COM (for sample see Picture 1) Additional benchmarks related to transition program: A cohort of pre-k through second grade teachers using the same articulated HM scope and sequence that builds upon students prior knowledge. These teachers share a common understanding of each other's grade level programs and the children Ongoing articulation meetings with project and preschool staff and kindergarten teachers (as measured by teacher lesson plans, interviews, observations, and meeting minutes with preschool teachers and elementary school staff)

Project Activities Supporting Benchmarks	Responsible Staff	Timelines
Preliminary assessment with the Staff FACES instrument	Dr. Russell Project Evaluator	Begin and complete August 2008
Week-long workshop that provides site directors, preschool instructional staff, and Reading First staff a comprehensive understanding of the READ instructional program, scientific-based reading instruction, and program assessments	Raul A. Garcia, Project Director Early Literacy Coaches Teacher Site Supervisors	Begin and complete August 2008
Provide staff and teachers an overview of the professional development program activities including S-COM	Raul A. Garcia, Project Director Early Literacy Coaches	Begin and complete October 2008
Provide staff with advance degree options	Raul A. Garcia, Project Director	Begin and complete October 2008
Monthly professional development for preschool staff and elem. teachers	Early Literacy Coaches	Begin October 2008
Monthly full-day professional development workshops	Early Literacy Coaches	Begin October 2008 – Ongoing
Structured observations of classroom instruction -SCOM	Early Literacy Coaches	Begin October 2008 – Ongoing
Development of long-range professional development plans	Raul A. Garcia, Project Director	Begin and complete November 2008
Follow-up assessments of classroom environments with the ELLCO and READ structured observation system	Early Literacy Coaches Dr. Russell Project Evaluator	Begin and complete in December 2008 and March 2008
Coordination of READ professional development activities to include kindergarten teachers	Raul A. Garcia, Project Director Elem. School Principals	Sept. 2008 – Ongoing Monthly
Transition trips for parents/children to kindergarten classes	Classroom Teachers	March 2009 – June 2009
Development and implement individualized transition plans	Teacher Site Supervisors	Spring 2008 - Ongoing
CMS preschool-to-primary school articulation system beginning with uploading student preschool files and assessment data	Raul A. Garcia, Project Director District Reading First Coordinator	Begin May 2009 and updated on a regular basis

Selection Criterion 4, Factor 2: Data Collection/Usage for Continuous Improvement

READ has developed a comprehensive continuous improvement plan that includes process and procedures designed to provide regular feedback to staff in order to improve the effectiveness of project implementation strategies. The continuous improvement process for planning and decision-making is linked back to specific questions, goals, and problems identified through previous improvement processes, assessment data, or observations by external experts or other staff. By focusing the data analysis to target specific issues, the project is poised at the end of the analytical process to make sense of and draw meaning from results.

The project is using the four processes and strategies based on best practices in continuous development. First, READ is intentionally cultivating in its staff and teachers the desire and skill to transform data into knowledge. Its professional development and coaching activities have a strand where staff and teachers are pressed to use existing and new data to increase their knowledge and to make evidence-based decisions. Staff are given ongoing opportunities to learn how to ask good questions of the data, how to analyze the data accurately, and how to apply data results appropriately, and ethically.

Second is the planned acquisition of data. Project evaluators work closely with project staff to explain how to collect quality, useful data. All data is intentionally collected whether through informal observations or standardized assessment procedures. This approach aligns data inquiry to planning and decision-making processes and is more likely to produce answers to specific questions, evidence to support project goals, and information that sheds light on identified problems. Planned and targeted data inquiry helps to keep data analysis on track, as well as to ensure that information is fed back into the planning process and that key decision-makers get timely answers to their questions.

Third is the organization and access to data. The project uses an electronic data management system whereby assessment information can be uploaded and accessed by staff and teachers via the Internet. Typically, classroom teachers and Early Literacy Coaches administer the assessments. Within two days the assessments are scored and individual and classroom profiles are made available to teachers via computers available in each classroom. Early Literacy Coaches meet with the teachers on a weekly basis to discuss how the assessment information can be used to make modifications in the instructional program. The program evaluation team meets with project staff on a monthly basis to determine what program changes need to be made to enhance project performance.

Fourth, READ's continuous improvement process is concerned with the purposeful and ethical use of information for improving teaching and learning. Appropriate and ethical use of data necessitates that the project takes necessary precautions and steps to ensure that data is accurate, valid, and reliable and that the analytical process is complete, equitable, and fair. Continuous improvement information is shared with staff to inform planning and decisions. The results can be used in a variety of ways-to identify progress, explore problems, and target strategies for change. In this manner, the project successfully transforms data into information and applies that information to improvement.

Selection Criterion 4, Factor 3: Full-Time Commitments of Staff

All READ staff are committed full time to the project implementation (the project is using recognized expert professional development contractors for a few days to assist in specific trainings). The evaluation group is fully committed to the project. The following table provides the number of hours per week each key person will dedicate to project activities.

Table 19: READ Staff Time Commitment
Project Director (100% FTE - 40 hours per week)
Two Early Literacy Coaches (100% (2) FTE - 40 hours per week per person)
Two Early Intervention Specialists (100% (2) FTE - 40 hours per week per person)
Bilingual Family Literacy Specialist (100% FTE - 40 hours per week)
Project Secretary (1 FTE – 40 hours per week)
Project Evaluator – CER (80% FTE - 36 hours per week)
Contracted Expert Professional Development: Paula Brown-Almond (7 days per year), Michele Garcia (4 days per year), Janet Barnes (8 days per year)

Quality of Proposed Evaluation

Selection Criterion 5, Factor 1: Scientific Rigorous Methods and Instrumentation

READ has developed a rigorous evaluation plan that provides both process and outcome data. This plan includes the use of quantitative and qualitative data to measure improvement in: a) classroom environment; b) teacher knowledge and behaviors (note: instruments go beyond self-reporting and involve observation of classroom practice); d) outcomes for children's language, cognitive, and early reading skills; and e) parent involvement. *Note: information on reliability and validity of instruments is detailed under Purpose5 and evaluator in Table 12.*

Improvement in Classroom Environment

The project's evaluation is designed to measure the impact of the program on classroom environments. The project uses the ELLCO Toolkit three times a year to specifically measure the literacy environment of the project classrooms. A mean rating for each sub-domain will be established, and an accompanying continuous improvement plan will be developed.

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

The project's evaluation component will measure changes in early childhood educators' knowledge, qualifications, and instructional practices. Weekly observations are made by experienced Early Literacy Coaches. These observations are recorded and organized digitally

with S-COM Teacher Observation System. All staff will receive the mandatory instrument training (including inter-rater reliability training). Evaluators will analyze the non-numerical and unstructured data from the observation narratives. Evaluators will use the content analysis of these improvement plans to develop descriptions of teacher's practices. These descriptions of teachers' coaching practices will be used by the project staff to plan future professional development activities and to evaluate changes in teachers' practice.

Improvement in Children's Language and Early Reading Skills Development and Parenting

The project uses the child outcome data collected from the screening and reading assessments that are administered to all children. The results of baseline, midyear, and end-of-year PPVT-III, PALS, and DRDP-R child outcome assessments are also used to diagnose (for possible referral for additional assessment) and monitor children's progress and to determine if changes in the instructional process is needed. The HM Curriculum-based Assessments of letter recognition, phonemic awareness, concepts of print, and early writing curriculum-embedded assessments are used to monitor children mastery of important curriculum milestones related to the new state preschool learning standards. The curriculum-embedded assessments are completed after each monthly unit by teachers to measure student progress. Analysis of these assessment results is used by instructional staff and project staff in a timely fashion to facilitate planning and differentiated instruction.

Diagram 5: READ Local Evaluators' Roles and Responsibilities

- Score instruments, summarize, analyze, report, and discuss data about participant outcomes (program objectives as well as locally-determined group and individual outcomes/benchmarks), explain results, including possible reasons for lack of progress;
- Train on administration and use of instruments;
- Develop data collection systems and collect data;
- Develop focused evaluation questions about program areas that need to be improved and focus data collection on those areas;
- Collect evidence objectively and synthesize that information and report results each month; and
- Provide specific recommendations for program improvement based on evidence.

The project is using the Parent Education Profile (PEP) to determine the intermediate and long-term impact of the program on parenting behaviors which support the development of early reading skills in their children. The PEP is administered by the Bilingual Family Literacy Specialist and Early Literacy Coaches during parent and child literacy activities.

Selection Criterion 5, Factor 2: Qualitative and Quantitative Methods and Measures

The following table provides an overview of the project's abridged outcome-based objectives, qualitative and quantitative analytical methods, benchmarks, and reports:

Table 20: Overview of Intended Outcomes and Instruments, Benchmarks, and Reporting Timelines	Methods & Analysis
Objective 1:1 Each year, 85% of the students in the project for six or more months will demonstrate: A) Oral language development of 6 or more standard scores on the PPVT-III; Spanish speaking children receiving the majority of their instruction in Spanish will demonstrate an increase in receptive oral language of 4 or more standard scores as measured by the TVIP; **B)** an ability to identify a minimum of 22 of the 26 uppercase letters as measured by the PALS Pre-K Uppercase Alphabet Recognition Subtest; and **C)** Mastery of phonemic awareness, concepts of print, and early writing benchmarks as measured by the DRDP-R and HM curriculum-embedded assessments. **Benchmarks:** HM benchmark assessments are given after each unit (approx 3 to 4 weeks). Each benchmark assessment includes items related to oral language (English and Spanish) Please see Picture 1 for a sample of curriculum-based assessments and Table 13 for specific measurable benchmarks). **Reports:** The DRDP-R observational measure data is collected weekly and recorded on student profiles. The PALS assessments are given three times a year – once in September, December and May. Classroom profiles are updated weekly and from data stored in the CMS (see Picture 3). A semi-annual complete report is developed and presented to stakeholders with an annual comprehensive report presented in June of each year by evaluator. **Objective 1:2** By the June 2010, 85% of the children who attended READ in previous years will demonstrate grade level mastery of California Content Standards. **Benchmarks:** Former Project READ students mastery of grade level benchmarks and accompanying standards is tracked through EduSoft and provided to project kindergarten teachers, staff, and evaluators. **Reports:** An annual report is presented in August of each year by the project evaluator.	Quantitative Between group analysis with ANCOVA and hierarchical regression to isolate impact of independent variables
Objective 2:1 Annually, project parents of preschool children who have younger siblings and participate at least six months in the project parenting program will develop home environments that support oral language and early reading skill development as measured by observations of parent-child literacy interactions using the Parent Education Profile (PEP) Scale 1 (A, E, F, G). Benchmarks: **Benchmarks:** The PEP has built in benchmarks related to hour of parent	Qualitative Interview and observational protocols – content

Table 20: Overview of Intended Outcomes and Instruments, Benchmarks, and Reporting Timelines	Methods & Analysis
participation, number of books, frequency of reading, use of parent reading strategies, and quality of parent-child interaction. These benchmarks are updated by project staff monthly. **Reports:** Semi-annual reports are developed by the project evaluator and shared with parents and staff.	analysis; Chi Square on nominal responses
Objective 3:1: Project READ's Centers of Excellence will score the following on the ELLCO:1. Literacy Environment Checklist – a minimum of 39 out of 41 items; 2. Classroom Observation and Teacher Interview – Average "Exemplary" "5"; 3. Literacy Activities Rating Scale (10-minute book reading and writing summary) – a minimum of 11 out of 13 items from classroom observations. **Benchmarks:** Project classrooms currently score at these levels (a criterion for their selection). The ELLCO is re-administered by project staff in September, December, and March of each year to ensure their quality. **Reports:** ELLCO results are immediately shared with teachers and project staff. A chart of scores for each classroom on each subpart is developed annually by the project evaluator.	Qualitative Repeated Measures Mann-Whitney U test of non-parametric data
Objective 4:1: Each year, READ teachers will successfully implement 85% of the target teaching behaviors promoted through their weekly and monthly professional development sessions as measured by structured observations of teachers using Systematic Coaching Observation Model (S-COM) and teacher interviews. **Benchmarks:** A) An average rating of "5" on ELLCO Part B – observations by October each year. B) S-COM rating (see Picture B for sample) of 30 our of 45 points by first observation and 40 out of 45 by third observation – completed by December of each year. **Reports:** S-COM reports are generated monthly by coaches and are reviewed weekly with project teachers. A year-end report of progress is developed and presented by the evaluator	Qualitative Analysis of observations, Interview protocols – interview/lesson plan content analysis

The evaluation design used to measure children, teacher and parent outcomes meets the definition of scientifically based research, as defined in Title IX of the reauthorized Elementary and Secondary Education Act. Specifically, the evaluation: a) employs systematic, empirical methods that draw on observation and experiment; b) involves rigorous data analyses and provide a justification for the general conclusions; c) relies on measurements that are reliable and valid; d) utilizes an appropriate design with appropriate controls; and e) details activities sufficiently to be replicated. The evaluation will provide compelling evidence of the project's success (*No Child Left Behind Statue,* 2002). READ staff and its project evaluators will submit a proposal outlining evaluation findings to the American Education Research Association by July 2010.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1072-Mandatory_Riverside_ERF_Full_Application_Other_Attachments.doc**

Existing Preschool Programs

Name of School Address	Ages & Number of Children Being Served	Demographic & Socio-economic Information	Special Needs	Average Hours Children attend the Program (hours/days, days/week, month/year)	Primary Funding Sources	Basic Instructional Program	Number of Staff & Their Qualifications
Arlanza HS 5891 Rutland Ave Riverside, CA 92503	Preschool Children 3 to 4+ years of age Priority to 4 + years. 64 slots 6% 3 yr olds 94% 4 - 4+ year olds	100% low income children 63% below the federal poverty level 75% primary language at home is other than English 74% identified as Hispanic	7 children w/ speech impairments	Part-day 3.5 hours/ 4 days per week/ 144 days per year Project READ will add an Afternoon Enrichment program in the 2008-2009 school year.	Head Start Federal Funds	Creative Curriculum for Preschool Houghton-Mifflin *Where Bright Futures Begin* (changing to) Guided Language Acquisition Design (GLAD)	Site Supervisor-Program Director's Permit, BS Contact teacher, BA, Site Supervisor Permit Teacher, AA, CDA, Child Dev Permit Inst. Asst. 24 ECE units Inst. Asst., AA Community Asst., 30 ECE units Secretary, 6 ECE units

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Existing Preschool Programs

Name of School Address	Ages & Number of Children Being Served	Demographic & Socio-economic Information	Special Needs	Average Hours Children attend the Program (hours/days, days/week, month/year)	Primary Funding Sources	Basic Instructional Program	Number of Staff & Their Qualifications
Bryant Park HS 7940 Philbin Riverside, CA 92503	Preschool Children 3 to 4+ years of age Priority to 4 + years. 29 slots 31 % are 3 yr olds 69% 4-4+ year olds	100% low income children 59% below the federal poverty level 72% primary language at home is other than English 49% identified as Hispanic	3 children w/ speech impairments	Full day 6.5 hours/ 5 days per week/ 174 days per year Home Base 1.5 hours per week (minimum)/ 1 visit per week (minimum)/ 32 visits per year (minimum) Project READ will add an Afternoon Enrichment program in the 2008-2009 school year.	Head Start Federal Funds	Creative Curriculum for Preschool Houghton-Mifflin *Where Bright Futures Begin* (changing to) Guided Language Acquisition Design (GLAD)	Site Supervisor-Program Director's Permit, BS Contact teacher, BA, CDA, Site Supervisor Permit Teacher, BA, Site Supervisor Permit Inst. Asst.,24 ECE units Community Asst., 12 ECE units Secretary, 6 ECE units

PR/Award # S359B080023

Existing Preschool Programs

Name of School Address	Ages & Number of Children Being Served	Demographic & Socio-economic Information	Special Needs	Average Hours Children attend the Program (hours/days, days/week, month/year)	Primary Funding Sources	Basic Instructional Program	Number of Staff & Their Qualifications
Collett HS 10850 Collett Riverside, CA 92503	Preschool Children 3 to 4+ years of age Priority to 4 + years 64 slots 100% are 4-4+ year olds	100% low income children 36% below the federal poverty level 45% primary language at home is other than English 45% identified as Hispanic	6 children w/speech impairment and 1 w/learning disabilities	Part-day 3.5 hours/ 4 days per week/ 144 days per year Project READ will add an Afternoon Enrichment program in the 2008-2009 school year.	Head Start Federal Funds	Creative Curriculum for Preschool Houghton-Mifflin *Where Bright Futures Begin* (changing to) Guided Language Acquisition Design (GLAD)	Site Supervisor, BA, Program Director's Permit Contact teacher, BA, Child Dev Permit Teacher, BA, Site Supervisor Permit Inst. Asst., Child Dev Teacher Permit, 42 ECE units Inst. Asst., 9 ECE units Community Asst., 6 ECE units Secretary, HS Diploma

PR/Award # S359B080023

Existing Preschool Programs

Name of School Address	Ages & Number of Children Being Served	Demographic & Socio-economic Information	Special Needs	Average Hours Children attend the Program (hours/days, days/week, month/year)	Primary Funding Sources	Basic Instructional Program	Number of Staff & Their Qualifications
Rosemary Kennedy HS 10353 Gramercy Pl Riverside, CA 92505	Preschool Children 3 to 4+ years of age Priority to 4+ years. 51 slots 100% are 4-4+ year olds.	100% low income children 69% below the federal poverty level 22% primary language at home is other than English 78% identified as Hispanic.	4 children w/speech impairments and 1 w/mental retardation	1 classroom - Part-day 3.5 hours/ 4 days per week/ 144 days per year 1 classroom - Full day 6.5 hours/ 5 days per week/ 174 days per year Project READ will add an Afternoon Enrichment program in the 2008-2009 school year.	Head Start Federal Funds	Creative Curriculum for Preschool Houghton-Mifflin *Where Bright Futures Begin* (changing to) Guided Language Acquisition Design (GLAD)	Site Supervisor-Program Director's Permit, BS Contact teacher, Child Dev. Permit, BA Inst. Asst, 9 ECE units Inst. Asst., 6 ECE units Community Asst, 6 ECE units Secretary, 6 ECE units

PR/Award # S359B080023

English Language Development Plan – Invitational Priority 2

1. Approach for the Development of Language: Project READ's approach is based on the belief that a solid foundation in English oral fluency is highly desirable prior to formal English literacy instruction for children who are not learning to read in their first language.[1] The classroom program promotes rapid English language development targeting a rich vocabulary throughout the day. Every classroom has at least two bilingual staff members that can assist children and parents when there is a need for primary language support.

At the preschool level, a primary task is to develop continuity between the home and school. Doing so requires culturally responsive curriculum and pedagogy. Without exception, in our community, the long-term goal of parents and teachers is to help children maintain and build the primary language while adding fluency and literacy skills in English. Age appropriate, take-home books will be purchased in the home language, and parents will be encouraged to engage in playful, interactive reading time with their children (both in the preschool classroom and at home). Additionally, family members are trained to work with their children in ways to use their home language during family activities while supporting early literacy development in that language.

2. Instructional Strategies: READ's strategies focus on oral language development, alphabet/print awareness, phonemic awareness and sufficient exposure to narrative and expository texts that a child becomes enthusiastic about sitting either alone or with a parent, friend or teacher to enjoy and learn from pictures and print. We recognize that our ELs have developed important skills in their primary language that serve as the soil from which English language fluency grows. For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer

from one language to another, and students who are literate in their first language will apply these skills and other academic proficiencies to the second language.[2] READ draws on this rich background of children and begins introduction of English oral language as well with an emphasis on rich vocabulary development. Explicit targeted vocabulary are selected from each theme's books and will be taught with specific strategies. As children develop their English vocabularies, READ engages them in activities that build upon their interpersonal communication skills to develop rich vocabularies that are the basis for future achievement in the content areas.[3,4,5] READ's dynamic learning centers, small and large group activities intentionally provides simultaneous orthographic, phonological, and semantic processing of vocabulary words, ensuring deeper levels of processing for better long-term retention.[6] Some of READ's classroom and instructional approaches include the following: a) Create consistent and predictable routines; b) Pre-teach targeted words with concrete representations; use the words repeatedly and in different contexts; c) Allow children to practice following and giving instructions for basic literacy tasks such as turning pages during reading, using pictures to tell a story, telling a story in sequence and noting the names of main characters; d) Encourage students to interact with their peer/adults one-to-one, and in small and large groups; e) Have students dictate stories about special personal events; f) Embed instruction in context cures that connect words to objects, visuals, and movements[7,8]; and g) Use small groups to give children opportunities to learn English in non-threatening, secure environments and promote friendships among children who speak different languages.[9]

3. Transition to English Proficiency: Every Project READ classroom provides at least two bilingual staff member representing the primary languages spoken by children. All early intervention staff, coaches and the family literacy specialist are bilingual and bi-cultural.

Labeling of common objects in the classroom environment is a well-established practice in READ classrooms. Singing songs, counting, and reciting poems in multiple languages is a tradition. Multi-cultural books and materials are found throughout project classrooms. Books in Spanish are found in the reading center as are specific books in Spanish that match each month theme.

4. Intensive professional development: Project READ provides ongoing, intensive professional development for classroom teachers and paraprofessionals which specifically targets ELs. These workshops give teachers practical, research-based strategies and activities that include: a) webbing, b) graphic organizers, c) reading comprehension techniques, d) cooperative learning, e) grouping strategies, f) vocabulary development g) scaffolding instruction, h) pre-teaching, i) making home connections, j) effective use of native English speakers, k) post-reading activities, and l) assessments and using data to target instruction. These learning opportunities for instructional staff are then extended into the classroom where project staff work side-by-side in a daily coaching program with Early Reading Coaches -- both of whom are expert in English language development.

5. Timelines with benchmarks - language proficiency and the use of measurement tools:

READ uses curriculum-based measures to monitor EL mastery of specific benchmarks including: a) oral language, b) alphabet knowledge (shapes of letters, isolated letters, letters in words, letter-sound correspondence) and sounds; c) phonological processing (sound sensitivity, rhyming, alliterations, initial sounds, syllabification, and substitution); d) concepts of print (print – meaning correspondence, symbol – letter differentiation, books parts, print directionality, spoken and written word association, print functions); and d) emergent writing (writing in play and center context, use of known letters, connection of sounds in a word with its letter forms, and

a variety of forms of writing). All of the data from reading screen and outcome assessments are reported immediately to the classroom teachers who use it for instructional planning purposes. The following table provides an overview of the benchmarks, timelines, and accompanying assessments.

Benchmarks	Assessments and Timelines
Oral Language Uses language to communicate, takes turns while engaging in conversation, follows spoken directions, listens to and follows rules Uses new words appropriately; links new vocabulary to prior knowledge Participates in group discussions Alphabet Recognition Distinguishes alphabet letters from other symbols Recognizes alphabet letters by name Notices beginning letters in printed words Begins to write alphabet and recognizes sound Concepts of Print Holds a book correctly, turns pages from front to back Identifies front and back cover of book, identifies title page Recognizes that print/pictures convey meaning Demonstrates reading behavior by looking at symbols Begins to recognize familiar words – including own name Tracks print from left to right, top to bottom Begins to understand one-to-one correspondence	Oral language development is the primary focus of the project and begin immediately. All EL are administered the PPVT III and TVIP (Spanish speakers) three times a year to monitor language development status. Additionally, teachers use monthly curriculum based assessment games and activities to monitor student understanding of intentionally introduced vocabulary. READ teachers intentionally introduce new letters (four per unit) beginning in the fall. Beginning in the winter, students write out the letters and demonstrate their ability to make letter-sound correspondence later in the spring. Teachers record results in their running records. READ teachers beginning introducing concepts of print from day one through modeling reading. The instruction becomes more intentional in the later fall in both large group and one-to-one dialogic reading activities. Assessment is done through observation where teachers record EL demonstration of mastery of these important early reading concepts in both English and primary language books.
Phonemic Awareness Participates in rhyming and alliteration games Distinguishes words in spoken language Attends to beginning sounds in spoken words, hears syllables in words	Rhyming and alliterations are introduced early in the year through books and small group activities. Teachers monitor student abilities to recognize and later use rhymes, alliterations, and beginning sounds in their student running records.

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[8]Tabors, Patton. One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language. Baltimore: Brookes Publishing, 1997.

[9]Johns, Kenneth M. and Espinoza, Connie. Mainstreaming Language Minority Students in Reading and Writing. Phi Delta Kappa Fastback, 1992.

RESUME

RAUL ANTHONY GARCIA
(b)(6)

(b)(6)

PROFESSIONAL EXPERIENCES

February 2005 -

Coordinator, Head Start
Riverside County Office of Education
Riverside, California

--Responsible for the instructional and supportive services of the Head Start preschool program in west Riverside County.
--Ensure compliance with all federal, state and local regulations for the Head Start program.
--Provide overall leadership support to the Division of Children and Family Services.

August 1998 – November 2004

Assistant Director,
Head Start - State Preschool Division
Los Angeles County Office of Education
Cerritos, California

–Provide leadership in strategic planning within the Head Start State Preschool division.
–Responsible for administrative function of the division including monitoring, governance, and technology.
–Assist in the promotion of diversity awareness and the strengthening of interpersonal relationships within the organization.

May 1998 - August 1998

Coordinator, Migrant Education Program
Riverside County Office of Education
Indio, California

--Coordinate student programs that supplement the Pre-K - 12 grade base instructional programs offered by school districts. -
-Supervise certificated and classified staff associated with the Migrant Education Program in Riverside County.

May 1997 - April 1998

Administrator, Migrant Head Start
Riverside County Office of Education
El Centro & Indio, California

--Implement a start up full day program for migrant pre-kindergarten children in the Coachella and Imperial valleys.
--Develop collaborations with LEA's and agencies to assist migrant families in the two counties served by the program.

March 1996 - April 1997

Coordinator, Head Start Direct Services
Los Angeles County Office of Education
Cerritos, California

–Lead administrator for the preschool center and home based programs in selected cities of Los Angeles County.
–Work with staff at all levels to increase parent involvement in the program from the classroom to leadership.

March 1995 - February 1996

Coordinator, Head Start/State Preschool
Los Angeles County Office of Education
Cerritos, California

–Coordinate a team of monitors that review multiple delegate agencies for program compliance.
--Provide technology related technical assistance to Head Start program staff.

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PROFESSIONAL EXPERIENCES CONTINUED

July 1992 - February 1995 — **Coordinator, Migrant Education Program**
Los Angeles County Office of Education
Downey, California

–Coordinate program offerings for migrant students from Pre-K Even Start to high school summer bridge programs at the university.
–Provide technical assistance for Coordinated Compliance Reviews to the participating school districts.
–Manage the student information system for 20,000 students and coordinate the recruitment efforts for the program.

February 1992 - June 1992 — **Coordinator, Garfield Adult School and Independence High School**
Alhambra School District, Alhambra, California

–Serve as the site administrator for the adult school classes and activities at the school site.
–Coordinate the district's independent study program for the elementary and high schools in the district.

1985 - 1989 **Program Specialist, Elementary Newcomer Center** Alhambra School District, Alhambra, California
–Coordinate the district's assessment center for the elementary school district.
–Supervise the instructional program for non English speaking children at the center to ensure their successful transition to the home elementary school.

1983 - 1985 **Administrative Intern,** Alhambra School District, Alhambra, California

1975 - 1983 **Bilingual Teacher/Spanish,** Alhambra and Mountain View (El Monte) School Districts
–Grades taught ranged from kindergarten through sixth grade, with the majority of experience in the primary grades.

1973 - 1975 **Title VII/Head Start Teacher,** Garvey School District, Rosemead, California
–Served as the teacher in a demonstration project utilizing the Montessori approach in a bilingual preschool program.

EDUCATIONAL PREPARATION

Master of Arts — **Educational Administration**
June 1985 — California State University of Los Angeles, CA

Bachelor of Arts — **Mexican American Studies**
December 1976 — California State University of Los Angeles, CA

CALIFORNIA CREDENTIALS

1) Administrative Services -- Renewable every five years

2) Ryan Multiple Subjects -- Life

RELATED EXPERIENCES

- Member of the Garvey School District's Board of Education (1980 – 1984)
- Member of the Los Angeles County Office of Education's Early Advantage Initiative for families with infants through preschool aged children (2001 – 2004)
- Member of the Los Angeles County Children's Planning Council workgroup on countywide outcomes (2002)
- Facilitator/presenter for office-wide management training programs in the Los Angeles County Office of Education's Staff Development unit (1996 – 2004)
- Presenter at the Migrant Education National Conferences and California Head Start Association Conference
- Served on Program Compliance Review teams (1990 – 1992)

REFERENCES ATTACHED

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RAUL ANTHONY GARCIA

REFERENCES

Ms. Esmirna Valencia, Director
Head Start/Early Head Start
Riverside County Office of Education
P.O. Box 868
Riverside, CA 92502-0868
(951) 826-6617 or (951) 217-7707
evalencia@rcoe.us

Ms. Reyna Dominguez, Program Resources Manager
Head Start & Early Head Start
Child Development Resources of Ventura County
2500 Vineyard Avenue Suite 200
Oxnard, CA 93030
(805) 485-7878 Ext. 520
Reyna.Dominguez@cdrofvtaco.org

Ms. Victoria Mora-Santos, Director
Child Care and Development Programs
Mexican American Opportunities Foundation
401 North Garfield Avenue
Montebello, CA 90640
(b)(6)

Mr. Carols Romo, Sr. Accounts Executive
Cisco System Incorporated
5890 Owens Drive – 3rd Floor
Pleasanton, CA 94588
(925) 351-7572
cromo@cisco.com

Ms. Laura Santos, Board of Education Member.
Bassett Unified School District
13833 Fairgrove Avenue
Bassett, CA 91746
(626) 962-4821

Dr. Evangelina Stockwell
Commission Member
First 5 Los Angeles
750 North Alameda Avenue
Los Angeles, CA 90012
(818) 426-4401 or (626) 570-0749
laangierifa@sbcglobal.net

Suzan Hubert, Director
Child Development Services
Bellflower Unified School District
9301 Flower
Bellflower, 90706
(562) 461-2227
suzanhubert@sbcglobal.net

Ms. Lupe Mendoza, Senior Project Director
Migrant Education
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242
(562) 922-6832
Mendoza_lupe@lacoe.edu

Ms. Irene Cortez, Former Policy Council Chairperson
Head Start State Preschool
Los Angeles County Office of Education
13724 Fairlock Avenue
Paramount, CA 90723
(562) 607-2100 or 633-5313
irenecortez@sbcglobal.net

Additional references available by request

E-mail snissar@rcoe.us

Ithika "Shine" Ahamed, M.A.

Education

2005 – Current, Calif. State University –Fullerton, Ca
Currently enrolled – Administrative Credential / M.Sc. Educational Leadership
1996 – 2001, Calif. State University –Northridge, Ca
M.A. Early Childhood Spec. Ed. – Spring 2001
B.A. Child Development – Spring 1997 (Multiple Subject Teaching Credential)
1992 – 1996, College of the Desert –Palm Desert, Ca
A.A. Economics and Early Childhood Education

Employment

2004 – present Riverside County Office of Education – Riverside

Program Development Specialist

Monitor state funded programs (center base / state preschool) provide technical assistance for the overall program management, provide training for school site staff and parents and responsible for inclusion and behavior support.

2004 – present, College of the Desert, Palm Desert, CA

Adjunct Faculty Member

Develop, instruct, lecture and discuss child development courses

2005 – 2006, Mabel Pine Elementary, Yorba Linda, Ca

Special Ed. / Early Childhood Special Ed. Teacher

Implemented language based preschool curriculum by implementing ABA /Discrete Trail Teaching, PECS, TEACCH, floor time/social skills methodologies. Used Creative Curriculum / Developmentally Appropriate Practice, conduct on-going assessment, make adaptations and accommodations to chart growth/progress. Work with parents, administrators, general education staff, and agencies

2003 – 2005, Bubbling Wells Elementary School, Desert Hot Springs, Ca

Special Ed. / Early Childhood Special Ed. Teacher

Implemented language based preschool curriculum incorporating PECS, TEACCH, ABA , floor time and social skills methodologies. Implemented Individual Education Programs, worked with parents, agencies such as Inland Regional Center, Riverside Co. Library Systems and Early Start Programs, made home visits, collaborated with teachers to encourage social interaction and communication.

2003 – 2005 Bubbling Wells Elementary School, Desert Hot Springs, Ca

Develop and implement individualized curriculum for students with autism, conduct on-going assessment in order to modify curriculum /chart student progress, prepare students for mainstream and inclusion programs, supervise staff of 10 behavior therapists and provide training for staff members, conduct monthly clinic meetings with families and therapist, report to Autism and Behavior Specialist and District Director of Pupil Personnel.

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2001 – 2003, Victory Blvd. Elementary School, North Hollywood, Ca

Special Education Teacher/ Early Intervention Specialist Preschool Intensive Program

Responsible for developing/implementing preschool curriculum , encompass and eclectic approach in teaching young children special needs using Creative Curriculum and Developmentally Appropriate Practice as core curriculum, worked with parents, administrators, general education staff, interdisciplinary team in order to help students achieve their goals. As the Mentor Teacher, supervise university students who complete their ESCE teaching credential at Cal State University Northridge.

2000 – 2001, California State University Northridge, Chatsworth, Ca

Early Intervention Specialist, CHIME Infant Toddler Program

Worked with special needs children and their families in a center-based program, and in home assistance in order to help them meet their potentials, contribute as an active member of the interdisciplinary team, worked closely with Speech Therapist, Physical therapist, Program Coordinator, and paraprofessionals

Professional Development

Affiliate Member – The Association of Educational Therapists

Advisor – Council for Professional Recognition / National Credentialing Program

Professional Growth Advisor – State of California, California Commission for Teacher Credentialing

1994 – 200 California Commission for Teacher Credentialing – Professional - Development Specialist – Level 11 Credential

Early Childhood Specialist – Level 1 Credential , Child Development Program Director, Children's Center Permit, Title 22 Supervisor and Teacher Certificates, CBEST – California Basic Skills Education Test

Professional Training

Professional Administration Scale – Currently completing certification

Guided Language Acquisition Design (GLAD) – Currently completing training to become a Trainer, Awareness training – Orange County Dept. of Ed.

Applied Behavior Analysis Training – Autism Partnership

From ICON to ICAN – Principles underlying a Visually based instructional approach

Head Up! Reading – National Head Start Association and Council for Professional Recognition

Governor's Reading Initiative Program – Governor's Professional Dev. Institute and UCLA

Links to Language (Parts I and II) – Pamela C. Payne, M.S., CCC/SLP

D

Heather Marie Harris
(b)(6)

Educator

Objective

- Experienced, energetic professional educator seeking to secure a management-level position in early childhood education programming.

Work History

Riverside County Office of Education – Riverside, California

Coordinator, 2007 to present

Facilitate student success in academic and interpersonal skills through implementing county approved curriculum; and documenting teaching and student progress/activities/outcomes; providing technical, specialized, consultative, advisory, and planning services in the essential components of early literacy instruction; and staff supervision and management of multiple sites in Early Childhood Development Programs.

Program Development Specialist, 2006 to present

Plan and implement staff development ,plan and implement research based trainings for grantee operated staff, delegate agencies and county partners, ensure compliance with Title 5 and 21, monitor grantee operated and delegate sites, staff selection ,grant writing and implementation, maintain, maximize and revise budgets. Overall responsibilities: State preschool classrooms, center based programs, First 5 grant, Infant Toddler Conference, California Preschool Instructional Network, Guided Language Acquisition Design trainings, Behavior Intervention Case Manager, and annual Categorical Program Monitoring.

Head Start/ First Five L.A.-Long Beach, California

Education Specialist, 2005 to 2006

Plan and implement staff development, staff selection (interview, hire, evaluate), develop and conduct training workshops for office staff, teachers, and parents/families, ensure curriculum (High Scope)through evaluation of lesson plans and activities (culturally and developmentally appropriate) , maintain and maximize budget for classroom and teacher supplies, Recruit participants for program, family enrollment (Maintain enrollment numbers to ensure grant renewal), Responsible for client file completion and compliance, Pre-Kindergarten Inventories for Head Start/First Five Saturday and Summer Programs (School Readiness), NRS, monitor 24 sites for Title 22 compliance, First Five Grantee Standards and Head Start Standards, create and maintain networks with local schools and Kindergarten teachers. Work with committee to develop Preschool Standards and Male Involvement. Ensure services as defined in Individual Education Plan for children with special needs. Trained in First Five L.A.'s SRI reporting. Collaborate with community partners (Healthy Families, Job Corp, community colleges) to develop/enhance and evaluate the program. Facilitate Center Committee Meetings and Case Management. Represent Head Start and First Five L.A. in community and state meetings.

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

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

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

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

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

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

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

Credentials: Multiple Subjects
Single Subjects
Administrative Credential

Employment History:

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

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

SEED Ministries
Part-time director of an international Christian ministry

Chapman University (Winter 2002)
Co-developer of professional development courses and adjunct professor

University of the Pacific (Spring 2001)
Adjunct professor for program evaluation seminar for doctoral students

Tehama County Department of Education (1990 – 1992)
Director of the Family Literacy Center which oversaw several early childhood, parenting, and adult education programs targeting at-risk families

Oxnard Elementary School District (1988 – 1990)
Bilingual teacher and director of the Adelante Project for language minority students

Evaluation: Early Childhood Education Program
CAL-NET – Early Childhood Educator Professional Development Project
California Early Reading and Literacy Project
California State Department of Education – Statewide Report on Family Literacy
California Preschool Instructional Network – Serve as Lead State Evaluator
Lake County Early Reading First
Merced Early Reading First
National Teacher and Technology Preparation Project
Tehama Early Language and Literacy Project

Related Activities: Activities Related to the Evaluation of Early Childhood Programs
-Created an online database system that is used by over 90% of all Even Start projects within California and serves as a free community web portal for Even Start projects that averages over 10,000 hits a month

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

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

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

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

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

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

Memberships: American Evaluation Association; American Educational Research Association

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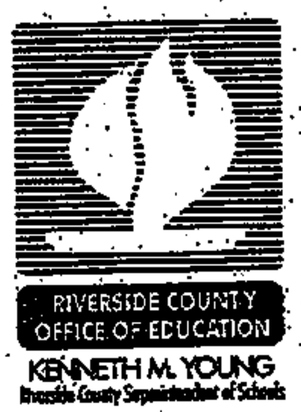
May 28, 2008



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Murrieta, California
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Riverside County
Board of Education

Gerald P. Colapinto
Lisa A. Conyers
Lynne D. Craig
Betty Gibbel
Vick Knight
William R. Kroonen
Adolfo Mediano, Jr.

Dear Early Reading First Review Panel,

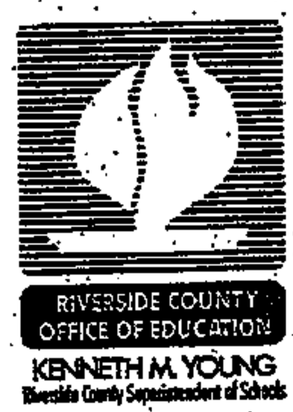
As Riverside County Superintendent of Schools, I support the Early Reading First Project READ program. Riverside County is the fourth largest county in the state in terms of students served, and is at the epicenter of population growth in southern California. Since the 2000 U.S. Census, Riverside County's population has grown 30% from 1.5 million to over 2 million people. As a result, the demand and need for high quality preschool has soared. I have identified the expansion of quality pre-Kindergarten programs as a county-wide focus goal.

Riverside County Office of Education (RCOE) is committed to providing research-based preschool programs that prepare children for a seamless transition into kindergarten by addressing the development of oral language, vocabulary skills, alphabet knowledge, phonological processing, print awareness, and emergent writing skills. Four established Head Start Centers in the boundaries of Alvord USD have been targeted for the Project READ program. Alvord USD, a Reading First district, fully implements the Houghton-Mifflin language arts curriculum, which is the scientifically-based curriculum used for RCOE's Project READ.

Project READ will be supported through professional development provided by RCOE's Division of Educational Services. Educational Services has vast experience in training, coaching and implementing the Houghton-Mifflin curriculum. RCOE looks forward to implementing Project READ and preparing our preschoolers for future school success.

Sincerely,

Kenneth M. Young
Riverside County Superintendent of Schools



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Vick Knight
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Adolfo Mediano, Jr.

May 29, 2008

To Whom It May Concern,

I am delighted to commit the full support of Riverside County Office of Education (RCOE) to restructure four Head Start sites into Centers of Excellence via Project READ. Through our partnership with Alvord USD, Project READ will establish an articulated educational system that facilitates a smooth transition from preschool into kindergarten. Our vision is to create preschool centers that effectively promote emergent language and literacy skill development of children from low income, culturally diverse backgrounds and for children with special needs to ensure that they enter kindergarten ready to succeed.

Project READ will provide a foundation for learning through high quality, literacy-rich learning environments linked with intensive professional development on current researched-based theories and instructional strategies and curriculum to intentionally address the development of language and literacy skills. The Guided Language Acquisition Design model of professional development in language acquisition and literacy for English Language Learners will be expanded and implemented. Additional intervention for children in need of additional language and literacy development will be offered through an extended day format. Parents will have the opportunity to be actively engaged and involved in early reading and language development of their children.

RCOE has a dynamic, experienced leadership and instructional team that is dedicated to the success of this program. I hope you receive this proposal with as much enthusiasm and excitement for the project as we have.

Sincerely,

Dr. Diana Walsh-Reuss
Assistant Superintendent, Children & Family Services
(951) 826-6320 / FAX [951] 826-4790

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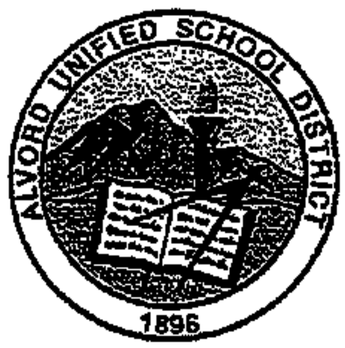

ALVORD UNIFIED SCHOOL DISTRICT

10365 Keller Avenue • Riverside, California 92505 Telephone: (951) 509-5000 Fax: (951) 509-6070

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Assistant Superintendent
Operational Support Services
CRAIG R. WELLS
Assistant Superintendent
Personnel Services
ERNESTO A. ACOSTA
Controller

www.alvord.k12.ca.us

June 2, 2008

To Whom It May Concern,

It is my pleasure to write this letter of commitment for the Riverside County Office of Education's (RCOE) Early Reading First program, Project READ. Alvord USD has a long-established, positive partnership with RCOE. Both Alvord USD and RCOE have successfully worked closely and collaboratively on numerous projects.

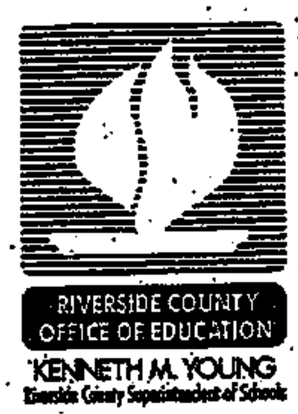
Understanding that the mission of Early Reading First is to ensure that all children enter kindergarten with the necessary language, cognitive and early reading skills that are essential for success, Alvord USD is fully committed to participate in and support the Early Reading First program. We believe that this program is critical to provide a seamless transition from preschool to kindergarten, and pledge to work closely with teachers and administrators to coordinate collaborative meetings, assessment systems and staff development. Under Project READ, we are confident that our preschool children will develop the necessary skills for future academic success.

The Houghton-Mifflin curriculum, which will be used by the Project READ program, has been successfully implemented in Alvord for the several years. This curriculum facilitates the development of language and literacy skills and alignment with key Pre-K learning goals. Project READ emphasizes critical skill development in oral language and vocabulary skills, alphabet knowledge, phonological processing, print awareness, and emergent writing skills.

We firmly believe that Project READ will provide our children the foundation needed to succeed in school and look forward to working with RCOE in this important endeavor.

Sincerely yours,

Katherine A. Wright, Ed.D.
Interim Superintendent of Schools



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Adolfo Mediano, Jr.

May 30, 2008

To Whom It May Concern,

We are very pleased to pledge the commitment of teachers, assistants, and early childhood educators at Collett and Rosemary Kennedy preschool programs for the RCOE's Early Reading First program. We believe that Project READ will provide the framework for school readiness that our children need to succeed. We are excited about enhancing our skills through the many professional development opportunities that will be available. In particular, we look forward to the GLAD training, the Summer Institute, in-service on the use of the Houghton-Mifflin curriculum, and the in-classroom coaching and modeling. Our goal is to become a Center of Excellence where language development, early reading skills, and literacy are emphasized. We fully support the need to strengthen our preschooler's critical skill development in oral language and vocabulary, alphabet knowledge, phonological processing, print awareness, and emergent writing skills.

We plan to continue our higher education training in Bachelor and Master degree programs through the resources provided through Project READ.

In closing, we would like to say that we are proud to be a part of RCOE and this project.

Sincerely,

Janis Arnold, Site Supervisor
Collett Head Start

Raquel Alvarado, Contact Teacher
Collect Head Start

May 29, 2008

RIVERSIDE COUNTY OFFICE OF EDUCATION
KENNETH M. YOUNG
Riverside County Superintendent of Schools

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Adolfo Mediano, Jr.

To Whom It May Concern:

As early childhood educators and paraprofessionals at Arlanza, Bryant Park, and Rosemary Kennedy preschools, we are excited to pledge our commitment to Project READ, Riverside County Office of Education's (RCOE) Early Reading First program.

We believe READ will provide our preschoolers with the language and literacy foundations they need to succeed in school. We are committed to becoming Centers of Excellence marked by intentional instruction in language development and early reading skills that are playful, planned and purposeful.

We are dedicated to participating in the various professional development aspects of READ including the week-long summer institute, coaching, GLAD training and monthly meetings.

We look forward to using the resources that will be provided with the program: screening/outcome assessments to guide instruction, support learning and measure growth; collaboration with Alvord USD kindergarten teachers to ensure successful transition into elementary school; and the use of the new Houghton-Mifflin curriculum to assist in the development of critical early literacy skills of alphabet knowledge, phonological awareness, concepts of print and oral language. We believe better trained teachers mean higher quality instruction for our preschoolers and so plan to take advantage of the opportunities to continue our education through bachelor's and master's degree programs offered through the project. Thank you for your consideration of RCOE's Project READ.

Jill Wilson, Site Supervisor
Arlanza, Bryant Park & Rosemary Kennedy

Maria Elena Gallegos, Contact Teacher
Arlanza Head Start

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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)
33	10330	C	Riverside County Superintendent	6.34%	7.43%	8.93%	6.73%	8.37%
33	66977	D	Alvord Unified	5.51%	4.43%	5.27%	4.61%	4.56%
33	66985	D	Banning Unified	9.53%	7.54%	5.92%	2.78%	3.21%
33	66993	D	Beaumont Unified	7.84%	8.43%	5.46%	6.20%	8.81%
33	67033	D	Corona-Norco Unified	4.43%	3.64%	3.38%	3.04%	3.22%
33	67041	D	Desert Center Unified	13.17%	18.70%	15.64%	12.01%	17.61%
33	67058	D	Desert Sands Unified	4.13%	4.53%	5.70%	4.76%	3.92%
33	67082	D	Hemet Unified	5.03%	5.22%	4.16%	2.33%	6.65%
33	67090	D	Jurupa Unified	4.04%	3.19%	4.06%	4.34%	3.84%
33	67116	D	Menifee Union Elementary	3.46%	4.64%	6.78%	6.86%	5.35%
33	67124	D	Moreno Valley Unified	3.08%	4.70%	3.83%	5.34%	4.14%
33	67157	D	Nuview Union Elementary	7.61%	6.08%	9.40%	1.62%	1.10%
33	67173	D	Palm Springs Unified	5.71%	4.63%	6.31%	5.72%	5.04%
33	67181	D	Palo Verde Unified	6.20%	5.67%	6.82%	4.54%	4.06%
33	67199	D	Perris Elementary	4.32%	5.28%	8.15%	4.63%	2.93%
33	67207	D	Perris Union High	4.30%	5.94%	6.79%	6.50%	6.53%
33	67215	D	Riverside Unified	4.19%	2.15%	3.30%	2.73%	2.44%
33	67231	D	Romoland Elementary	7.08%	6.85%	6.01%	4.57%	5.69%
33	67249	D	San Jacinto Unified	5.40%	7.28%	7.54%	6.07%	5.71%
33	73676	D	Coachella Valley Unified	5.01%	6.19%	8.31%	6.33%	4.59%
33	75176	D	Lake Elsinore Unified	3.45%	3.10%	5.07%	3.95%	4.42%
33	75192	D	Temecula Valley Unified	3.11%	4.63%	7.40%	2.89%	0.86%
33	75200	D	Murrieta Valley Unified	5.95%	6.50%	3.85%	3.39%	3.32%
33	75242	D	Val Verde Unified	8.90%	7.34%	9.00%	8.45%	7.82%

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1750-Mandatory_Riverside_ERF_Full_Application_Budget_Narrative.pdf**

Detailed Budget Narrative
(Please see attached itemized budget for the entire three-year period)

1. **Personnel** *(Please Note: Salary positions and benefits are set through negotiations between the Riverside County Office of Education and its bargaining units)*

Project Director (1 FTE; 240 days, $90,550) is responsible for every aspect of the project's implementation including fiscal, administrative and programmatic oversight. The Director will lead the Early Reading First leadership team, which will meet monthly and consist of preschool administrators from the district and college, a K-5 principal, early literacy coaches, literacy intervention coordinator, speech pathologist, family literacy specialist, and a preschool teacher. The Director will meet monthly with the Reading First Coordinator to ensure Early Reading First/Reading First coordination. Other duties: Train coaches in advanced coaching skills; Plan joint Reading First professional development for preschool, kindergarten and first grade teachers; Observe preschool teachers to determine baseline practices; Coordinate and participate in trainings; Purchase instructional and parent materials, assessments, and arrange for training in their use; Coordinate the Expert Consultants' trainings; Monitor ERF requirements compliance; Monitor and analyze internal and external evaluation reports; Monitor the ERF budget and identify other funding sources to ensure sustainability; Identify teachers who will receive degree acquisition stipends and monitor their progress; Coordinate kindergarten transition. The director is a recognized expert in early literacy with an M.A. and over 20 years of experience.

Early Literacy Coaches (2 FTE; 223 days, $170,000) Duties include: Provide training, coaching, and demonstration lessons to project teachers; Conduct weekly focused classroom observations; Meet weekly with teachers for goal setting and data analysis; Provide assistance in individual student instructional plan development; Meet monthly with Reading First coaches for vertical articulation, advanced coaching skills training, and ongoing professional development;

Support the ERF Coordinator in transition planning. Both coaches have substantial experience as teachers and teacher leaders and possess M.A. degrees.

Bilingual Family Literacy Specialist (1 FTE; 223 days, $75,000) Duties include: Conduct and oversee home literacy activities; Schedule and coordinate parent-child literacy activities in project classrooms; Conduct parent trainings on ways to support children's literacy and language development through Partners in Literacy Nights; Facilitate READ Summer Reading Program for parents and children. The specialist will have a Master's degree in Family Literacy.

Early Intervention Specialists (2 FTE; 223 days, $140,000): Duties: Work with preschool teachers and coaches to identify children who may need early language and literacy intervention; Prepare language/literacy plans; Work with teachers to modify activities and interactive strategies to meet individual children's needs; Provide direct early literacy intervention; Provide information, strategies and support for families to support interventions; Prepare comprehensive individualized transition plans. The intervention specialists will have, at minimum, M.A. degrees, teacher certification including an emphasis on working with young children, and multiple years experience as a preschool/kindergarten teacher and intervention specialist.

Substitutes/Extra Duty (As needed, $25,000): A cadre of substitutes will be trained in ERF strategies to ensure continuity in absence of teachers during release time for ongoing professional development, coaching, and coach/teacher/staff collaboration.

Project Secretary (1 FTE: 223 days, $30,000) will oversee the project's office duties including collection of assessment information and data input.

2. **Fringe Benefits** ($204,269): Fringe benefits include STRS for certificated employees at 8.25%; PERS for classified employees at 13.02%; OASDI at 1.45% for certificated employees and 7.65% for classified employees; Health and Welfare at $9,076 for certificated staff and

$9,612 for classified staff; Unemployment: 0.05%; Worker's Compensation: 1.57%; Income protection/disability insurance: .31%; Other benefits: $1,831 per year per full-time employee.

3. **Travel:** $17,000 in funding is requested for the following travel: ERF Coordinator and Coaches to one Early Reading First Conference. ERF Coordinator, Coaches, Intervention Specialists, and preschool staff to California Early Reading First Network meetings and to training provided by the California Preschool Instructional Network; Workshops/conferences by preschool and kindergarten teachers to ensure collaboration and joint professional development; Preschool staff/intervention specialists for home visits.

4. **Equipment:** No equipment is requested.

5. **Supplies:** -$12,000 for Early Reading Home Bookpacks which will be available for daily check-out by project families through their classrooms. The bookpacks contain books, C.D.'s, magnetic letters and other manipulatives, writing tools and journals, and other items linked to the Houghton-Mifflin daily lessons to build upon classroom learning and to forge a home-school connection. Materials will be available in either English or Spanish.

-$45,000 for hardback/board classroom books so that each learning center will be able to rotate books monthly to reflect theme changes and to meet exemplary status on the ELLCO.

-$78,000 for materials for classrooms including HM curriculum, small group materials, and corresponding theme-based children materials (letter puzzles, letter carpets, literacy wall materials, and corresponding children manipulatives)

-$525 for $2.50 per child costs for use of CMS Online Reporting System

6. **Contractual:** -$25,300 to compensate experts (stipends and travel costs) in Early Childhood Education for training including: 1. Paula Brown-Almond, director and founder of the California Early Reading First Network and a member of the national Early Reading First taskforce, will

provide seven days of training for teachers and site administrators per year on classroom environments and unpacking the HM curriculum. 2. Michele Garcia is a current intervention expert who has modeled language and literacy intervention throughout California. She will provide professional development for teachers and intervention specialists for four days a year. 3. Janet Barnes is a current Early Reading First coordinator and sits on statewide instruction and early childhood standards committees. She will work with project teachers on large group reading and small group intentional teaching for eight days each year.

-$62,000 for external evaluators (Center for Evaluation and Research, LLC, approximately 180 days). Lead evaluator Dr. Matthew Russell and four CER staff members will do the following: a) data collection plan development, b) regular site visits and reports on formative evaluation activities and participation in annual national meeting, c) instruments training; d) staff and parent interviews; e) oversee the project's quasi-experimental study activities, and f) findings reports.

7. Construction: No construction funds have been requested.

8. Other: -$14,700 for materials for parents to support their children's literacy including books, printed materials, and a variety of manipulatives.

- $7,200 for computer/technical support – computers for project classrooms, training/support

-$3,000 for childcare for parents participating in Partner for Literacy Nights

9. Training Stipends: -The project requests $25,000 for professional development training stipends. To encourage full participation, every preschool staff member will be compensated for attendance at summer institutes and after-hours trainings.

-$30,000 for tuition for graduate work by project participants. Funding for teachers to receive B.A. and advanced degrees available through collaborating IHE.

10. Indirect costs: Riverside County Office of Education's approved rate is 8.37%.

Certificated Salaries	FTE	2008-09		2009-10		2010-11	
Project Director	1	$90,550		$91,908		$93,287	
Early Literacy Coaches	2	$170,000		$172,550		$175,138	
Bilingual Family Lit. Specialist	1	$75,000		$76,125		$77,267	
Early Intervention Specialists	2	$140,000		$142,100		$144,232	
Substitutes/Extra Duty		$25,000		$25,375		$25,756	
Classified Salaries							
Secretary	1	$30,000		$30,450		$30,907	
Total Personnel			$530,550		$538,508		$546,587
Benefits							
Project Director		$33,105		$33,372		$33,643	
Early Literacy Coaches		$64,030		$64,531		$65,040	
Bilingual Family Lit. Specialist		$30,051		$30,272		$30,496	
Early Intervention Specialists		$58,136		$58,549		$58,968	
Substitutes/Extra Duty		$2,500		$2,538		$2,576	
Secretary		$16,447		$16,648		$16,847	
Total Benefits			$204,269		$205,910		$207,570
Travel			$17,000		$17,000		$17,000
Books & Supplies			$135,525		$69,070		$69,070
Contractual							
Training Consultants		$25,300		$25,300		$25,300	
External Evaluator		$62,000		$62,000		$62,000	
Total Contractual			$87,300		$87,300		$87,300
Other							
Parent Materials/Training		$14,700		$14,700		$14,700	
Childcare Services		$3,000		$3,000		$3,000	
Computer Support		$7,200		$7,200		$7,200	
Tuition - institute of higher education			$30,000		$30,000		$30,000
Total Other			$54,900		$54,900		$54,900
Total Direct Cost			$1,029,544		$972,688		$982,427
Indirect Cost	8.37%		$86,173		$81,414		$82,229
Teaching Stipends			$25,000		$25,000		$25,000
Total Budget			$1,140,717		$1,079,102		$1,089,656