

File ID Number	15-2222
Introduction Date	11-18-15
Enactment Number	15-1849
Enactment Date	11-18-15
By	8



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education

From: Antwan Wilson, Superintendent

Subject: Grant Award Notification - Kenneth Rainin Foundation - SEEDS of Early Learning "SEEDS" | Early Childhood Education

ACTION REQUESTED:

Approval and acceptance by the Board of Education of District applicant submitting grant award for OUSD Schools from the Kenneth Rainin Foundation Grant Award for OUSD to implement SEEDS of Early Learning "SEEDS" professional development program for Early Childhood Education department for fiscal year 2015-2016 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 years, if any.

BACKGROUND:

Grant award for OUSD for the 2015-2016 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	Oakland Unified School District Early Childhood Education department	To support implementation of the SEEDS of Early Learning "SEEDS" professional development program.	2015-16	Kenneth Rainin Foundation	\$237,385.00

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 and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$237,385.00

RECOMMENDATION:

Grant award for OUSD for the 2015-2016 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

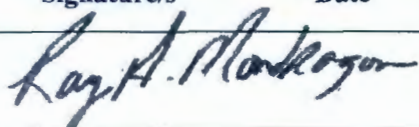

ATTACHMENTS:

Grant Award Letter

OUSD Grants Management Face Sheet


Title of Grant:	Funding Cycle Dates:
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Oakland Unified School District Early Childhood Education 1000 Broadway, Ste 600 Oakland, CA 94607	Grant Amount for Full Funding Cycle: \$237,385.00
Funding Agency: Kenneth Rainin Foundation Susan True 155 Grand Avenue, #1000 Oakland, CA 94607 susan.true@krfoundation.org	Grant Focus: To support the implementation of the SEEDS of Early Learning "SEEDS" professional development program.
List all School(s) or Department(s) to be Served:	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will focus on literacy development and teacher professional development in our Transitional Kindergarten 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 5.94% 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.)	This grant will be evaluated at the end of the 15-16 school year using the Fountas and Pinnell foundations literacy assessment.
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 5.94% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No.
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.)	Ray Mondragon Deputy Chief of Early Learning 1000 Broadway, Ste 600 Oakland, CA 94607 Ray.Mondragon@ousd.org

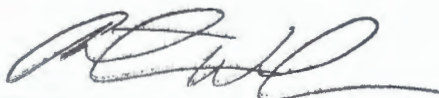
Entity	Name/s	Signature/s	Date
Principal	Ray Mondragon		
Department Head (e.g. for school day programs or for extended day and student support activities)	Devin Dillon, Ph.D.		

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		



James Harris
President, Board of Education



Antwan Wilson
Secretary, Board of Education

File ID Number: 15-2222
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By:



Kenneth
Rainin
FOUNDATION

September 18, 2015

Mr. Ray A Mondragon
Oakland Unified School District
1000 Broadway Suite 680
Oakland, CA 94607

RE: Agreement for Grant #2015-918

Dear Mr. Mondragon,

It is my pleasure to inform you that the Kenneth Rainin Foundation (the "Foundation") has approved a grant of \$237,385.00 for the Oakland Unified School District (the "OUSD") to support implementation of the SEEDS of Early Learning ("SEEDS") professional development program. OUSD will implement SEEDS according to the Memo of Understanding (the "MOU") signed by OUSD site staff (**Exhibit A**) and the Statement of Work ("SOW") you submitted via our online application system (**Exhibit B**). OUSD also agrees to the Data Collection & Sharing process outlined (**Exhibit C**).

This letter is a legally binding agreement ("Agreement"). It will be effective when we receive an original of this Agreement, signed by an authorized representative of your organization. We will arrange for payment of the grant within 3 weeks of when we receive the signed Agreement from you. This grant will be paid in one installment. Please keep a copy of the signed Agreement for your files.

Please read the terms and conditions of this Agreement very carefully, including the reporting requirements.

TERMS AND CONDITIONS

1. **Use of Funds.** Grantee shall use the grant funds only for the purposes of the specific project described above. Grantee may not make any significant changes in the purposes for which grant funds are spent without the Foundation's prior approval. Alternatively, the Foundation may require the Grantee to repay to the Foundation any portion of the grant funds that is not spent or committed for the specific purposes described above.
2. **Reporting.** To enable the Foundation to evaluate the effectiveness of this grant, Grantee shall submit to the Foundation a final report due July 15, 2016 on the

activities funded with this grant for any annual accounting period of Grantee during which Grantee receives, holds, or spends any of the grant funds. The final report shall contain: (1) a description of the progress that Grantee has made toward achieving the purposes for which this grant was made; (2) any deviations from the original plan, highlighting actions to address deviations; (3) a financial accounting of Grantee's expenditure of program funds; and (4) a report on Grantee's compliance with the terms of this Agreement. The final report shall outline Grantee's accomplishments against original request, use of all program funds and charitable activities from the date of the disbursement of this grant until Grantee expended the last of the program funds. Reports will be submitted through the Foundation's online grant management system.

3. **Recordkeeping.** Grantee shall treat grant funds as restricted assets and shall maintain books to show the grant funds, together with other project funds, separately. All expenditures made in furtherance of the purposes of the grant shall be charged off against the project funds and shall appear on Grantee's books. Grantee shall keep adequate records to substantiate its expenditures of project funds. Grantee shall make these books and records available to the Foundation at reasonable times for review and audit, and shall comply with all reasonable requests of the Foundation for information and interviews regarding use of project funds. Grantee shall keep copies of all relevant books and records and all reports to the Foundation for at least four years after completion of the use of the project funds.
4. **Prohibited Uses.** Grantee shall not use any portion of the funds granted in a manner inconsistent with Internal Revenue Code ("IRC") Section 501(c)(3), including:
 - a. Influencing the outcome of any specific election for candidates to public office, or
 - b. Inducing or encouraging violations of law or public policy, or causing any private inurement or improper private benefit to occur, or taking any other action inconsistent with IRC Section 501(c)(3).
5. **Lobbying; Reliance on Project Budget.** The Foundation is relying on Grantee's representations, made in Grantee's grant request and proposed budget, as to the amount budgeted by Grantee for project activities that are **not** attempts to influence legislation. This grant is not earmarked for influencing legislation within the meaning of IRC Section 4945(e), and the Foundation and Grantee have made no agreement, oral or written, to that effect. Thus, any use of grant funds by Grantee for such activities constitutes a decision of Grantee that is wholly independent of the Foundation.¹

¹ Note that the Grantee must submit a total project budget (not just a budget for use of the Foundation grant) showing that more will be spent for non-lobbying purposes than the amount of the Foundation's grant.

6. **No Pledge.** Neither this Agreement nor any other statement, oral or written, nor the making of any contribution or grant to Grantee, shall be interpreted to create any pledge or any commitment by the Foundation or by any related person or entity to make any other grant or contribution to Grantee or any other entity for this or any other project. The Grant contemplated by this Agreement shall be a separate and independent transaction from any other transaction between the Foundation and Grantee or any other entity.
 7. **Representation and Warranty Regarding Tax Status.** By entering into this Agreement, Grantee represents and warrants that Grantee is exempt from federal income tax under IRC Section 501(c)(3) and that it is not a private foundation as defined in IRC Section 509(a). Such representation and warranty shall continue through the last date that Grantee spends grant funds.
 8. **Notice.** Grantee shall give the Foundation immediate written notice of any change in the Internal Revenue Service's recognition of Grantee's tax-exempt or public charity status. Grantee shall also give the Foundation immediate written notice of any change in Grantee's executive staff, key staff responsible for achieving the grant purposes, or the members of its governing body.
 9. **Publications; License.** Any information contained in any publications, studies, or scientific research funded by this grant shall be made available to the public following such reasonable requirements or procedures as the Foundation may establish from time to time. Grantee grants to the Foundation an irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.
 10. **Indemnification.** Grantee irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless the Foundation, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission of Grantee, its employees, or agents, in applying for or accepting the grant, in expending or applying the grant funds, or in carrying out any project or program to be supported by the grant, except to the extent that such claims, liabilities, losses, or expenses arise from or in connection with any act or omission of the Foundation, its officers, directors, employees, or agents.
 11. **No Agency.** Grantee is solely responsible for all activities supported by the grant funds, the content of any product created with the grant funds, and the manner in which any such product may be disseminated. This Agreement shall not create any
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agency relationship, partnership, or joint venture between the parties, and Grantee shall make no such representation to anyone.

12. **Grant Announcements.** Grantee shall announce this Grant in its written materials or on Grantee's website. Any such announcements shall list the Foundation's full legal name: Kenneth Rainin Foundation. If Grantee wishes to describe the Foundation further, it shall describe the Foundation as: "The Kenneth Rainin Foundation is a private family foundation that funds cutting-edge ideas, because only through innovative thinking can we achieve a world where performing arts organizations can thrive, every child can read, and chronic diseases can be cured. More at krfoundation.org." Grantee must submit a copy of any such announcements to the Foundation along with Grantee's final report pursuant to paragraph 2 of this Agreement.
13. **Further Assurances.** Grantee acknowledges that it understands its obligations imposed by this Agreement, including but not limited to those obligations imposed by reference to the IRC. Grantee agrees that if Grantee has any doubts about its obligations under this Agreement, including those incorporated by reference to the IRC, Grantee will promptly contact the Foundation or legal counsel.
14. **No Waivers.** The failure of the Foundation to exercise any of its rights under this Agreement shall not be deemed to be a waiver of such rights.
15. **Remedies.** If the Foundation determines, in its sole discretion, that Grantee has substantially violated or failed to carry out any provision of this Agreement, including but not limited to failure to submit reports when due, the Foundation may, in addition to any other legal remedies it may have, refuse to make any further grant payments to Grantee under this or any other grant agreement, and the Foundation may demand the return of all or part of the grant funds not properly spent or committed to third parties, which Grantee shall immediately repay to the Foundation. The Foundation may also avail itself of any other remedies available by law.
16. **Captions.** All captions and headings in this Agreement are for the purposes of reference and convenience only. They shall not limit or expand the provisions of this Agreement.
17. **Entire Agreement.** This Agreement supersedes any prior or contemporaneous oral or written understandings or communications between the parties and constitutes the entire agreement of the parties with respect to its subject matter. This Agreement may not be amended or modified, except in a writing signed by both parties.
18. **Governing Law.** This Agreement shall be governed by the laws of the State of California applicable to contracts to be performed entirely within the State.

Please state your organization's fiscal year below as indicated, and have an authorized officer of your organization sign this Agreement and return it to the Foundation. Please keep a copy of the signed Agreement for your files.

Please direct all future communications concerning this grant to me. On behalf of the Foundation's Board and staff, let me express how delighted we are to partner with Oakland Unified School District.

In witness whereof, the parties have entered into this Agreement as of the last date set forth below.

Foundation:

Signature:

Paula Ambrose

Date:

9/18/15

Printed Name:

Paula Ambrose

Title:

Program Officer

GRANTEE

Signature:

Ray A. Mondragon

Date:

9/28/15

Printed Name:

Ray A. Mondragon

Title:

Deputy Chief Early Learning

Fiscal year ends:

6
Month

30
Day

Exhibit A

Memo Of Understanding (MOU)-School Site Agreement: 2015-16 SEEDS of Early Learning

OUSD, the Rainin Foundation and the SEEDS of Early Learning are thrilled to offer a partnership to OUSD elementary schools that will offer Transitional Kindergarten ("TK", "K"), or a TK/K combo in 2015-2016.

In the 2014-2015 school year, the SEEDS of Early Learning was piloted as the balanced literacy approach for TK. Schools with TK participated in a variety of ways. Some schools made a commitment like the one outlined in this document and received a Reading Corps tutor. The success of this pilot encouraged us to resource every school that is interested in participating with the essential elements of the model: professional development, coaching, assessment and a tutor who works with the teacher to implement the Literacy and Math Rich Schedule.

OUSD and Rainin Foundation will co-fund a new position, the TK Reading Tutor, for all participating schools. This tutor will provide early literacy support three hours every school day. The tutor needs to be hired by the site and ready to attend training on August 10. Additionally, the Rainin Foundation will fund early literacy coaching, teacher training stipends, materials, and PD to all participating schools. All schools will receive support for OUSD English Language Arts ("ELA") assessments for TK. Details about the SEEDS partnership and assessments are provided in this document.

This year, seven schools (4 OUSD) participated in a pilot of SEEDS with Reading Corps Tutors. Please feel free to contact your colleagues with any questions: Charles Miller at Allendale, Enomwoyi Booker at PLACE at Prescott, Minh-Tram Nguyen at EnCompass Academy and Lorena Reyes at New Highland. The student growth results are very encouraging!

The purpose of this agreement is to establish the basic parameters of the school's participation in SEEDS of Early Learning for the 2015-16 school year.

- We recommend that you read this thoroughly and give a copy to your TK teacher.
- We must have a **signed** copy (Network Superintendent, Principal and Teacher) of the certification page on file before to begin participating in SEEDS of Early Learning and receiving funds for a classroom tutor.
- If you have any questions, please contact Ray Mondragon.

We welcome your participation in the SEEDS of Early Learning Initiative in the coming school year. We learned from our experience that the investment results in robust growth for children when each element is in place. Therefore, we will work with schools where the commitment to the full model is in place. **The following table reflects the professional development ("PD") offerings and requirements for 2015-2016:**

	SEEDS Initial Training 8/10-8/13	SEEDS Reflection Training 8/14	SEEDS Teacher Leader Training 7/28-7/30	Coaching 1 on 2 twice a month	Monthly H.O.C.S. 1 times a month	Planning Time 2 times a month
Newly Hired Teacher	Required Teachers will be paid their hourly rate	x	x	Required Teachers	Required	Optional Teachers will be paid their hourly rate
Returning TK Teacher who participated in SEEDS	Optional Teachers will be paid their hourly rate	Required Teachers will be paid their hourly rate	Encouraged and optional Teachers will be paid their hourly rate	Required	Required	Optional Teachers will be paid their hourly rate
Returning TK Teacher who did not participate in SEEDS	Required Teachers will be paid their hourly rate	x	x	Required	Required	Optional Teachers will be paid their hourly rate

All Teachers Who Successfully Complete the Expectations in This Application will receive a \$750 stipend at the end of the school year for their efforts.

All Classrooms participating in the model will receive a tutor and classroom materials (book, vocabulary cards, theme related supports, etc...).

All TK Classrooms, regardless of participation in the model will use the TK ELA Assessments.

Program Partners

SEEDS of Early Learning	Early Literacy PD system provider for content, materials, master coaching, teacher leader training and training/facilitation.
Kenneth Rainin Foundation	The funder and lead partner of SEEDS of Learning in Oakland and co-funder for the TK Reading Tutors.
OUSD	A public Full Service Community School, located in Oakland, California and co-funder of the TK Reading Tutors

Roles in SEEDS of Learning

Deputy Chief of Early Learning	Coordinate and schedule all professional development, assessments and program implementation in accordance with OUSD Strategic Plan and the Instructional Focus set by the Chief Academic Officer for Literacy Instruction across all grade levels in OUSD.
SEEDS Coach	Trained by SEEDS of Early Learning to support day-to-day implementation of high quality learning environments. The SEEDS Coaches are employees of OUSD or externally based coaches.
Master Coach	External literacy content expert who supports the SEEDS Coach in supporting the implementation of high quality learning environments.
Classroom Teacher	<p>Attend all required SEEDS of Early Learning Professional Development. Commit to full implementation and fidelity to model. Participate in coaching and feedback conversations with SEEDS Coach. PD Expectations for teachers are based on prior experience with SEEDS.</p> <ul style="list-style-type: none">• New TK Teachers:<ul style="list-style-type: none">○ May attend professional development with their tutor from 8/10-8/13 or○ May attend 8/11 and one make up day in September• Returning TK Teacher who participated in SEEDS in 2014-2015 may select one of the three options below:<ul style="list-style-type: none">○ Welcome to attend training 8/10-8/13 or○ May consider becoming a SEEDS trainer and joining coaches/trainer PD July 28-31 or○ May attend one day training refresher on 8/11• Returning TK Teacher who did not participate in SEEDS in 2014-2015:<ul style="list-style-type: none">○ May attend 8/10-8/13 or○ May attend 8/11 and 1 Saturday make up day <p>All teachers will need to attend monthly professional learning communities. These are minimum requirements. Teachers are welcome to attend more than is required.</p> <p><i>2014-2015 SEEDS Participation is defined as a minimum of:</i></p> <ul style="list-style-type: none">• <i>Participating in August 11-15 or September make up day, and</i>• <i>October Buy Back Day, and</i>• <i>November full day training</i>
School Principal	Agree to teacher attending all SEEDS professional development. Attend school leader professional development on SEEDS in TK classrooms for School Leaders. Commit to conducting 3 observations on TK classrooms during SEEDS strategies.
TK Reading Tutor	Attend all required SEEDS of Early Learning Professional Development. August 10-14 and one afternoon monthly thereafter. Work hours are scheduled during the TK literacy block. Primary function is to be engaged with children in small group skill development and/or one on one more intensive instruction and support core literacy instruction.

School Expectations

III. SCHOOL SITE RESPONSIBILITIES (Principal, Teacher and TK Reading Tutor)

A. Commitment to the SEEDS of Learning Literacy Model

The site will commit to adhering to the SEEDS of Early Learning Literacy model, as described below, to ensure the model is implemented with a high degree of fidelity at the site.

1. **Big Five Emergent Literacy Skills:** The classroom teacher and TK Reading Tutor commit to intentionally incorporate the following "Big 5" emergent literacy skills in their daily interactions, transitions and schedule:
 - Conversation skills
 - Vocabulary and background knowledge
 - Book and print rules
 - Phonological awareness (rhyming & alliteration)
 - Alphabetic knowledge

Teaching staff and TK Reading Tutors will learn strategies for incorporating the "Big 5" during SEEDS of Early Learning training.

2. **Literacy and Math Rich Schedule:** The classroom teaching staff and tutor commit to using the SEEDS of Early Literacy and Math Rich Schedule, which is a tool that outlines the classroom expectations for SEEDS of Early Learning. The schedule serves as a guide to build evidence-based routines into the daily schedule, helps classrooms determine how the "Big 5" essential skills will be embedded and explicit throughout these daily routines, and how to individualize instruction. The Literacy and Math Rich Schedule includes the following elements:
 - **Arrival:** Children are greeted daily
 - **Sign-in:** Children write their names daily, with the support of a TK Reading Tutor or teacher
 - **Free Choice Time:** Children have time to make choices and pursue their own interests in a literacy-rich classroom
 - Free choice time conversations with children are encouraged by using a "Strive for 5" conversation loop, within a theme rich environment with an emphasis on building theme-related vocabulary
 - **Large Group:** Children are provided an opportunity for large group learning
 - **Daily Message:** Children are provided with a 2-4 minute fun and meaningful shared print activity (usually done in large or small group)
 - **Repeated Read Aloud:** The same book, which is theme-related, is read daily for one week. The teacher and/or tutor incorporates talking, reading and writing into each reading using the SEEDS Repeated Read Aloud lesson plan as their guide.
 - **Tier 1 Small Group:** Tutors lead an additional Tier 1 small group Repeated Read Aloud once a week using data to inform selection.
 - **Journal:** Children are given the opportunity to write and draw something of interest in a journal each week

- **Tier 2:** TK Reading Tutors implement tier 2 (small group, 5-10 minutes) with selected students daily with primary emphasis on oral language and vocabulary.
 - **"Big 5" Transitions:** The TK Reading Tutor and/or teacher use a song or rhyme focused on the "Big 5" essential skills to transition children from one activity to the next
 - **Family Engagement:** The family literacy intervention of Bring Me A Book or Raising a Reader will be provided for all classrooms.
3. **Literacy Rich Environment:** The Teacher and TK Reading Tutor will be a team in creating a literacy-rich environment that achieves a 'basic' or 'better' score as defined by the Early Language and Literacy Classroom Observation ("ELLCO"). The Teacher and TK Reading Tutor will add to environment by putting concrete theme-related vocabulary props and opportunities to talk, read, write and play in three or more centers.
 4. **Student Assessments:** The classroom teacher and/or TK Reading Tutor will conduct benchmarking testing during the fall, winter and spring benchmark periods. Teachers and/or tutors will receive 100% on the assessment integrity check from a coach before doing assessments each period.
 5. **Response to Intervention ("Rti") Data-Driven Decision Making:** Ensure successful implementation of Response to Intervention data-driven decision making process the SEEDS Coach and/or teachers based on the needs of each individual child and/or groups of children.

B. Staff Support

1. **Administrative Support:** The principal of the site should be an advocate for the SEEDS of Early Learning program and ensure that teaching staff are supportive of the program and the TK Reading Tutor. The principal or administrator will participate in a data review meeting, facilitated by the Master Coach, in the fall, winter and spring. The principal will work to resolve any problems that may arise between the teacher, tutor and SEEDS program elements. The principal will ensure that the TK Reading Tutor is ready to begin training on August 10.
2. **SEEDS Coach:** Sites will benefit from a coach hired for this project and housed at OUSD or an external partner organization.
3. **Classroom Teacher:** The teacher will collaborate and work in tandem with their TK Reading Tutor in his or her classroom and follow-through on the expectations outlined in the Lead Teacher Agreement (See appendix).

C. Teacher and TK Reading Tutor

1. **SEEDS of Early Learning Training:** The Office of Early Childhood Education and the Deputy Chief of Early Learning in collaboration with The Rainin Foundation is responsible for ensuring that teachers and TK Reading Tutors are provided with

SEEDS of Early Learning training: All Teachers and TK Reading Tutors must attend all of the following trainings.

Module 1: Defining SEEDS of Learning: A Language, Literacy and Math Rich Environment

Module 2: SEEDS Quality Interactions: Scaffolding encouragement rich with embedded and explicit instruction in language, literacy and math

Module 3: SEEDS of Vocabulary, Oral Language and Fluency

Module 4: Behavior Management and Social Emotional Skill Development

Module 5: Response to Intervention: Using data to inform instruction

Module 6: SEEDS of Book Knowledge

Module 7: SEEDS of Phonological Memory and Awareness

Module 8: SEEDS of Visual Discrimination: Letter Knowledge and Math

Module 9: SEEDS of Written Expression

Data and Evaluation

A. OUSD ELA Data Collection

Teachers and TK Reading Tutors will collect the following data throughout the school year: 1) student assessment data, 2) fidelity data and 3) literacy environment data. Schools sites that do not participate in SEEDS will have ELA assessments provided by an outside evaluator and/or classroom teacher.

1. Student Assessment Data

OUSD uses standardized, individually administered measures that are reliable and valid indicators of language and pre-literacy skills for transitional kindergarten. The assessments are designed to be short (1-3 minutes) fluency measures to monitor the development of pre-literacy and early reading skills.

- The rhyming, alliteration, and picture naming measures are the Individual Growth and Development Indicators ("IGDI"), version 1.0.
- The Rainin Foundation will provide teachers and TK Reading Tutors with the assessment tools. SEEDS of Early Learning asks that the site take responsibility for inventorying and housing the IGDI assessment kit from one program year to the next.
- Teachers or TK Reading Tutors are responsible for administering the assessments; SEEDS Coaches are responsible for observing the tutor and/or teacher for assessment reliability.
- Teachers will be responsible for entering benchmarking data into OUSD student data gathering system.

- a. **Benchmark Data:** Teachers and TK Reading Tutors collect benchmark data three times throughout the year during the specified three-week assessment windows set by OUSD Research, Assessment and Data ("RAD"). Table 1 lists the assessments that are administered at each benchmark collection period.

Table 1: Benchmark Assessments

	Fall	Winter	Spring
	9/14-10/2	12/14-12/18 and 1/4-1/15	4/25-5/13
Transitional Kindergarten	<ul style="list-style-type: none">• IGDI Rhyming• IGDI Picture Naming• IGDI Alliteration• Letter Name• Letter Sound	<ul style="list-style-type: none">• IGDI Rhyming• IGDI Picture Naming• IGDI Alliteration• Letter Name• Letter Sound	<ul style="list-style-type: none">• IGDI Rhyming• IGDI Picture Naming• IGDI Alliteration• Letter Name• Letter Sound

2. TK Reading Tutor Log Data

Reading tutors will maintain a tutor log to document the number of minutes and the number of sessions each student receives Tier 2 services each week.

3. Fidelity Data

SEEDS of Learning Coaches will be responsible for using the Benchmark Integrity checklists to observe administering and scoring student assessments prior to each benchmark window (Fall, Winter and Spring) to ensure reliability. SEEDS Coaches will also be responsible for using Intervention Integrity Observation Checklists each month to observe TK Reading Tutors and

Teachers based on the Tutors and Teachers monthly goals to ensure fidelity.

4. Early Literacy and Language Classroom Observation ("ELLCO")

SEEDS Coaches are trained to administer the Early Literacy and Language Classroom Observation (ELLCO) tool to evaluate the classroom literacy environment. This is completed in the fall and again in the spring. The tool is provided by SEEDS of Early Learning. The Master Coach, SEEDS Coach and tutor will develop goals and objectives from the ELLCO, which will be used to evaluate teacher and tutor effectiveness.

B. Data Management System: OUSD Illuminate

Illuminate is a data system that is used OUSD. The data entered into Illuminate is maintained by OUSD.

C. Reporting Outcomes

Reporting Outcomes: OUSD and its partnership with The Rainin Foundation affiliates are required to routinely report outcomes to stakeholders, including federal, state, and private funders.

APPENDIX

Teacher – TK Reading Tutor – Principal Agreement 2015-16

SEEDS of Early Learning and in Partnership with The Rainin Foundation is an initiative to help all children become successful readers by the end of third grade. The program places curriculum resources classrooms to support children in building their language and literacy skills, and professional development. Teachers and TK Reading Tutors are trained to support the creation of literacy-rich environments using evidence-based practices. Teachers and TK Reading Tutors collect benchmark data for each child, and use that data to tailor literacy interactions for individual children, children in small groups and in whole group settings.

Teacher:

1. Please read this agreement. Ask questions!
2. Teacher signs this agreement.
3. Teacher will receive one three hour a day Literacy Tutor and \$750 stipend for meeting expectations at the end of the school year. Teacher will be paid for summer training (or make up Saturday) sessions at their hourly rate. Teachers may also use and claim up to 2 hours a month of additional paid planning time to use with their tutor.
4. Make a copy. Give one copy to Ray A. Mondragon Deputy Chief of Early Learning no later than June 26, 2015 and keep one copy for yourself.

Teacher Agreement – SEEDS of Learning 2015-16

	Lead Teacher expectations	TK Reading Tutor expectations
Literacy Rich Environment		
ELLCO requirements <i>Completed in fall & spring by Internal / Master Coach</i>	Meet ELLCO requirements with at least a score of 3, meeting 'Basic' scores	Support ELLCO requirements to achieve 'Basic' or 'Better' scores, using the Goal Setting Book as a guide
Theme and theme-related vocabulary	Identify a theme / topic for a minimum 2-4 weeks and put targeted concrete vocabulary props in three or more centers	Add to the environment by putting concrete theme-related vocabulary props and opportunities to talk, read, write and play in three or more centers
Talk, read and write	Provide daily opportunities to talk, read, write and play	Provide daily opportunities to talk, read, write and play
Literacy & Math Rich Schedule: The Literacy & Math Rich Schedule is set by the lead teacher, Internal Coach and tutor at the beginning of the year and reviewed monthly.		
Arrival	Greet children	Greet children
Sign-in	Help children write name	Help children write name
Throughout Day	"Strive for 5" conversations using targeted vocabulary	"Strive for 5" conversations using targeted vocabulary
Daily Message	Write and read Daily Message (can also be led by tutor)	Write and read Daily Message (can also be led by lead teacher)
Repeated Read Aloud	Read the same theme-related book 3-5 times (can be led by the tutor and/or read over a two week period)	Read the same theme-related book 3-5 times (can be led by the lead teacher)
Tier 1 Small Group	Allow tutor to lead a Repeated Read Aloud in a small group for all children during the course of a week	Lead a read aloud for all children during the course of a week: Week 1 & 2: Read theme-related book Week 3 & 4: Read rhyming / alliteration book
Journal Weekly	Help children draw or write, and then read ideas; done weekly	Help children draw or write, and then read ideas; done weekly
Choice Time / Active Learning	Talk, read and write with children	Talk, read and write with children Lead Tier 2
Tier 2 Interventions	Allow tutor to lead Tier 2 Interventions daily	Lead Tier 2 interventions daily with five or more children
"Big 5" Transitions	Lead transitions between activities	Lead transitions between activities
Student Assessments		
Benchmark and Progress Monitoring Assessments	Arrange a time and place for the tutor to conduct student assessments and conduct if desired; Enter student data into OUSD Illuminate	Conduct the assessments on schedule; Share data with teacher
Data Review Meetings	Participate in a meeting three times a year - fall/winter/spring with Coach, administration and tutor to review student progress and data	Participate in a meeting twice a month with Coach to review student progress and plan using the data
Other Responsibilities		
Planning	Meet with the teaching team (and tutor) to plan	Meet with the teaching team to plan and review Reading Tutor expectations
Problem-Solving	Problem-solve questions/concerns with tutor, Coach, Master Coach and / or Program Coordinator (as needed)	Problem-solve questions/concerns with lead teacher, Internal Coach, Master Coach and / or Program Coordinator (as needed)

Training	Attend all SEEDS of Early Learning training	Attend all SEEDS of Early Learning training
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I agree to these expectations and agree to ask for clarification or help from my Principal, Coach, Master Coach, if I have challenges meeting these expectations. I understand that funding for the tutor, materials, PD and coaching depends on our site meeting the expectations in this application.

Lead Teacher signature: _____

TK Reading Tutor signature: _____

Principal signature: _____

Network Superintendent Signature: _____

Exhibit B

OUSD Scope of Work

Organization Name

Oakland Unified School District

Project Title

Transitional Kindergarten Seeds of Early Literacy

Project Start Date

8/10/2015

Project End Date

6/30/2016

Annual Budget

\$646.9M

Project Budget

\$305,880

Amount Requested

\$237,385

Tax Status

Government entity

Organization Overview

Our belief is that significant improvement in student outcomes is driven at the school level. Our every action centrally is in the service of one purpose: building quality community schools that prepare students for college, career, and community success. Empowered school communities that make decisions best suited for the needs of their particular children, align instruction to effective practices, constantly measure academic and social growth, and adapt as necessary to increase student learning, are the foundation of a world-class school district.

Mission: Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Vision: All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Program/Project Description and Objectives

Seeds of Early Literacy will be implemented in up to 25 schools and up to 25 TK or TK/K classrooms in the 2015-2016 school year. All have agreed to implement SEEDS of Early Literacy to fidelity as outlined in their signed MOU (ref: School Site Agreement 2015-16). Through this partnership, all TK teachers will receive specific and targeted professional development throughout the school year to support the use of SEEDs as a literacy resource of instruction. In addition, teachers will receive a reading tutor that will support their literacy instruction for the 2015-2016 school year. In support of the on going professional development teachers and tutors will receive side by side coaching from a SEEDs trained coach which will support and enhance their use of SEEDS. Teachers and Tutors will be compensated for their time to attend trainings. Teachers will also provide ongoing assessments of learning of their students to determine their specific learning needs and to make instructional differentiated decisions for each child. From this, if necessary, additional intervention will be provided to students through the reading tutor while using strategies from SEEDS to provide instruction for students in the targeted intervention.

Constituents/Project Beneficiaries

Currently there are 626 TK students projected to attend TK in OUSD. 587 students have been confirmed for attendance in the 15-16 school year. SEEDS will be implemented in up to 23 TK classrooms.

Outcome Objectives

Language and Literacy Skills:

85 percent or higher of our TK students who participate in Seeds who have attended 85% or more of the school year will show mastery in the following Pre-Literacy Skills to be prepared to enter Kindergarten at or above grade level to begin guided reading.

40 or more combination of upper and lower case letters

40 or more letter sounds

discriminate rhyming words

25 or more sight words

Have one-to-one correspondence and directionality

Write first and last name

Method of Measurement

This will be measured through the 7 assessment F&P tasks given 3 times a year. Data will be collected in the OUSD Data warehouse Illuminate. In addition to the F&P SEEDs students will be assessed on the IGDl per SEEDS assessment schedule outlined in the MOU.

Relevant Research

Learning To Read And Write

Susan B. Neuman, Carol Copple, Sue Bredekamp, and the National Association for the Education of Young Children (NAEYC), 2000

Meaningful Differences in the Everyday Experience of Young American Children

Todd R. Risley and Betty Hart, 1995

In the preface to the 2002 edition of *Meaningful Differences*, Hart and Risley note that "the most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers." The authors argue that by giving children positive interactions and experiences with adults who take the time to teach vocabulary, oral language concepts, and emergent literacy concepts, children should have a better chance to succeed at school.

Transforming Literacy Practices in Preschool
Lea McGee, 2007

When preschool children receive high-quality literacy instruction, it benefits their emotional and cognitive development enormously. In this research-based, yet practical resource, McGee shares five guidelines that can help transform preschool programs into programs that offer high-quality literacy instruction.

Additional Information

This project will be in its second year here in OUSD. We have seen great success with teachers who used the SEEDs with fidelity, attended professional development, and had all the components the reading tutor, on time data analysis, and coaching. In attempt to have all of these important pieces in place last year especially the coaching we encountered some challenges. Given that, the data collected there was improvement in student learning for preliterate with those who had SEEDS compared to students who did not. As a result for the 2015-2016 we would like to have a more systematic and focused approach to the use of this resource.

Organization Financial Assessment

The Alameda County Office of Education (ACOE) has oversight responsibilities over all districts in the county, including OUSD. The State requires periodic financial reports to be submitted for review to all county offices of education, including ACOE, then to the State. ACOE provides a letter with comments to districts after reviewing each report. In addition, all labor agreements must be reviewed by the ACOE for fiscal feasibility prior to Board approval.

Exhibit C

Data Collection & Sharing

OUSD and Rainin will work together to review data and use it to improve outcomes for children.

OUSD is responsible for ensuring the Rainin Foundation has access to the following data:

- Non identifying Fontas & Pinnell assessment data on all TK classrooms at year end.
- Child level identifying Fontas & Pinnell data for all SEEDS TK classrooms, for the purpose of SEEDS related coaching and matching IGDIs and F&P data.

Additionally IGDI data will be collected for all SEEDS TK classrooms according to the process and timeline outlined in the MOU (exhibit A).

Rainin will be responsible for ensuring the confidentiality of all data collected and shared, following OUSD protocols, and will provide OUSD any and all data associated with the project.