

Boston Reed Professional Development Mini-Grant Program Application 2007-08

Due Date: September 14, 2007

Identifying Information

1. District Name: Lompoc Unified School District
2. School Name: Lompoc Adult School
3. Adult ADA Cap, 2006-2007: 234
4. Contact Person Name: Susan Williams
5. Email: williamss@lompoc.k12.ca.us
6. Phone: 805-742-3100
7. Name of Principal/Director: Susan Williams

Signature _____ Date _____

8. Amount Requested: \$1,500.00 (Same as Item 15 below.)
9. Region (check one only):

- | | | |
|--|--|---|
| <input type="checkbox"/> Northern California | <input checked="" type="checkbox"/> Central Valley | <input type="checkbox"/> Orange County |
| <input type="checkbox"/> Sacramento | <input type="checkbox"/> South Coast | <input type="checkbox"/> San Diego/Imperial |
| <input type="checkbox"/> Delta-Sierra | <input type="checkbox"/> LAUSD | |
| <input type="checkbox"/> Bay Area | <input type="checkbox"/> Inland Counties | |

Professional Development Mini-Grant Plan

10. What professional development issue are you interested in addressing with additional teacher release time? How did you prioritize this issue?

In order to offer the highest quality, most professional literacy program requires constant investment, monitoring and involvement. In order to do this in a systematic, systemic manner requires a number of factors : research based, sound instructional practices, data driven decision making, professional learning communities working together for a common goal, and opportunities to network with other adult educators. In this vein, we are in the process of continually upgrading our English as a Second Language program. If we continue to operate our programs in an independent contractor method across the state, not only will we not make substantive progress with the students, we will create a distinct disadvantage for them in that many are transient and move from one of our sites to another with no programming consistency other than CASAS exams. We say that we value that autonomy but who of us can say, outside of CASAS results, that we are making substantial progress in being viewed as a professional literacy program across the state?

We know that to make important decisions, we must have usable, practical data to work from. CASAS provides some of that but not enough to make direct decisions about language learning and where the student is experiencing gaps in learning. A Developmental English Proficiency Test (ADEPT) assesses a students' ability to understand and generate utterances using the scope and sequence of language forms across the English proficiency levels. It allows the teacher to do the following: identify a students' instructional level for systematic EL instruction; understand a student's language abilities to assist in differentiating instruction; monitor student progress in English proficiency; and inform planning for systematic EL instruction, frontloading language, reading/language arts instruction, and provides a common instrument to talk with families about

their and their children's progress and skill attainment. We will implement this in addition to the research based program, High Point, we've been using for the last 2 years as well as systematic EL instructional training that will occur during the 2007-08 school year. We are interested in training our staff on the use of the ADEPT (A Developmental English Proficiency Test) and its results. This will allow for specific focus in the classroom on the most severe needs, give teachers needed certification training, provide a mentor to assist them in the classroom, and offer networking opportunities. In addition, it will also allow us to coordinate with the parent's child in the K-12 system. We also have developed and implemented the District's CBET program and work closely with parents and children together to help not only the parent succeed but also the child.

11. Besides this professional development mini-grant program, what professional development resources do you intend to access in school year 2007-2008? (For example, what kinds of workshops from CALPRO, CCAE or other sources do you expect teachers to participate in? What in-house professional development activities do you plan?)

In addition to this grant amount, we will be providing ongoing networking opportunities, paying the teachers to attend the training, and connecting them with mentors/specialists in the EL field. Prior to and during the implementation of ADEPT and corresponding lesson plans, we will train our teachers in the implementation of systematic EL instruction. We have LUSD ADEPT and systematic EL certified trainers who will provide the training for the staff. There is still a cost factor for those trainings in materials, supplies, manuals, etc.

12. Describe how Mini-Grant resources would supplement your overall professional development plan. Specifically, detail how many teachers would gain how much release time for what kinds of activities how frequently.

The overall professional development plans are tied to the program category they support. For example, the training for the EL staff is outlined in this proposal. The five teachers would each receive one half day of training per month in support of the program from August to March in addition to the three days systematic EL instruction. We will connect them to an online email system, encourage them to register with OTAN, and mentor each other between meetings. Each teacher or dyad of teachers will be expected to take ownership of a part of the monthly training and do a short presentation of their findings. For example, if we find that one of the areas of need is receptive language; then a group of teachers may volunteer to do a lesson plan presentation addressing that need making sure the lesson meets all the necessary criteria.

13. How will you assess the success of your professional development activities? What information will you collect to make this judgment?

The success of the professional development activity will be judged on the increase in CASAS scores on the part of the participants, anecdotal information from the parent about involvement with their children's success, participation in the training and subsequent networking meetings, increase in the High Point assessment results, and implementation of the systematic EL program.

Budget

14. What is the average hourly cost of teacher time as represented in Item 12 above? \$24 per hour + \$2.40 per hour fringe but teachers are paid the substitute wage (\$ 90 per day) or half substitute day (\$45) for professional development.

15. How many hours of teacher time are represented in Item 12 above?
Teachers will be paid a rate of \$45 per half day for involvement in the direct training.

They will meet monthly from August 2007 to March 2008. The total cost for staff to attend all the trainings will be \$3150 including the 3 full days (\$90 each X 5 teachers X 3 days) of systematic EL instruction (\$1350) and monthly meetings (5 teachers X \$45 per half day X 8 half days = \$1800.).

16. Amount requested: We are requesting \$1500 total from the grant broken down as follows: \$625 for the ADEPT training and materials as well as assistance with defraying the cost of teacher training (\$3150 total cost for release time for teachers; requesting \$875 from Boston Reed).
17. Description/source of matching funds (value of match should equal amount requested): Lompoc Unified Adult Education will pay for the remainder of the teacher training stipends as well as the costs for the trainer to meet with the teachers monthly (\$26.40 per hour X 3 hours X 8 months = \$634.) and any additional instructional supplies. Total budget is attached.