

**To:** Reading First LEA Administrators, Coordinators, Coaches  
**From:** Gladys Frantz, Executive Director  
Alameda Regional Technical Assistance Center R-TAC  
**RE:** R-TAC April Communications

The following topics are covered on this R-TAC Communications Issue. Please scroll down to see the items in detail. Thank you.

1. **Purpose of the Regional Technical Assistance Center**
2. **Regional Meetings (Regions IV and V):**
3. **Coaches Meeting Reminder May 10-11**
4. **RTAC Third Round of District/Schools Visits**
5. **Budget Inquiries**
6. **Important to complete: Reading First Survey**
7. **Assessment for Third Grade Spanish Bilingual Waivered Classrooms**
8. **Website**
9. **Assurances**
10. **Reading Implementation Center (RIC) AB 466 Professional Development**

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### **1. Role of the Regional Technical Assistance Center.**

Our RTAC facilitates the compliance with the assurances by serving as a center for providing information and communication; responding to inquiries; providing or connecting with professional development on the reading materials for coaches in coordination with the California Technical Assistance Center (C-TAC); making school monitoring visits and/or additional visits for feedback, and establishing networking opportunities. Please call us or email if you have questions or need something we might be able to help you with.

### **2. Regional Meetings: *(Note Change)***

- Houghton Mifflin Lectura Program: First meeting March 18, 2005 / Second meeting May 2, 2005.
- Houghton Mifflin English Program:  
First meeting March 3, 2005 / Second meeting **May 12 has been rescheduled to June 1<sup>st</sup>, 2005 (as requested)**

Meetings are held at the Alameda County Office of Education, Room 142.  
Registration is required. District First administrators, coordinators and coaches are welcome.

### **3. Coaches Meeting Reminder May 10-11**

Required Institute Materials – each coach must bring certain program and workshop/mini-module materials to the institute. Materials lists are provided on both the

confirmation page as well as the Calread website. District participants may be assigned to different breakout rooms, therefore, each coach must bring his/her own set of materials. **A Coach Coordinator's meeting** is scheduled from 3:30 p.m. to 4:30 p.m. on Day 1 of the Coach Institute. Please plan to attend.

#### **4. RTAC Third Round of District/Schools Visits (April visits are completed)**

Good teaching and commitment to continuous learning are characteristics of Reading First Districts. An increased understanding of the components of the program and its supportive structure is present as well. Specific professional development in areas such as the Use of Sound Spelling Cards, Universal Access, etc., is still needed. For questions about the Sound Spelling Cards, you might want to read information we have posted on our webpage at [http://www.acoe.org/acoe\\_docs/candi/rtarev.pdf/spelling\\_cards](http://www.acoe.org/acoe_docs/candi/rtarev.pdf/spelling_cards)

<i>Monday, April 11, 2005</i>	Greenfield SD/Toni Unga
<i>Wednesday, April 13, 2005</i>	Mt. Diablo/Maria McCullough
<i>Monday, April 18, 2005</i>	Alisal/Cathy Cranson
<i>Wednesday, April 20, 2005</i>	San Jose USD/Lupe Mendoza
<i>Thursday, April 21, 2005</i>	King City Union SD/Carolyn McCombs
<i>Friday, April 22, 2005</i>	Pajaro Valley/Laura Lamkin
<i>Tuesday, April 26, 2005</i>	Luther Burbank/Jan Kaay
<i>Friday, April 29, 2005</i>	Salinas City /Sharon Loucks
<i>Tuesday, May 3, 2005</i>	Chualar Union SD/Thelma Diaz
<i>Monday, May 9, 2005</i>	San Francisco USD/Sandy Lam
<i>Monday, May 16, 2005</i>	Hayward USD/Sharon Jeffery
<i>Wednesday, May 18, 2005</i>	Hayward USD/Sharon Jeffery
<i>Monday, May 24, 2005</i>	Salinas City /Sharon Loucks
<i>Friday, May 27, 2005</i>	Salinas City /Sharon Loucks

#### **5. Budget Inquiries**

Whenever you are requesting a change in your grant award terms and conditions, you need to send an e-mail and a hard-copy letter to CDE, Craig Heimbichner, Manager, Reading/Language Arts Leadership Office, requesting the changes and explaining why you need the changes to happen.

#### **6. Important to complete: Reading First Survey**

The Reading First survey website opened on April 15, and may be found by directing your browser to [www.eddataonline.com/rfsurvey/](http://www.eddataonline.com/rfsurvey/). Passwords were distributed via e-mail on the 15th as well. If you have any questions please email Mark Paxton at [Mark@eddata.com](mailto:Mark@eddata.com)

#### **7. Assessment for Third Grade Spanish Bilingual Waivered Classrooms**

We have addressed several questions/concerns about the end of the year fluency and theme 5 or 6 skills assessments in English for 3<sup>rd</sup> grade students in the Lectura Program. One of the questions was about the need for the English theme assessment booklets:

English Theme 5 or 6 assessments should be ordered as soon as possible. You may also use the extra copies that you have. Every set you have ordered in English comes with 32 booklets, and most classrooms have 20 students or less.

For questions about assessments you may call Marvi Hagopian directly at 916-228-2620

### **8. Website**

RTAC has a new webpage that you might find useful. We will be adding information and communications as well as resources. We also have a RF Forum where we can begin conversations and post replies. Please visit by going to: [www.acoe.org](http://www.acoe.org)

- click on Regional Programs under the Educational Services (left side)
- click on California Reading First Regional Technical Assistance Center
- choose your selection from the areas on the left site.

### **9. Assurances**

- Implementation of the explicit program components and instructional strategies;
- Development and adherence to a pacing schedule;
- Protected time for uninterrupted instructional minutes (60 minutes for kindergarten, 150 minutes for grades 1-3) and extended time for at-risk students (30-40 minutes);
- Use of curriculum-embedded assessments every 6 to 8 weeks;
- Provision of professional development for teachers annually (120 hours);
- Provision of professional development for principals (80 hours initially with follow-up support annually);
- Utilization of instructional support systems (e.g., a coach per 30 teachers and content experts for support to coaches).

### **10. Reading Implementation Center (RIC) AB 466 Professional Development**

To view the schedule and registration process for AB 466, and other trainings such as Advanced 1 and 2 you may go the website: <http://www.gbaric.org/calendar.asp>