File ID Number	11-2792
Introduction Date	12/7/2011
Enactment Number	11-2557
Enactment Date	12-14-11
By	

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

December 14, 2011

To: Board of Education

From: Tony Smith, Superintendent
            Vernon Hal, Deputy Superintendent, Business & Operations

Subject: **Acceptance of Grant by the District**

ACTION REQUESTED:
Acceptance by the Board of Education of District grant award for Early Childhood Education programming for fiscal years 2011-12, pursuant to the terms and conditions thereof, if any.

BACKGROUND:
Grant award for OUSD schools for the 2011-2012 fiscal year that benefit the Early Childhood Education Department are submitted for Board acceptance and approval as indicated in the chart below. Grant documents are available for review through the Board Secretary's Office and will be electronically available within one week of the board meeting through the Board's Legislative Information Center.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
11-2792	Yes	Grant	Oakland Unified School District for Early Childhood Education Department at Bella Vista, Allendale, and Acorn Woodland Child Development Centers.	The grant will provide funding for the Early Reading First Early Childhood Education sites.	9/1/11-8/31/12	U.S. Department of Educaiton	$3,967,979.00

DISCUSSION:
The District received a Grant award for continued funding to the Early Childhood department .
- Review scope of work outlined by each grant agreement and assess their contribution to sustained Identify OUSD resources required for program success

OUSD received a completed grant face sheet for each program listed in the chart by department.

FISCAL IMPACT:
The total amount of the grant will be provided to OUSD schools from the funders based on implementation of the early literacy grant components.
- Grants valued at: $3,967,979.00

RECOMMENDATION:
Acceptance by the Board of Education of District grant agreements for Early Childhood Education programming for fiscal years 2011-2012, pursuant to the terms and conditions thereof, if any.

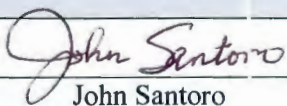**ATTACHMENTS:**

Grant Award Notification #S359B080011
Copy of Grant Award for period September 1, 2008 through August 31, 2011
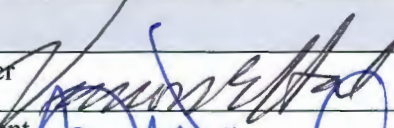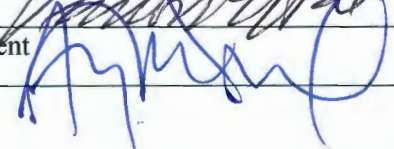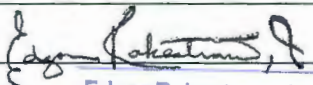
OUSD Grants Management Face Sheet
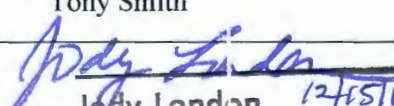
Title of Grant:	Funding Cycle Dates:
Early Reading First	September 1, 2011-August 31, 2012
Grant's Fiscal Agent: OUSD/ECE 495 Jones Avenue, Oakland, CA 94603 (510) 639-3340	**Grant Amount for Full Funding Cycle:** $3,967,979.00
Funding Agency: U.S. Department of Education	**Grant Focus:** Early Literacy

List all School(s) or Department(s) to be Served: Bella Vista, Allendale, and Acorn Woodland Elementary Schools.

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The grant focuses on early literacy development for preschool classrooms.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.17% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	An external evaluator, approved by the Federal government for this program, will assess and evaluate this program.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes, it funds a program manager, coach, clerical and administrative support.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 4.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Indirect costs are a part of the budget for this grant..
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Lynne Martin and John Santoro 495 Jones Ave Oakland 639-3340

LEGISLATIVE FILE
File ID Number 11-2792
Introduction Date 12-7-11
Enactment Number 11-2557
Enactment Date 12-14-11

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	John Santoro		
Department Head	John Santoro		10/10/11

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal N725711		
Superintendent	Tony Smith		
	Jody London 12/15/11 President, Board of Education	Edgar Rakestraw, Jr., Secretary Board of Education 12/15/11	

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME	**2** AWARD INFORMATION
Oakland Unified School District Early Childhood Education 1025 2nd Avenue Room 301 Oakland, CA 94606	PR/AWARD NUMBER S359B080011 ACTION NUMBER 2 ACTION TYPE Administrative AWARD TYPE Discretionary

3 PROJECT STAFF	**4** PROJECT TITLE

RECIPIENT PROJECT DIRECTOR
  Lynne Rodezno   (510) 879-8328
  LYNNE.RODEZNO@OUSD.K12.CA.US
EDUCATION PROGRAM CONTACT
  Rachel Weinstein   (202) 401-5520
  rachel.weinstein@ed.gov
EDUCATION PAYMENT HOTLINE
  G5 PAYEE   888-336-8930
  HELPDESK
  edcaps.uscr@ed.gov
	84.359B
	Smart Start Early Learning Program (SSELP)

5 KEY PERSONNEL

NAME	TITLE	LEVEL OF EFFORT
Lynne Rodezno	Project Director	10 %

6 AWARD PERIODS

BUDGET PERIOD	09/01/2008 - 08/31/2012
PERFORMANCE PERIOD	09/01/2008 - 08/31/2012

FUTURE BUDGET PERIODS

N/A

7 AUTHORIZED FUNDING

THIS ACTION	N/A
BUDGET PERIOD	$3,967,979.00
PERFORMANCE PERIOD	$3,967,979.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN	076554500
REGULATIONS	CFR PART 74 EDGAR AS APPLICABLE
ATTACHMENTS	N/A

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY:	PL 107-110 X NO CHILD LEFT BEHIND ACT OF 2001
PROGRAM TITLE:	EARLY READING FIRST
CFDA/SUBPROGRAM NO:	84.359B

GRANT AWARD NOTIFICATION

10
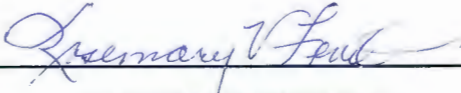
PR/AWARD NUMBER:	S359B080011
RECIPIENT NAME:	Oakland Unified School District
	Early Childhood Education

TERMS AND CONDITIONS

(1) THE BUDGET PERIOD AND PERFORMANCE PERIOD FOR THIS PROJECT ARE CHANGED TO THE DATES IN BLOCK 6. NO ADDITIONAL FUNDS ARE PROVIDED BY THIS ACTION.

Rosemary V Feal   8/23/11

AUTHORIZING OFFICIAL   **DATE**

Ver. 1

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula and Block Grants   (See Block 2 of the Notification)

1. **RECIPIENT NAME** -   The legal name of the recipient, name of the primary organizational unit that

2. **AWARD INFORMATION** - Unique items of information that identify this notification.

> **PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number."

> **ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"

> **ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)

> **AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.

3. **PROJECT STAFF** -   This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.
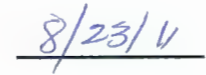
> ***RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.

> **EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and businessmanagement concerns of the Department.

> **EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.

4. **PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.

5.* **KEY PERSONNEL** -   Name, title and percentage (%) of effort the key personnel identified devotes to the project.

6. **AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below:

> **BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.

> **PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.

> ***FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.

7. **AUTHORIZED FUNDING** -   The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.

> ***THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.

> ***BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.

> ***PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.

> **RECIPIENT COST SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.

> **RECIPIENT NON-FEDERAL AMOUNT** -   The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.

8. **ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

> **DUNS/SSN** - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.

> ***REGULATIONS** - The parts of the Education Department General Administrative Regulations (EDGAR) and specific program regulations that govern the award and administration of this grant.

> ***ATTACHMENTS** -   Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

9. **LEGISLATIVE AND FISCAL DATA** - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

> **FUND CODE, FUNDING YEAR, AWARD YEAR, ORG.CODE, PROJECT CODE, OBJECT CLASS -**
> The fiscal information recorded by the U.S. Department of Education's Grant Administration and Payment System to track obligations by award.
> **AMOUNT** - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

10. **TERMS AND CONDITIONS** - Requirements of the award that are binding on the recipient.

> ***AUTHORIZING OFFICIAL** -   The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award

FOR FORMULA AND BLOCK GRANTS ONLY:
(See also Blocks 1, 2, 4, 6, 8, 9 and 10 above)

3. **PROJECT STAFF** -   The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

7. **AUTHORIZED FUNDING**

> **CURRENT AWARD AMOUNT** - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

> **PREVIOUS CUMULATIVE AMOUNT** - The total amount of funds awarded under the grant before this action.

> **CUMULATIVE AMOUNT** - The total amount of funds awarded under the grant, this action included.

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* This item differs or does not appear on formula and block grants.

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EARLY READING FIRST

Purpose	**Funding Status**
Eligibility	**Laws, Regs, & Guidance**
Applicant Info	**Resources**
Awards	**FAQs**
Performance	**Contacts**

Office of Elementary and Secondary Education Home

Purpose

Program Office: Academic Improvement and Teacher Quality Programs

CFDA Number: 84.359A; 84.359B
Program Type: Discretionary/Competitive Grants

PROGRAM DESCRIPTION

The program supports the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success and that serve primarily children from low-income families.

TYPES OF PROJECTS

Grants are designed to help early childhood centers improve their programs, by creating centers of excellence that provide preschool-age children with language and cognitive skills, and an early reading foundation. Funds must be used to:

- Enhance children's language, cognitive, and early reading skills through professional development for teachers;
- Provide early language and reading development and instructional materials as developed from scientifically based reading research;
- Provide preschool-age children with cognitive learning opportunities in high quality language and literature-rich environments;
- Use screening assessments to effectively identify preschool children who may be at risk for reading failure; and
- Improve existing early childhood programs by integrating scientifically based reading research into all aspects of the program (including instructional materials, teaching strategies, curricula, parent engagement, and professional development).

ADDITIONAL INFORMATION

Early Reading First, part of the President's "Good Start, Grow Smart" initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success.

Mission Statement

- The mission of Early Reading First is to ensure that all children enter kindergarten with the necessary language, cognitive, and early reading skills for continued success in school.

Early Reading First in a Nutshell

- Introduction
  - On January 8, 2002, the President signed into law the *No Child Left Behind Act of 2001*, which added two important new reading programs to the Elementary and Secondary Education Act, Reading First and Early Reading First. Early Reading First was created to address the growing concern that many of our nation's children begin kindergarten without the necessary foundation to fully benefit from formal school instruction.
  - Early Reading First is a bold initiative to create early childhood centers of excellence that prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills for learning success.
- Overview
  - Early Reading First is a nationwide effort providing funds to local education agencies and public or private organizations that serve children from low-income families.

ED PROGRAMS

Search or print all Department programs.

WHAT'S NEW

There will not be a competition for ERF this year, as it was not funded in the 2010 Appropriation. Please visit the FY 2011 Budget Summary and Background and the FY 2011 Congressional Budget Justifications.

How Do I Find...?

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Grants
No Child Left Behind
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Related Topics

' No Related Topics Found

- Based on the understanding that literacy is a learned skill, not a biological awakening, the initiative promotes coherent, skill-based instruction in the years before kindergarten.
- Federal funds are awarded competitively to local programs that show they will enhance young children's language and cognitive development by providing high-quality instruction and ongoing professional development based on scientifically based research.

Early Reading First Program Goals

- To support local efforts to enhance the early language, literacy, and prereading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research
- To provide preschool-age children with cognitive learning opportunities in high-quality language and literature-rich environments so that the children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond
- To demonstrate language and literacy activities based on scientifically based reading research that support the age-appropriate development of
  - Oral language (vocabulary, expressive language, listening comprehension)
  - Phonological awareness (rhyming, blending, segmenting)
  - Print awareness
  - Alphabetic knowledge
- To use screening assessments to effectively identify preschool-age children who may be at risk for reading failure

Top

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Last Modified: 03/02/2010

News
Press releases
Speeches
Media advisories
Secretary's schedule
Video
Newsletters
Blog

How do I find...
Student loans, forgiveness
Pell grants
College accreditation
Grants
No Child Left Behind
More

Funding
Federal student aid
Apply for grants
Contract opportunities
Forecast of funding opportunities

Research & Statistics
Institute of Ed Sciences
Education statistics
Evaluation reports
Nation's Report Card
Doing What Works
State information
State ed data

Policy
Recovery Act (ED)
Obama ed plan
Recent guidance
Guidance documents
Policy by program
NCLB policy letters
No Child Left Behind

Programs
By subject
By title
By CFDA#

About ED
Initiatives
ED offices
Senior staff
Political appointees
Contact
Boards, committees
Budget, performance
Annual reports
Jobs at ED
Inspector General
FAQs
Online services
Open Government
White House Initiatives

Site Policies and Notices
FOIA
Privacy
Security
Information quality
Non-Discrimination, No FEAR Act
Improper payments
Help

Other Sites
Whitehouse.gov
Recovery.gov
USA.gov

OAKLAND UNIFIED SCHOOL DISTRICT
Office of State Administrator

September 24, 2008

To: Vincent Matthews, Interim State Administrator
       Board of Education

From: Roberta Mayor, Ed.D. Interim Superintendent
       Valerie Williams, Grant Manager

Subject: **Acceptance of Grants by the District**

ACTION REQUESTED:
Acceptance of grants by the District pursuant to the terms and conditions thereof, if any.

BACKGROUND:
The District received a grant for the school years as indicated in the chart below. The grant documentation is available on the Board's Legislative Web Site.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
✓	X	Grant	Oakland Unified School District for Bella Vista CDC, ACORN Woodland CDC, Tilden CDC, Santa Fe CDC, & Yuk Yau Annex CDC.	This grant will develop improved reading-readiness programs at the sites.	9/01/08 thru 8/31/2011	U.S. Department of Education	$3,967,979.00
	X	Grant	Oakland Unified School District for International CDC, Garfield Elementary School & Lazear Elementary School.	This grant will prepare children ready for Kindegarten in the fall of 2008.	07/01/08 to 6/30/09	Making Connections Oakland	$14,500.00

DISCUSSION:
The district created a Grant Face sheet process to:
- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet ad completed grant application for each program listed in the chart by an agency applicant that will provide services at OUSD schools.

FISCAL IMPACT:
The agency applicants will serve as the fiscal agents for the agents for the grant applicants and there is no fiscal impact to the district.

        Grant values of $3,982,479.00
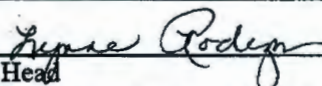
RECOMMENDATION:
Approval and support by the Interim State Administrator of the District submitting grant proposals for OUSD sites for fiscal years 2007-2008 & 2008-2009 and to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.
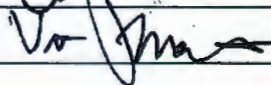
Attachments

Title of Grant: Early Reading First	Funding Cycle Dates: 9/1/08 – 8/31/201
Grant's Fiscal Agent: (contact's name, address, phone number, email address) OUSD	Grant Amount for Full Funding Cycle: $3,967,979
Funding Agency: United States Department of Education	Grant Focus: Early Literacy

List all School(s) or Department(s) to be Served:
Bella Vista CDC, ACORN WOODLAND CDC, TILDEN CDC, SANTA FE CDC, YUKYAU ANNEX CDC

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This is a federally funded early literacy grant designed to support classroom instruction through research based Professional Development.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 6.04% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	An outside evaluator will evaluate all aspects of the grant implementation.
Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 6.04% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Lynne Redezno OUSD

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/s Department Head (e.g. for school day programs or for extended day and student support activities)	Lynne Roden	Lynne Roden	6-2-08

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Valerie Williams		6/16/08
State Administrator	Vincent Matthews		4/16/08

August 11, 2008

Oakland Unified School District
495 Jones Avenue
Oakland, CA 94603

RE: Grant Application Number - S359B080011

Dear Ms. Rodezno:

I am pleased to inform you that your application is one of the 31 selected for funding from the fiscal year (FY) 2008 Early Reading First (ERF) competition (CFDA No. 84.359B). These grants, which are part of the President's *Good Start, Grow Smart* Early Childhood Initiative and authorized by *No Child Left Behind,* will help build early childhood education centers of excellence that can serve as examples of effective early learning practices throughout the Nation.

The Department of Education (ED) is funding these FY 2008 grants as single three-year grants. Enclosed you will find copy of the grant award notification (GAN), FY 2008 grantee conditions, three (3) memoranda describing grantee fiduciary and administrative responsibilities, and a copy of reviewers' comments on your full application. I encourage you to read each of them carefully. You are required to respond to the conditions in writing by **October 1, 2008.**

The first year is always an exciting but challenging year. In order to assist new grantees with the first year if implementation, the ERF program staff will be providing extensive technical assistance (TA) throughout the year. To start, on **Wednesday, September 24, 2008,** ERF program staff will be hosting a "welcome" webex for new grantees. ERF will be hosting a new grantee conference for all FY 2008 grantees in **March 2008.** More information for both events and additional TA opportunities will be forwarded under a different cover.

Thank you for your contribution to this critical endeavor to strengthen early language and literacy for our Nation's youngest students. I look forward to working with you as you implement your program. Please feel free to contact me, Rachel Weinstein at (202) 401-5520 or Rachel.Weinstein@ed.gov, if you have questions.

Sincerely,

Rachel Weinstein

Rachel Weinstein
Program Officer: FY 2008
Grantees
Early Reading First

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1	**RECIPIENT NAME:** Oakland Unified School District Early Childhood Education 1025 2nd Avenue Room 301 Oakland, CA 94606	**5**	**AWARD INFORMATION** PR/AWARD NUMBER S359B080011 ACTION NUMBER 01 ACTION TYPE New AWARD TYPE Discretionary
2	**PROJECT TITLE** 84.359B Smart Start Early Learning Program (SSELP)	**6**	**AWARD PERIODS** BUDGET PERIOD 09/01/2008 - 08/31/2011 PERFORMANCE PERIOD 09/01/2008 - 08/31/2011
3	**PROJECT STAFF** RECIPIENT PROJECT DIRECTOR Lynne Rodezno (510) 879 - 8328 EDUCATION PROGRAM CONTACT Rachel Weinstein (202) 401 - 5520 EDUCATION PAYMENT CONTACT GAPS PAYEE HOTLINE (888) 336 - 8930	**7**	**AUTHORIZED FUNDING** THIS ACTION $3,967,979.00 BUDGET PERIOD $3,967,979.00 PERFORMANCE PERIOD $3,967,979.00
4	**KEY PERSONNEL** NAME TITLE LEVEL OF EFFORT Lynne Rodezno Project Director 10%	**8**	**ADMINISTRATIVE INFORMATION** DUNS/SSN 076554500 REGULATIONS CFR PART 74 EDGAR AS APPLICABLE ATTACHMENTS E1, E2, E3

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY: PL 107-110 NO CHILD LEFT BEHIND ACT OF 2001

PROGRAM TITLE: EARLY READING FIRST

CFDA/SUBPROGRAM NO: 84.359B

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0900A	2008	2008	ES000000	B	P18	000	359	4101C	$3,967,979.00

Ver. 1
ED-GAPS001 (01/98)

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: S359B080011
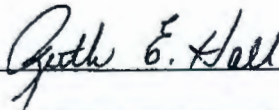
RECIPIENT NAME: Oakland Unified School District
Early Childhood Education

TERMS AND CONDITIONS
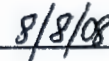
(1)   THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT:
(1) THE RECIPIENT'S APPLICATION (BLOCK 2),
(2) THE APPLICABLE EDUCATION DEPARTMENT
REGULATIONS (BLOCK 8), AND
(3) THE SPECIAL TERMS AND CONDITIONS SHOWN AS ATTACHMENTS
(BLOCK 8).

IN ACCORDANCE WTH 34 CFR 74.25(c)(2), OR 34 CFR 80.30(d)(3) CHANGES TO KEY
PERSONNEL IDENTIFIED IN BLOCK 4 MUST RECEIVE PRIOR APPROVAL FROM
THE DEPARTMENT.

THE RECIPIENT IS REQUIRED TO SUBMIT ALL NECESSARY REPORTS TO THE
DEPARTMENT OF EDUCATION WITHIN 90 DAYS AFTER THE END OF FEDERAL
SUPPORT (BLOCK 6).

Ruth E. Hall   _8/8/08_
AUTHORIZING OFFICIAL   **DATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Travel		Year 1	Year 2	Year 3	Total
Local Travel (300 miles/month x 12 mths x $0.51 mile x 4 staff)		$7,344	$8,078	$8,886	$24,308
Early Reading First (ERF) National Meeting		$3,645	$3,645	$0	$7,290
	Subtotal Travel	$10,989	$11,723	$8,886	$31,598

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

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

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

5. Supplies	Year 1	Year 2	Year 3	Total
Instructional Materials	$65,000	$17,200	$21,200	$103,400
Computer Supplies	$86,341	$12,500	$12,500	$111,341
Classroom Supplies	$104,500	$88,000	$77,000	$269,500
Office Supplies	$13,000	$7,000	$7,000	$27,000
Subtotal Supplies	$268,841	$124,700	$117,700	$511,241

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

Computer Supplies: Will include a desktop computer for each teacher (11) plus one for the SSELP Senior Clerk (12 x $1,646.90); 3 classroom computers for 11 classrooms ($1,250 x 3 computers x 11 classrooms) for students; one laptop each, with video input/output and editing software, for the SSELP Director, the SSELP Project Coordinator/School Improvement Coach, and the two Literacy Coaches ($1,807 per computer/per staff x 4 staff); printers for each classroom ($500 x 11); one color laser printer for the OUSD administrative office ($1,700 x 1); Seriation access costs to track service dosage for each child ($1,500 per center x 5 centers); and Handhelds for LC's and LM's to upload data into Seriation ($850 x 4). Costs in Years 2 and 3 are considerably less and represent licensing fees for software associated with the hardware.

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

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

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

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

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

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

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

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

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

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

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

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

	Year 1	Year 2	Year 3	Total
9. Total Direct Costs	$1,386,259	$1,202,516	$1,154,601	$3,743,376
	Year 1	Year 2	Year 3	Total
10. Indirect Costs (6.0%)	$83,176	$72,151	$69,276	$224,604

OUSD's indirect cost rate is 6.00%

	Year 1	Year 2	Year 3	Total
11. Training Stipends	$0	$0	$0	$0
	Year 1	Year 2	Year 3	Total
12. Total Costs	$1,469,435	$1,274,667	$1,223,877	$3,967,979

QUALITY OF THE PROJECT DESIGN
Overview

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

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

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

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

All SSELP components were developed from research that met the Elementary and Secondary
Education Act (ESEA) definitions for scientifically-based reading research (SBRR). The SSELP
Model incorporates **8** main components that have been found to be highly effective at increasing
readiness to read: (1) Instruction in phonological awareness that facilitates reading acquisition
(Kamil, et al., 2000; Doing What Works, 2008); (2) Instruction in phonemic awareness, integrated
with direct instruction of the alphabetic principle, which facilitates reading acquisition (Lyon,

1998; Casey & Howe, 2002); (3) increasing print awareness (Casey & Howe); (4) developing oral language (e.g., telling stories, etc.) (Gettinger & Stoiber, 2007); (5) The acquisition of reading skills spanning students requiring "less-to-more" intensive, concentrated instruction (Dickenson & Bursuck, 1999); (6) Utilization of Interactive and Dialogic Reading (Doing What Works, 2008); (7) Effective school/parent partnerships which facilitate reading acquisition (Baker et al., 1995; Louden & Rohl, 2005); and (8) Systematic professional development activities to yield effective research-to-practice efforts (National Reading Panel, 2002; Bouday et al., 2001; Morris, 2002). Please see Works Cited in **Appendix F**.

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

Purpose 1: Integrate scientific reading research into existing programs. SSELP will target 5 existing, multicultural, OUSD preschool programs and campuses (Acorn Woodland, Santa Fe, Yuk Yau Annex, Bella Vista, and Tilden) that are licensed by the State of California through the Department of Social Services/Community Care Licensing Division and, per **Appendix A** through **E**, are primed to become ERF Centers of Educational Excellence because each campus has 1) ERF Center capacity and potential; 2) operates, or will operate by fall 2008 if ERF funding is approved, an extended full-day program (i.e., 9 hours per day, 12 months a year); 3) an average of **91.8%** attendance while serving a total of 208 three and four-year-olds; 4) experience attending to the social, emotional, and physical needs of each child; 5) California and/or Federal Block grant funding for "at-risk" children; 6) a learning center with literacy domains that are aligned with the California Reading First Initiative; and 7) credentialed and certified staff with low turnover rates and solid, experienced directorship. The 9 Pre-K teachers are highly qualified – **100%** have at least a Bachelor's degree – and they average **15.7** years of teaching experience at OUSD, producing a nearly nonexistent turnover rate. Further, when fully staffed, each SSELP

Teacher will have 2 assigned SSRLP Instructional assistants who have, on average, **14.1** years of teaching experience. Impressively, OUSD has developed a culture – in which all Pre-K teachers have been involved and are beginning to utilize - of data driven instruction that is centered on the OUSD's *cycle of inquiry*, which emphasizes the importance of four types of assessment data: (1) screening; (2) diagnostic; (3) classroom-based progress monitoring; and (4) outcome measures (Nilsson, 2007). Each SSELP campus is in an excellent position to develop improved, rigorous, reading-readiness programs because each has early literacy instruction through reading time and learning center activities for reading, dramatic play, and storyboard dictation. The personnel are eager to develop practices for non-English speaking homes and to increase family literacy participation by increasing and improving communications about school expectations and the selection of books at home. Understanding that students from low-income and "at-risk" environments face serious academic challenges in the future, OUSD's Early Childhood Department adopted the OCR curriculum in 2004; and has integrated a pacing guide and ongoing formative assessment system for each classroom and has supported campus participation in *Professional Learning Communities* (PLC). The campus personnel are eager and prepared to implement, through SSELP: 1) Expanding the school-day from ½ day at three centers to full-day programs by hiring one new full-time teacher and one new full-time instructional assistant; 2) a deeper delivery of the **OCR**, with the assistance of *Literacy Coaches* (LC); 3) integration and blending of existing preschool activities and curricula, including OCR; 4) expanding the use od student progress monitoring data to enhance the cycle of inquiry; 5) the utilization of the PLC; and 5) the use of outside and embedded professional development opportunities designed to create environments proven effective in pre-reading skills by targeting those areas that literacy research indicates are important: (1) concepts of print; (2) phonological awareness; (3) alphabetic principle;

(4) letter-sound knowledge; (5) vocabulary; (6) oral language; (7) listening and reading comprehension; (8) understanding of genres; and (8) motivation to engage with text (Bennett-Armistead, 2005). A Foorman et al. (1997) research project showed impressive results with the OCR curriculum and Morris (2002) found that coupling OCR with LCs improves reading acquisition. To assess the effectiveness of OCR curriculum implementation, the SSELP Evaluation Team has designed and developed an OCR Fidelity Checklist, which will be utilized four times each year – twice by the Evaluation Team (beginning and end of the school year) and twice by the LC (once every three months).

Purpose 2: Language and literacy activities are based on SBRR.

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

Curriculum scope and sequence: To achieve its multiple goals, SSELP will utilize the OCR's structured, systematic, and explicit daily lesson format (i.e., general and sequenced in scope) that features interactive instruction and play with language to introduce and practice essential developmental literacy skills that teach oral language (i.e., knowledge of letter sounds and blending of sounds), book and print awareness, alphabetic principles, and phonological awareness. OCR was chosen for multiple reasons: (1) it is research-based; (2) it is systematic with an explicit instructional plan; (3) it is designed to introduce literature with a purpose; and (4) it provides for

differentiated instruction, which enables teachers to meet the individual student's needs. The systematic, explicit instructional plan was a major factor because OUSD believes that students are most successful when they learn through a balance of systematic direct instruction in sound and word recognition, guided practice, and application skills with extensive reading of decodable text and authentic literature. All OCR strategies and skills are arranged from the simplest to the most complex, allowing children to grasp complex concepts more easily. OCR also provides a survey of course literature, which exposes students to a variety of different writing styles and genres (e.g., Big Books, Anthologies, and Teacher Read Alouds), and provides a variety of proven experiences (e.g., reteach, intervention, differentiation [i.e., challenge], and assistance with ELL) for accommodating individual students' needs. OCR is organized around **8** thematic preschool units: Self, Families, Friends, Community Helpers, Transportation, Senses, Farms, and Changes. Each unit consists of twenty 45-minute lessons designed with two large-group activities and one small-group, curriculum-integrated activity. Each unit begins with a Unit Overview that consist of Exploring the Theme, Unit Skills Overview charts, Program Resources, Workshop Centers, and Assessment Options. Activities and exercises in each lesson are presented in three major divisions: (1) *Sounds and Letters*; (2) *Reading and Responding*; and (3) *Integrating the Curriculum*. OCR also utilizes: (1) Home Connection Books that share the curriculum with families; (2) Leap into Phonics CD-ROM; (3) Pre-Decodable Takehome Books; (4) Bilingual letters for parents; (5) Pre-assessment forms giving the literacy status of each child; and (6) Unit progress monitoring assessments. Further, teachers are trained to consistently use observational and anecdotal checklists, records and portfolios, to report/record student progress. **Table 1** summarizes how OCR is structured to provide an integrated instructional approach to Pre-K literacy learning and how it is aligned with SBRR.

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

Curriculum and Project supports will enable teachers to support the development of oral language: Supporting the development

of oral language and early literacy is an integral part of the Pre-K day. The SSELP accounts for this by including opportunities for

children to experience a wide range of literacy activities that lay the foundation for kindergarten. Mastery is **NOT** the focus; but what is important is that children use language, play with sounds and words, enjoy books, stories, and poems, and begin to explore writing. Further, teachers and instructional assistants are trained in how to structure recreational and transitional time to include a literacy component. Time for outside play is essential for literacy development as the playground is a place where children experience using creative thinking skills, act out narratives, and rehearse and practice the social skills needed to be effective learners (Roskos & Christie, 2001).

To ensure that all teachers are highly qualified to implement OCR, SSELP will provide both *outside-the-classroom professional development* (OTC-PD) and *in-classroom professional development* (IC-PD). To provide OTC-PD, SSELP will contract with the OCR publisher, SRA, a division of McGraw Hill, to provide a one-day training that will not only give participants additional hands-on experiences with the OCR curriculum but will also allow them to gain a deeper understanding of theory behind the curriculum. The training will focus on phonological awareness, concepts of print, oral language/vocabulary, and alphabet knowledge. Further, the SRA Consultant will be utilized two additional times during the first year for "booster" training and to provide in-classroom consultation. The SSELP will also contract with a nationally know literacy expert, Dr. Anne Cunningham (see Personnel section below for bio and Appendix for Vita). Dr. Cunningham will provide 6 after-school and/or weekend professional development trainined for SSELP staff. Another SSELP support will be the IC-PD component, taught by Literacy Coaches (LC), which will ensure that the learning and skills acquired during the OTC-PD is integrated into classroom instructions by utilizing LCs to embed IC-PD into the school day. This will allow SSELP teachers immediate access to a knowledgeable resource, including having the ability to reinforce what they have learned by having the LC model the newly learned instructional

approach. Further, the LC will assist the teacher as they acquire a deeper understanding of how OCR develops literacy in young children. Morris (2002) found that by adding IC-PD and using LC's, with OCR, produced statistically significant results in the growth of childrens' literacy skills. (**NOTE**: See Purpose 4: Strategies for Professional Development for a detail review of SSELP's professional development strategy.) To ensure that each SSELP teacher and classroom is appropriately supplied, the Project Coordinator, working with the Project Director, will ensure that supplies and materials are ordered and invoices are paid in a timely manner. The Project Coordinator will be responsible for identifying (via the results of the ELLCO, the *Early Childhood Environmental Rating Scale-Revised* [ECERS-R], and inputs from the teachers) the supplies and materials needed and the Project Director will be responsible for invoicing and payments.

Explicit and Intentional Instruction: Children from low-income communities, like Oakland, typically have not experienced a rich reading experience and have limited background knowledge associated with reading (Neuman, 2006). Thus, it is particularly important that explicit, intentional and systematic phonological awareness instruction is implemented (Torgesen, 2004). The SSELP will provide explicit instruction by using the units and activities in OCR and by incorporating PD lessons which are then supported in the classroom by the LC. With these program supports, teachers will be able to provide explicit and intentional instruction of new concepts and skills followed by guided, then independent, practice for students. To address the fact that many children will enter SSELP in need of additional, individual, instruction to keep support emergent literacy, SSELP will provide for differentiated instruction via a three-group approach. *Group One*, which includes all SSELP students, will be provided with OCR instruction. Children who do not adequately respond to the OCR curriculum and traditional supports, as determined through ongoing progress monitoring (see Purpose 5: Screenings and Assessment for full detail about the

SSELP's assessment strategy), will receive curriculum integrated small group literacy instruction (i.e., *Group Two*). During the literacy groups, the teacher will work with individuals or small groups to reteach or pre-teach instruction. The small group lessons consist of describing the lesson goal, demonstrating the skill or concept, and allowing for student practice several times as repetition builds familiarity and understanding. Teacher observations during these lessons will inform future lesson designs and promote differentiated instruction. Group Two children who do not respond well to the additional supports will be provided with intensive 1- on -1 instruction with the teacher and/or with the Speech and Language Pathologist (SLP), at least three times per week (i.e., *Group Three*). Students in Group Three who continue to struggle will be referred for a special education assessment. The three-group differentiating instruction approach, also known as "responsiveness-to-intervention," is supported by the research (Ehren, 2007; Gettinger & Stoiber, 2007). Students in all groups will be closely monitored and students may move between groups throughout the year.

Content for improving children's oral language and background knowledge: Content comes from the 8 OCR thematic units and lessons, which each support development of oral language and background knowledge by beginning with a student's prior knowledge and then building upon it to add new skills (i.e., scaffolded instruction). OCR also includes a series of literature selections, 20 Pre-Decodable Takehome Books, and a range of audiotapes. ERF funds will be used to develop classroom libraries with books that follow the sequencing of units in the OCR. OCR units themes begin with an exploration of self, move to the family, school, nature, and then to the community. To enhance the exploration of social sciences and the physical sciences the SSELP will utilize the *Second Step* and the *Science Starts* curriculum, respectively, as these curriculums are easily aligned to reinforce OCR themes. SSELP will extend reading into the home via an *In-Home*

Literacy Mentor (IHLM), who will partner with OUSD's current *Raising a Reader* program staff to provide books that are translated into Chinese and Spanish. Further, stories, rhymes, poems, and songs for each theme within OCR provide experiences and activities that purposefully develop vocabulary and background knowledge. Each unit and theme is designed to develop language, literacy and communication skills.

Amount of Time: Research supports extending the time young children from low-income families spend in systems designed to increase their language skills to levels closer to the levels of children in professional families (Darling, 2004). SSELP will redesign the current 9.0 hour per day preschool program to broaden the range of language and literacy opportunities available to the children. Each day will include a minimum of 280 minutes of the 540-minute day for developing language, cognition, and early reading skills. Children in the SSELP will participate in planned OCR activities that include a combination of whole-group, small-group, and small-group/individual activities. Children identified as "at-risk" for reading failure (see Purpose 5, below) or those identified with special education needs will receive individual or small-group instruction, including intervention therapies from a Speech-Language Pathologist (SLP), an early childhood special education teacher, and/or a trained tutor. In all, on a daily basis, a SSELP child will receive **190** minutes of direct instruction (40 minutes in whole group and two small group or individual sessions which combine for 150 minutes). Students needing differentiated instruction that facilitates the practice of skills (i.e., activities) with a teacher will receive up to **120** minutes of instruction each day consisting of book reading, scaffolded conversation, writing activities, dramatic play, and outside literacy activity.

Purpose 3: Language and literature rich environments.

Outline of Project's Goals and Objectives: In preparation for reading instruction in early grades,

children must be exposed to high-quality language and literacy environments as preschoolers (Bennett-Armistead, 2005; Burns et al., 1999; Snow et al., 1998). The SSELP goal for improving the language and print richness of the SSELF classroom environment is to "*provide preschool-age children with cognitive learning opportunities in high quality language- and literature-rich environments*" driven by four objectives: (1) Increase the use of books (i.e., print material) by students; (2) Increase the access to and use of, writing materials by students; (3) Increase the language and literacy environments ; and (4) Increase the language-rich environments.

Strategies and Materials to Enhance Environment: Language and literature-rich classrooms help children to acquire and practice language and literacy skills in a meaningful way (Neuman et al., 2000). Wolfsberger et al. (2004) noted there are four key dimensions of print-rich literacy environments: (1) provisioning of the classrooms with literacy tools (e.g., outfitting a book center, a listening center, computer center, etc.); (2) physical spacing and arrangement of the literacy tools, including the displaying of students writing; (3) gaining students interest in literacy activities; and (4) sustaining children's interactions with literacy tools. Further, Wolfsberger noted that there is an interactive relationship between the four key dimensions of a print-rich literacy environment. With this in mind, SSELP will first provide time for the teachers and their assigned LC to assess the classrooms (using the ELLCO and the ECERS-R) to determine what key literacy tools are either missing or in need of replacement. Second, SSELP will provision all classrooms with an appropriate mix of different literacy tools (based on the results of the ELLOC and ECERS-R). Third, the LC and the teacher will work to rearrange the classrooms to ensure that the physical spacing of the literacy tools is appropriate. Fourth, the LC and the teacher will work on instructional techniques to gain and sustain students' interactions with the literacy tools (e.g., developing a writing center where students can use inventive spelling to write a card to their

mother or father, etc.). To ensure the children from diverse backgrounds will find meaningful

literacy tools, SSELP will ensure that classrooms have materials, supplies, books, and audio tapes

that represent the background of each student. **Table 2** identifies key strategies to be used to

develop literature and language-rich environments.

TABLE 2: STRATEGIES TO ENSURE CLASSROOM LANGUAGE AND LITERATURE RICH ENVIRONMENTS	
Activities Proposed	*SBRR Supports*
1. Creating book areas with culturally appropriate books with various difficulty levels so there are books that appeal to all level of emergent readers.	Schickedanz (1986); Bredekamp et al., (1997) Morris et al., (2003)
2. Ensuring the book area in classroom is well supplied (e.g., different genres of books, child-made books, books on tape, magazines, etc.), orderly and inviting.	Bennett-Armistead (2005) Duke et al., (2003)
3. Creating comfortable individual and small-group reading areas, including areas for children with disabilities.	Bennett-Armistead (2005)
4. Providing audio equipment so students can listen to books and stories.	Daniel et al., (2001)
5. Creating writing areas with a variety of writing tools and materials.	Morrow, 1990
6. Ensuring children's writing in prominently displayed.	Morrow, 2002
7. Ensuring classroom displays are related to and clearly support current classroom investigation.	Malchiodi (1998)
8. Creating dramatic play areas with props for story reenactment and cognitive problem-solving.	Neuman & Roskos (1993)
9. Increasing the amount of foreign language and English print and including a bilingual literacy resources center.	(Cummins, 2003)
10. Displaying print-rich materials (e.g., murals, poems, calendars, alphabet, etc.).	Morrow, 2002 Van Asselt et al., (2002)
11. Creating a Family Literacy Resource Center.	(McQuillian, 1998)

To assess SSELP's impact on the quality of the classroom environments, the *Early Language and*

Literacy Classroom Observation (ELLCO) instrument will be used 3 times per year; to measure

program quality with an emphasis on structurally quality, SSELP will use the *Early Childhood*

Environmental Rating Scale-Revised (ECERS-R). Using both of these instruments has been found

to be effective at providing a more detailed understanding of the classroom environment (Hallam

et al., 2007). Table 4 identifies the research behind each instrument. **[NOTE**: Start = School year

start; Mid = School year mid-point; Post = School year last month.)

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

Purpose 4: Strategies and Professional Development.

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

Scope and Sequence: Evidence-based research shows that professional development for teachers results in significantly higher student achievement (Gray, 2003). Effective professional development provides teachers with (1) the theory behind the technique or new skill they are learning; (2) a safe place in which to practice the technique or skill (Killion); and (3) IC-PD that is embedded in the work day, and sustained over time (e.g., 6 times a month) with qualified trainers modeling and mentoring research-based strategies and integrating "best practices" into the existing programs using the teacher's own students in their own classrooms (International Reading Association, 2004; Toll, 2005; U.S. Department of Education, 2008). Further, to be successful, professional development must be customized to meet the individual needs of teachers while

addressing both reading and writing curriculum and children's individual and cultural variations (Neuman, 2006). The SSELP Model, which incorporates recommendations from the *National Reading Panel* (2002) and from Louden and Rohl's work (2005), was developed with OUSD stakeholders' input and includes four key professional development components: (1) OTC-PD classes coordinated with ERF and Reading First goals; 2) intensive IC-PD with instructional coaching; 3) guided teacher classroom practice; and 4) self- and peer-assessment to improve classroom performance (Bickert, 1998; Garet et al., 1999).

The SSELP's professional development plans follows a specified sequence that allows teachers of various backgrounds and experiences to achieve outstanding success in helping their students, specifically by allowing teachers to develop a "broad and deep" understanding of how their individual teaching styles impacts literacy development. From McGraw-Hill, the curriculum provider, the teachers, teachers' assistants, and LM, will receive annual, full-day training and two full-day follow-ups. Teacher will be mentored on how to lead instruction and how to use *Sounds & Letters* materials to teacher student to recognize letters, blend and segment, and to recognize the relationship between sounds, letters and words. During training on *Reading and Responding* teachers will be mentored on how to more effectively introduce print and book awareness and to develop reading comprehension strategies. Teachers will be mentored on how OCR lessons are linked together in a pacing schedule designed to structure a year of instruction. Further, the consultants will show teachers the relationship between OCR assessment results and the instruction itself and demonstrate how to differentiate instruction to address the needs of students. McGraw-Hill will also provide instructional strategies for English Language Learners (ELL) to help teachers use 'pre-teaching' techniques to prepare ELL students for literacy success. In addition, the SSELP professional development model incorporates the six literacy domains that

are essential to effective Pre-K literacy instruction, as specified by Louden and Rohl (2005); (1) Participation, (2) Knowledge, (3) Coherence, (4) Support, (5) Differentiation, and (6) Respect. Within each domain are specific skill sets that each Pre-K teacher should possess. To assess the growth of each teacher, SSELP will utilize the *Classroom Literacy Instructional Rubric* (CLIR). The strength of the CLIR is that it comes with a self-assessment form so that each teacher can rate their own instructional performance. Teachers, during class instructional time, will be video taped. The tape will be reviewed by the teacher and the LC at the next scheduled OTC-PD event. During this time the two will use the CLIR to assess the teacher's progress. This structured scope and sequence, during the first year, provides for nearly 100 hours of training per Teaching Team (TT) consisting of each teacher and their instructional assistants, with emphasis on 1) curriculum implementation, with fidelity; 2) creating and maintaining a language and print-rich classroom environment; 3) conducting and utilizing assessment data to drive instruction; 4) using progress monitoring assessment data to differentiate instructional approaches; and 5) aligning the curriculum with the California Reading First Standards. In subsequent years each TT will receive approximately 80 hours of training that will, by design, expand the theory, add new content, add new skills, and support using data to differentiate instruction. Most of the OTC-PD will be provided by Dr. Anne Cunningham, nationally known for her research in literacy development, and with participation by selected guest speakers and trainers. All TT, along with their assign LC, will be invited to participate in the OTC-PD. The planned all-day Saturday sessions will build on and provide new information to the participants. Most of the IC-PD will be provided by the LC's. To assess the effectiveness of the OTC-PD a *Participant Assessment Form* (PAF) will be administered at the beginning and end of each session.

Strategies and Materials/Hours, Frequency, Delivery: To accomplish the goal and objectives

outlined above, the SSELP expects to begin its OTC-PD in October of 2008. SSELP Teachers and Instructional assistants will attend an *Introductory Training* organized into three consecutive monthly Saturday workshops (to accommodate teacher and teacher aide schedules). Then, each winter and summer (during the week before the school year starts) there will be *Assessment Conferences*. Each TT will also receive *Weekly Coaching* (i.e., IC-PD), which will be facilitate by a trained LC who will observe, model and provide guidance on areas of concern. The Weekly Coaching will provide an opportunity to ensure that the lessons learned in the larger OTC-PD are effectively integrated into classroom instruction. Monthly, there will be a center-wide *Monthly Team Coaching* (MTC) meeting, scheduled for the second Wednesday of each month, where all TT will be brought together to follow-up on lessons learned during the OTC-PD, to expand on previously learned theory, to introduce new content or strategies (as appropriate), and to provide peer support. Finally, all teachers will work with their assigned LC to develop an *Individualized Literacy Instruction Growth Plan* (Growth Plan). The Growth Plan will initially be created in the first month after formal literacy coaching begins and will be reviewed monthly and updated annually. The MTC will occur after school hours, resulting in the TT being provided extra duty pay. Substitutes will be provided to teachers, twice per year, to allow them the opportunity to go and observe another classroom teachers instructional approach. New SSELP staff, if any, will receive intensive individualized training and support from their assigned LC until they have caught up with their peers.

Teacher Mentoring: Recent research has noted that many LC are promoted classroom teachers who were identified as being good at their craft and with literacy instruction. However, these same researchers found that while these new LCs are exceptionally trained in how to educate a young child, few have the skills necessary to teach adults (Reed, 2007; Elish-Piper et al., 2007). Adult

learning theory and practice is a unique field and good elementary school teachers, including preschool teachers, do not always make good higher education instructors. To help alleviate this concern, SSELP will provide, via contract, two LM who will act as mentors to the LC. Thus, each LC will have *weekly mentoring* meetings with their respective LM's, have *Monthly Team Mentoring* meetings, and will attend three OTC-PD. The OTC-PD will focus on adult learning theory, how to be an effective coach, and how to develop adult growth plans.

To build intellectual capital within the SSELP, OUSD will hire 2 LC (one for Yuk Yau, Acorn Woodland, and Santa Fe; and one for Bella Vista and Tilden) who will both be OUSD employees assigned to the SSELP. Since it is anticipated the LCs will be experienced Pre-K teachers with limited adult education experience SSELP will pair them with the two contracted LM who will be experienced teachers **and** adult educators. SSELP will contact with *Education Alliance* (EA), a literacy consulting company, which specializes in providing professional development training around early childhood literacy development. EA will provide the LMs who will utilize the *Push In – Phase Out*© (PI-PO) approach. The PI-PO approach provides a means for the SSELP to embed professional development into the school day and to develop intellectual capital within its own staff rather than relying, endlessly, on contractors and consultants. The PI-PO approach will work over the entire SSELP Grant period: In Year 1, the LM will assist the LC in modeling instructional practices and working with adult learners (i.e., teachers); in Year 2, the LM will observe the LC and make recommendations; in Year 3, the LM will periodically monitor and observe the LC. The LM position requirements will be rigid and will include: 1) at least 10 years early childhood teaching experience; 2) previous experience as an adult educator; 3) a Master's degree in education or special training in literacy curriculum and assessment; and 4) bi-literacy preferred, English and Spanish or Chinese. PI-PO means that as SSELP's federal funding ends,

OUSD will have two full-trained, experienced, LC "in-house" plus an experienced Pre-K teaching staff that can continue to implement the SSELP components and activities. Assessing the actual effectiveness of the LC will be the responsibility of the Project Coordinator (PC) and the LM who will use the *Literacy Coaching Fidelity Form* (LCF). The LM will be evaluated by their assigned LC and by the PC using a *LM Assessment Form* (LMAF).

Purpose 5 – Screening reading assessments.

OUSD has developed a culture of data driven instruction that is centered on its cycle *of inquiry*, which will be expanded under the SSELP by utilizing the assessment data from the four types of assessments available to SSELP. Nilsson (2007) notes that there are four primary types of assessments used in early literacy instruction: (1) screening; (2) diagnostic; (3) classroom-based progress monitoring; and (4) outcome measures. Screenings, administered to all children, help identify children who may be at-risk of reading failure and who require diagnostic assessments. Diagnostic assessments, administered to children who are found to be at-risk of reading failure based on the results of the screening, or via in-classroom progress monitoring, are used to inform instruction and to identify specific instructional interventions. In-classroom progress monitoring is used by the teacher to assess the effect of the instructional approach and/or intervention. Outcome assessments determine the impact of an instructional approach on a group (i.e., aggregated) of students (see Evaluation Plan, below, for more details on outcome assessments). All SSELP students will be given screening assessments and will be provided ongoing in-classroom progress monitoring. Students whose assessments indicate that they may at-risk of reading failure (e.g., Group 3 students) will be provided a diagnostic assessment.

Initial screening and ongoing progress monitoring will ensure that teachers have the information they need for planning instructional approaches and that children who are in need of

additional support services are quickly identified. All SSELP children will be screened within the first 30 days of school using the PALS Pre-K, PPVT-III (Note: SSELP understands that PPVT-IV is available; however, the Department of Education's Request for Application is specifically calls for the use of the PPVT-III.), and the *Expressive Vocabulary Test* (EVT). These assessment screenings will be re-administered at the end of the school year.

In-classroom progress monitoring will include the use of the *Individual Growth and Development Indicators* (IGDI) from *Get It, Got It, Go,* which will be administered within the first 45 days of school and then again every eight weeks. In addition, all teachers will use the OCR's three built-in assessments for each OCR unit. (Note: The assessment total is 18.) The combination of screening and in-classroom progress monitoring provides information on all areas of early literacy targeted by SSELP (i.e., alphabetic knowledge, phonological awareness, oral language, comprehension, print concepts, and pre-writing). To assist the teachers in administering these assessments, SSELP will use the LC, LM, SLP, and, as needed, Assessment Specialists. By utilizing the PI-PO approach to build OUSD's intellectual capital and institutional capacity, in future years the assessments will be conducted totally by the teachers. The School Improvement Coach, Ms. Catherine Miller (who will also serve as the Project Coordinator) will work with teachers and the LC's to interpret the results and to use the data to develop differentiated instructional strategies for identified children. For students identified as at-risk of reading failure and who fail to respond to the additional supports provided in Group 2, SSELP will utilize the *STAR Early Literacy Computer Adaptive Diagnostic Assessment* (STAR) for the required diagnostic assessment. The STAR results will help the teacher, LC, and SLP develop an *Individualized Literacy Development Plan* (ILDP) for each student in Group 3. Reliability and validity information on these assessment measures are shown in **Table 4.**

Type	Tool	Who/When	Reliability	Validity	Areas Assessed
Screening	PALS Pre-K (Invernizzi et al., 2004).	All / Beginning and end of school.	0.75 - 0.93 internal consistency.	0.70 concurrent validity with COR.	Letter recognition; Letter sounds; Print & Word awareness.
	PPVT-III (Dunn & Dunn, 2007).	All / Beginning and end of school.	0.92 - 0.98 internal consistency.	0.91 concurrent WISC III.	Receptive vocabulary / language.
	EVT (Williams, 1997).	All / Beginning and end of school.	0.90 - 0.98 internal consistency.	0.79 inter-correlations with PPVT – III.	Expressive vocabulary.
Progress Monitoring	IGDI's (Get It, Got it, Go) (Missall & McConnell, 2002).	All / Beginning of school, then every 8 weeks.	0.44 - 0.78 alternative form; 0.67 test-retest.	0.56 - 0.75 with PPVT-III.	Word naming, beginning sounds, rhyme..
	OCR Lesson Assessments.	All / 3 per unit or 24 per year.	N.A.	Lesson-based.	Knowledge and skill taught in lesson.
Diagnostic	STAR (Renaissance Learning, 2006).	Group 3 Students / As needed.	0.84 split-half; 0.63 retest; 0.85 generic.	0.60 uncorrected and 0.84 corrected concurrent validity.	General readiness; Graphophonemic Knowledge; Vocabulary; Comprehension.

Additionally, SSELP will use the *Home Literacy Parent Questionnaire* (HLPQ), which will be utilized to measure home support for literacy. The HLPQ was utilized in a longitudinal research project involving 37 low-income preschoolers and documented that measures of home support for literacy were significantly correlated with children's narrative production, emergent literacy, and receptive vocabulary. The IHLT will arrange for family activities with identified children at least 12 times per school year to work with parents, using the results of the HLPQ, in developing an environment that supports literacy and reading. All SSELP assessments and tests meet established criteria for validity and reliability and have been determined suitable for 3-5 year olds in providing predictive factors of later success in school. Initial screening will be supervised and/or

administered by the LCs, LMs, SLP, IHLT and Assessment Specialists. The LC will facilitate teachers/parent training and coordinate the implementation of all assessment processes, including the collection of the data, which will be used to plan individual and group literacy activities. The intensive PD training specific to each of the SSELP assessment instruments and strategies will be ongoing.

Selection Criteria 2, Factor 3: Coordination with other resources.

Teachers and parents agree that successful transitions pave the way for school success and that discontinuity between preschool and kindergarten programs poses problems and may negatively impact a child's school success (Pianta & Cox, 2002). OCR was selected by OUSD for SSELP because research (Open Court Foundation, 2004) supports OCR's integration with other K and up curriculum and because the OCR preschool curriculum can be directly linked to OUSD's current OCR K-5 program. OUSD has intentional ongoing transition structures in place, including a *Transition Specialist* who works within the Complementary Learning Department in OUSD. This specialist, funded by First Five, Every Child Counts, coordinates a Kindergarten/Preschool Teacher collaborative that includes teachers from all OUSD schools. Complementary Learning, an OUSD-wide initiative that links all school resources, including Pre-K centers attached to individual sites, provides leadership and support for transitioning students seamlessly between their Pre-K to Kindergarten classrooms. Transitioning students within the Complementary Learning model includes sharing curriculum and instructional practices between classrooms, reflecting on data on student achievement for benchmark skills in reading, math, and social interaction through local OCR assessments and the Desired Results Developmental Profile-Revised (DRDP-r), and transitioning parents into their roles in the Kindergarten environment. Current transition practices will improve as SSELP implements effective, research-based activities

from the National Center for Early Development and Learning [NCEDL] Kindergarten Transition Project that include family, children, and preschool and elementary school staff. The communication generated by these transition activities will support coordination and continuity of services between OUSD's Preschools and Kindergartens, ensuring that what preschool children learn is aligned with what is expected in kindergarten.

Additionally, the PD will work with Campus Administrators from non-SSELP sites, Head Start programs, and other private child care programs to partner with the SSELP. This partnership will allow non-SSELP staff (e.g., Head Start teachers, etc.) to share protocols and tools, visit SSELP centers, observe instruction, shadow the mentor teachers, attend instruction and lesson design meetings (as appropriate); and meet with ERF teachers, thus expanding the impact of the SSELP to all areas of the City of Oakland.

2. QUALITY OF PROJECT PERSONNEL

OUSD supports the principals of equal opportunity and affirmative action in employment and education, is committed to diversification of all its divisions by race and gender, and recognizes that certain groups of people have traditionally been underrepresented in the field of education. Currently, OUSD has a diverse teaching staff. Approximately **50.0%** of all teachers are classified as minorities. Based on this history, OUSD assures that in selecting staff, there will be no discrimination based on race, color, national origin, gender, age, or disability.

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

[NOTE: Resumes for 5 key project personnel are in the Appendices.] OUSD, as a show of executive sponsorship for the SSELP, has designed Ms. Lynne Rodezno, OUSD's Early Childhood Education Director, to be the Project Director. Ms. Rodezno brings leadership experience in the areas of administration, teaching, training, consulting, and research to SSELP. To assist Ms.

Rodezno with the implementation of the SSELP, the program will recruit and hire a full time

School Improvement Coach / Project Coordinator. The SSELP School Improvement Coach /

Project Coordinator will be Ms. Catherine Miller. Ms. Miller Ms. Miller has 12 years experience

in education and educational consultation including 3 years as the OUSD Data Coach. Since the

Fall of 2005 Ms. Miller has guided Literacy Coaches in a cycle of inquiry around their program

performance measures, including teaching how to create effective short-term goals, and leading all

teachers within the designated sites through a data-inquiry protocol using local curriculum-based data.

Further, she has trained other Literacy Coaches in coaching strategies, as well as acting as a knowledge

resource in early literacy content pertaining to phonological awareness, oral language development,

concepts about print and critical thinking.

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

The key project personnel for the SSELP, that are not contractors, include the teachers and the

instructional assistants at each of the centers. As noted in Appendix C and D all OUSD teachers

involved in the SSELP have their Bachelor's degree and average 16.7 years of experience.

Instructional Assistants, have on average, 14.1 years of experience and 64.3% of them have at

least an Associates Degree and 78.6% are bi-lingual. The other key staff are the Literacy Coaches,

but these positions are not filled at the present time.

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

Project Consultants	
Name	Brief Biography
Veronica Bacigalupo, M.Ed., Lead Literacy Mentor	Ms. Bacigalupo is bilingual in English and Spanish and has close to 15 years teaching experience. She holds a Masters Degree as an instructional specialist in reading and holds teaching endorsements in early childhood, elementary, and secondary education. She has been both a mentor and a coach to other teachers (see Vita in Appendix).
Karen Kohler, M.Ed., Home	Ms. Kohler's Masters Degree is in Elementary Education and she has 10 years experience working with high-needs families living in "at-risk" environments and she is the co-author of an in-home parent literacy curriculum entitled *Together*

Literacy Mentor	*We Learn*™. Her curriculum has been successfully delivered to over 600 families living in at-risk environments (see Vita in Appendix).
Dr. Anne Cunningham, Professional Development	Dr. Cunningham serves as the U.C. Berkeley director of the Joint Doctoral Program in Special Education. She is known for her research in literacy development (see Vita in Appendix).
Dr. Kyle Barrington. Evaluator	Dr. Barrington serves as the Principal Investigator, Literacy Development, for Zajonc Corporation. He has over 21 years of program evaluation experience with a special emphasis on child development and has reading and literacy courses at University of Houston (see Vita in Appendix).

3. ADEQUANCY OF RESOURCES
Selection Criterion 3, Factor 1: Relevance and Demonstrated Commitment of Partners

OUSD Pre-K center staff at Acorn Woodland, Santa Fe, Yuk Ya Annex, Bella Vista, and

Tilden are excited about the opportunities made available under the SSELP. Each of these staff,

including the center directors, have been involved in the development of the program and

understand their roles and responsibilities if the SSELP is funded, including the fact that program

must be fully operational by January, 1 2009. Specifically, OUSD Pre-k staff understand that they

will be responsible for adhering to the program plan, implementing OCR, administered screening

and progress monitoring assessments (including using the Get It, Got It, Go software), working

with the LC's, and attending OTC-PD (See Appendix G for signed Stakeholder Support Letter).

Selection Criterion 3, Factor 2: Reasonableness of Costs

The SSELP is proposing to provide high quality Pre-K educational services to approximately

624 Pre-K students and their families over the course of the next three years. In doing so, the

program will build the intellectual capital within 11 OUSD Pre-K teachers and 15 instructional

assistants. Further, the SSELP believes it will be a national model for other urban, low-income,

minority-majority communities to replicate. OUSD understands that providing a quality Pre-K

program is not inexpensive, however, the benefits of a high quality Pre-K programs are

undeniable. The result of this extensive upgrade to the OUSD Pre-K program is an investment of

approximately $29 per day, however, after this initial investment, OUSD will have the institutional capacity and intellectual capital to sustain the services well after federal funding ends. Further, the SSELP will utilize a comparison group evaluation design (see Evaluation section below for more details) which will allow the SSELP to contribute to the growing body of research that has found pre-K program highly effective at improving young children's emerging literacy (Doing What Works, 2008). In addition to the immediate rewards of seeing OUSD Pre-K students achieving and learning, there are longer term benefits. As noted in the well publicized report by Reynolds et al. (2001) and by Barnett (1996) "for every dollar invested in a high quality early childhood program, the direct and indirect economic benefits to the public total approximately $7.10 plus $.69 in reduced costs for remedial and special education". This means that an initial investment of $4,500,000 in OUSD's Pre-K program will result in a cost savings of $35,055,000.

QUALITY OF THE MANAGEMENT PLAN
Selection Criteria 4, Factor 1: Adequacy of the Management Plan

To help ensure the SSELP is fully implemented by January 1, 2009 the SSELP has developed a Logic Model (Table 5, next page) that includes each of the project's six goals and each goal's supporting objectives and the activities required to complete each activity. Additionally, the Logic

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

	comprehension of each OUSD pre-K SSELP student, compared to 2008-09 comparison group, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by the **Assessment of Literacy and Language (ALL) –** *Comprehension* **subtest**.		coaching, and the OCR pre-K curriculum as measured by the Professional Development Assessment Survey (PDAS) (starting in December 2008).
Goal 2 – Provide preschool-age children with cognitive learning opportunities in high quality language- and literature-rich environments	**2.1.** To increase the use of books (i.e., print material) by OUSD pre-K students, compared to fall 2008 baseline data, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by **ELLCO's Literacy Environment Checklist – Books subset (i.e.,** *Book Area, Book Selection and Book Use*). **2.2.** To increase the access to and use of, writing materials by OUSD pre-K students, compared to Fall 2008 baseline data, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by **ELLCO's Literacy Environment Checklist – Writing subset (i.e.,** *Writing Materials* **and** *Writing Around the Room*). **2.3.** To increase the language and literacy environments of the OUSD pre-K classrooms, compared to fall 2008 baseline data, by 10%, 15%, and 20% in Years 1, 2, and 3, respectively, as measured by **ELLCO's Classroom Observation Survey (all remaining subsets).**	1). Complete baseline assessment of each OUSD pre-K classroom and comparison group classroom. / *Literacy Mentors, Literacy Coaches, Teachers* and *Assessment Specialists*; 2). Provide professional development training on how to develop and maintain high quality language- and literature-rich environments by equipping each OUSD pre-K classroom with appropriate language and literacy materials and supplies. / *Literacy Coaches* and *Literacy Mentors*; and 3). Provide in-classroom coaching for OUSD pre-K staff on how to maintain high quality language- and literature-rich environments. / *Literacy Coaches*.	1). Date that baseline data are collected from each OUSD pre-K student and comparison group student (to be completed on or before December 15, 2008); 2). Date that training in developing and maintaining language- and literature-rich environments begins (to start on or before December 8, 2008); 3). Date that in-classroom literacy mentoring and coaching begins in support of language- and literacy-rich classroom environments (to start on or before January 1, 2009); 4). Number of hours of in-classroom coaching each OCR pre-K teacher and classroom assistant receives on ways to develop and maintain high quality language- and literature-rich classroom environments (to be collected monthly via starting on or before January 1, 2009); 5). Date that final OUSD pre-K classroom environment assessments are completed (to be completed during the month of May 2009); and 6). SSELP teaching staff's satisfaction

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

Goal 4 - Use screening assessments to effectively identify preschool children who may be at risk for reading failure.	**4.1.** To increase the number of OUSD pre-K students receiving screenings to identify literacy strengths and weaknesses, compared to fall 2008 baseline data, by 100%, 100%, and 100% in Years 1, 2, and 3, respectively, as measured by the number of students who are screened for reading difficulties using the *PALS Pre-K, PPVT-III,* (EVT), and the *ALL*. **4.2.** To increase the number of OUSD pre-K students identified as at risk of reading failure who receive access to individualized, intensive instruction, compared to fall 2008 baseline data, by 75%, 100%, and 100%, in Years 1, 2, and 3, respectively, as measured by the number of students who receive individualized, differentiate instruction based on each student's *Individualized Literacy Development Plan* (ILDP). **4.3.** To increase the number of OUSD pre-K students identified as being at risk of reading failure who receive speech and language pathology (SLP) services, compared to fall 2008 baseline data, by 50%, 60%, and 70% in Years 1, 2, and 3, respectively, as measured by the number of students who receive SLP services.	1). Complete baseline assessment of number of students screened for reading difficulty / *SSELP Coordinator*; 2). Complete diagnostic assessments on all OUSD SSELP pre-K students who were "at-risk" based on screenings. / *Literacy Mentors* and *Assessment Specialists*; 3). Provide professional development training on how to screen and utilize results from the screening assessments. / *Literacy Mentors and Literacy Coaches*; 4). Provide in-classroom coaching for pre-K teachers on how to use information from the reading screenings to generate an ILP and how to provide individualized, differentiate instruction for students. / *Literacy Coaches*; 5). Students diagnosed with speech and/or language issues are referred for SLP services; 6). Literacy Mentors work with the Literacy Coaches on how to (a) improve SSELP pre-K teachers' use of screening data; (b) differentiate	1). Date that baseline screening assessment data on OUSD pre-K students' are completed (to be completed on or before December 8, 2008); 2). Date that initial training in using and scoring screenings assessments to identify literacy strengths and weaknesses begins (to start on or before December 8, 2008); 3). Date that in-classroom literacy coaching begins on using screening assessments to differentiate instruction (to start on or before January 1, 2008); 4). Number of hours of in-classroom coaching each pre-K teacher receives on using screening assessments to create each student's ILP (to be collected monthly starting in December 2008); 5). Number of hours of in-classroom coaching each pre-K teacher receives in how to effectively differentiate instruction(to be collected monthly starting in December 2008); and 6). SSELP teaching staff's satisfaction with professional development and in-classroom coaching as measured by the PDAS (starting in December 2008).

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

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

Model specifies which staff are responsible for each activity and the benchmarks and timelines required to complete the objectives. This document will drive the implementation and evaluation of the SSELP and the Logic Model has been approved by all key partners.

Selection Criteria 4, Factor 2: Feedback and Continuous Improvement

The SSELP will utilize process evaluation techniques, as one part of its evaluation design. The processes and procedures for gathering and analyzing progress data to ensure the project is meeting is goals (including Purposes 2, 3, and 4 in the Selection Criteria 1, Factor 1, above) is as follows: (1) Each week the Project Coordinator will receive from each LC the number of students receiving screenings, progress monitoring, and diagnostic assessment; (2) Each week the Project Coordinator will collect from each LC the number of hours of IC-PD that was provided and to which teacher; (3) Each week the Project Coordinator will collect the hours of OTC-PD attended by teachers; (4) Each month Project Coordinator will collect the number of families served and the specific services provided; (5) Each month the Project Coordinator will collect the number of students receiving SLP services and the hours of service provided each student; and (6) Each month the Project Coordinator will review, approve and then send the de-identified data to the Project Evaluator. Upon receipt of this data the Evaluator will complete a monthly assessment report that will show how the program is making progress toward meetings its goals and objectives (as outlined in the Logic Model). Evaluator will utilize both quantitative and qualitative assessment technique and analysis and where possible will compare results to the comparison group. Further, each quarter the Evaluator will write and distribute a quarterly assessment that will include an overview of how the program is being implemented, how the program is meeting is program goals, progress toward achieving the program's GPRA performance measures, and if needed, options for improvement. Utilizing this type of active formative assessment process will

ensure continuous feedback and the best opportunity for continuous program improvement.

To ensure that the results of the evaluation reports are not overlooked the Evaluator will present his reports to the *Management Team* (MT). The MT will be comprised of the Project Director, Project Coordinator, School Improvement Coach / Project Coordinator, Center Directors, LM's, LC's, IHLM, and the Evaluator. At each meeting the Evaluator will present a monthly update of progress made and obstacles encountered. Further, the Evaluator will be responsible for providing an overview of all benchmarks and progress made. As identified in the Logic Model, the report will include number of assessments completed, number of hours of services provided, participation rates at IC-PD and OTC-PD, results of focus groups, and other key metrics. Additionally, any results from fidelity checks, environmental rating scores and other key evaluation data will also be presented. Data will be discussed and used to make informed decisions about adapting the professional development plan, IC-PD, family activities and events, or the reassignment of resources (pending approval from all concerned parties).

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

Selection Criteria 4, Factor 3: Time Commitments of Key Project Personnel

The number of hours per week of each key person will dedicate to the project activities are as follows: (1) Ms. Rodezno, *Director*, 4; (2) Ms. Miller, *School Improvement Coach/Project Coordinator*, 40; (3) *Literacy Coaches* (To Be Hired), 40; (4) Ms. Bacigalupo, *Literacy Mentor*, 40 and a second *Literacy Mentor* (To Be Hired), 20; (5) *Speech and Language Pathologist* (To Be Hired), 40; (6) Karen Kohler, *In-Home Literacy Mentor*, 40; and (7) Dr. Barrington, *Evaluator*, 15.

QUALITY OF THE PROJECT EVALUATION

Selection Criteria 5, Factor 1: Evaluation Methods are Thorough, Feasible, and Appropriate

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

To answer these questions the SSELP Evaluator will utilize formative and summative evaluation procedures and methods that are linked with the Logic Model found in Table 7, above. The Logic Models details the sources of data for measuring SSELP progress and achievement of each goal and objectives. The data sources detailed in the Logic Model include both quantitative and qualitative data collection processes. Each of type of instrument, whether quantitative (e.g., PALS Pre-K, etc.) or qualitative (e.g., classroom observation, satisfaction survey's, etc.) are integrated into on comprehensive and coherent evaluation plan for each goal. All instruments have

been described (see Criterion 1, Purpose 4 and 5) and the instruments and process ensure that the SSELP will be able to collect and report on GPRA performance measures as required by the grant. Additionally, to add value and rigor to the evaluation design the SSELP will utilize quasi-experimental research design techniques by incorporating a comparison group of similar students at nearby centers that are not participating the SSELP. To accomplish the SSELP will compare children who participated in the SSELP with students who did not. The outcome data assessment will be the DIBELS data collected when children enter Kindergarten. Using school district collected demographic data will ensure that students in the comparison group (i.e., students not receiving SSELP services) are match with SSELP students in terms of gender, age, ethnicity, and socioeconomics. These match students will be followed for four years.

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

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

theme analysis.