



Frequently Asked Questions (FAQs)

This FAQ is a live document and will be updated frequently. We encourage you to review it regularly for updates.
Please join the Primary Promise Administrator's Schoology Group: X2VD-HH3S-5GWB2

Primary Promise Intervention/Prevention Coordinators

Q. Who hires the Primary Promise Intervention Coordinator for my school?

- A. The Primary Promise Coordinator position is advertised centrally. [The current job announcement reads "Until Filled."](#) The Local Districts are screening, interviewing and assigning coordinators to school sites. However, you are encouraged to recruit candidates to apply and work with your local district to provide input on their assignment to your school.

Q. Is the stakeholder agreement required, and if so, who do I turn it in to?

- A. The stakeholder agreement is required for schools receiving the Primary Promise positions. The completed, signed form is to be returned to the Division of Instruction by uploading it [via this google link](#).

Q. If my Primary Promise Intervention Coordinator was already working at my school doing intervention, will they be doing the same work?

- A. Yes and no. The Primary Promise Intervention Coordinator will provide intervention support to small groups of students. However, with Primary Promise funding, the small groups will be no more than 3-5 students. The focus is on early literacy foundational skills. Work logs, student attendance and progress monitoring data must be submitted centrally. Primary Promise Intervention coordinators can't cover classes. Please see the [Stakeholder Agreement](#) for additional information.

Q. Are there any mandatory meetings that the Primary Promise Intervention Prevention Coordinator has to attend?

- A. Yes, there are 5 days of 2-hour onboarding PD. The sessions are run weekly so all coordinators are able to attend as they are hired. There are also two half-day required meetings per month. Please see the [professional development flyer](#) for more information.

Q. What Basis is this position?

- A. The position is B Basis but given that the positions are starting at various times of the year, coordinators will work C-Basis with X Time for the 20-21 school year only.

Q. How will Primary Promise Intervention/Prevention Coordinators work X Time this year?

- A. Coordinators will work C-Basis (182 days) with X Time (for an additional 15 days) for the 20-21 school year. X Time hours are to be determined by mutual agreement between the site administrator and the Coordinator. The time may be worked on Saturdays, Spring Recess, and/or between June 12-30, 2021. Work performed must align with job duties.

Q. Does the Primary Promise Intervention/Prevention Coordinator receive a differential?

- A. No, there is no differential.



Frequently Asked Questions (FAQs)

Primary Promise Intervention/Prevention Coordinators, cont.

Q. What are the work hours of the Primary Promise Intervention/Prevention Coordinator?

A. The PP Intervention/Prevention Coordinator is an 8-hour employee with a 6-hour daily on-site obligation (The same as a teacher, per the Collective Bargaining Agreement)

Q. What is the Coordinator's schedule?

A. Primary Promise Intervention/Prevention Coordinators have a six hour obligation. The suggested schedule is 8:00 AM to 2:30 PM. However, if your teachers follow a different schedule, it may be necessary to modify the Coordinator's hours. Their schedule should mirror that of the teachers at the school site

Q. Does the Primary Promise Intervention/Prevention Coordinator have return rights to my school?

A. Since the positions are centrally funded the employee would have return rights to their previous school for one year. See the [Return Rights and Displacement Chart](#) for reference, please refer to the last column.

Q. Will the Primary Promise Intervention/Prevention Coordinators be Evaluated this year?

A. Per the LAUSD/UTLA Sideletter For the 2020-2021 school year, evaluation of unit members shall be limited to non-permanent employees (provisional and probationary). Employees being evaluated may submit a video of their lesson to their evaluator in lieu of a formal evaluation observation while assigned to do full remote instruction.

Q. Can the Primary Promise Intervention Prevention Coordinator work with students with an IEP?

A. Yes and No. Students placed in a general education setting and receiving only LAS services may participate. Students in an SDC class who are mainstreamed for ELLP may participate. Students participating in the Alternate Curriculum may not participate. Students receiving RSP services in ELA for over 1.5 hours may not participate.

Q. Can the Primary Promise Intervention Prevention Coordinator provide K-3 Parent Workshops?

A. Yes, if providing for parents of their targeted student groups. Yes, if the topic is supporting foundational literacy skills at home.

Q. Can the Primary Promise Intervention Prevention Coordinator provide Professional Development?

A. Since the main purpose of the position is to provide direct services to students, the Primary Promise Intervention Prevention Coordinator should not be a person who regularly provides professional development to the faculty. However, sharing expertise and engaging in data analysis with K-3 teachers during PLC meetings are examples of allowable indirect services.

Q. Can my Intervention Prevention Coordinator work on Comprehension and Vocabulary?

A. The Intervention Prevention Coordinator has a focus on Early Literacy Foundational skills and



Frequently Asked Questions (FAQs)

providing Tier 2 intervention in acquiring the skill of reading. They should work in tandem with the classroom teacher, who should provide instruction in oral language development, vocabulary, and comprehension as a part of high quality first instruction. The Intervention Prevention Coordinator should focus on Phonemic Awareness, Phonics, Sight Word Recognition, Accuracy, and Fluency.

Q. I have a READ Expert, a Kindergarten Readiness Coach, and a Primary Promise Intervention Prevention Coordinator. How do they work in tandem?

A. The READ Expert, Kindergarten Readiness Coach, and Primary Promise Intervention Prevention Coordinator have different roles and provide different levels of support. For example, the READ Expert can work with K-1, the Primary Promise Intervention Coordinator can provide support with 2-3 and the Kindergarten Readiness Coach can lean into the Social Emotional, professional development, and coaching support.

Q. If I have a READ Expert, how will they support Primary Promise?

A. The READ Expert can take the lead on coordinating the intervention support at the school site. For Example, The Read Expert can provide coaching and Professional Development support. They can work with the Primary Promise Intervention Coordinator to develop schedules for intervention, including how the Primary Promise Paraprofessional works with both programs. The READ Expert will also continue to provide a minimum of 50% direct service to students.

Q. How will Primary Promise interact with the IDEC Program on our Campus?

A. Students receiving IDEC should continue to do so. While participating in IDEC, they should not participate in Primary Promise as they would miss too much core curriculum Instruction. The Primary Promise Coordinator should consult with the IDEC Teacher around students not moving toward learning targets as it may be appropriate to refer the student to receive IDEC supports.

Q: How will my ELLP Designee and Primary Promise work together?

A: Depending upon how the school utilizes the ELLP Designee, it may appropriate to do any or all of the following together: review student data for participant selection, present data to grade levels, Identify teachers who would benefit from seeing a model ELLP lesson, identify classrooms where ELLP push-in support would be beneficial.

Dual Language Program

Q: How will Primary Promise support Dual Language Program participants?

A: Primary Promise will support DLE students with foundational skills in English. Target language support will continue to be provided by the DLE teacher.

Q: How will Primary Promise support 90/10 Model Dual Language Program participants?

A: The 90/10 model spends more time on target language. However, if a teacher needs to allow for



Frequently Asked Questions (FAQs)

intervention in English, it may have to be allowed at the expense of target language minutes. Instructional decisions will need to be made to ensure that students' needs are being met. This may be something to discuss with SSPT.

Instructional Aides, Literacy

Q. What funding is being used to budget this position?

A. These positions are funded centrally, not with school funds. The position number and funding information was provided to Local Districts and schools may time report through June 30, 2021.

Q. Who is responsible for paying for benefits?

A. These are 6-hour positions that are funded centrally. This includes the benefits that are paid by the centrally provided allocation for your school to complete time reporting for this position.

Q. How long will this position be budgeted for?

A. The positions are funded through June 30, 2021. We have been advised that the Primary Promise initiative will be funded for multiple years. During or after budget development, you will get an update on funding for the position for the subsequent year(s).

Q. Do SAA's have access to check on the funding source of the position?

A. The position control number is associated with your specific school. The funding line information was provided to local districts along with the PCNs. Your SAA should be able to see the funds through **June 30, 2021 under Program 10617 (starting 10/01-12/30/20) and Program 10629 (12/30-06/30/21).**

Q. I have an Instructional Aide, Literacy before the Primary Promise Intervention coordinator has been hired. What should the Instructional Aide do until then?

A. The instructional aide should attend the Thursday and Friday onboarding sessions listed on the professional development flyer. After that, principals are encouraged to use data to select 3-4 teachers with the largest percentage of students scoring well-below benchmark. The instructional aid can push into these classrooms to provide small group and 1:1 literacy support.

Miscellaneous

Q. What are the new goals given our LCAP Revision?

A. We don't have the specific new LCAP goals yet but Primary Promise will support reaching the LCAP proficiency targets at K, 1 and 2 as measured by DIBELS..