

**APPLICATION
FOR
COUNTY OF SANTA BARBARA BOARD,
COMMISSION, OR COMMITTEE**

Return to: Clerk, Board of Supervisors
County Administration Building
105 E. Anapamu Street, Room 407
Santa Barbara, CA 93101

DATE RECEIVED

2012 OCT 16 PM 5:00

Copy to Supervisor

INSTRUCTIONS: Please complete each item below. Be sure to enter the title of the Board, Commission, or Committee (only one per application please) for which you desire consideration. For more complete information or assistance contact the Clerk, Board of Supervisors' Office. This application shall be maintained for a period of one year only. After one year it is necessary to file a new application for another year of eligibility. Please print in ink or type.

1. APPLYING FOR: (Use specific title) ALTERNATE COMMISSION / FIRST 5 SB 2. Today's Date: 10/16/12

3. NAME: MATERA CAROLA 4. E-MAIL ADDRESS: carolamatera@csucsb.edu
Last First Middle

6. ADDRESS: _____ 5. TELEPHONE: _____
City Zip Code
 Home: _____
 Business: _____

7. References: Give names and addresses of three persons, not relatives, who have knowledge of your character, experience, community involvement, and abilities.

NAME	ADDRESS	TELEPHONE NUMBER	OCCUPATION
A. Elizabeth Quintero			Chair, School of Education CSUCSB
B. Michael Gerber			Professor, UCSB
C. Gary Kinsey			Dean School of Ed, CSUCSB

8. Are you or have you been employed by the County of Santa Barbara? YES No If YES, list:
 Department: _____ Title: _____ Date: _____

9. Please check appropriate boxes (optional):
 Ethnic or racial identity: White Black (African American) Hispanic Asian/Pacific Islander Native American/Alaskan Native Other (Please specify)
 Sex: Male Female

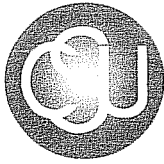
10. Education completed: PhD

11. Indicate Supervisor who will receive a copy of this application: Salud Carbajal

12. EXPERIENCE: Please explain why you are interested in serving and what experience you bring to the Commission or Committee for which you are applying.
To enhance & support SB First 5 activities and efforts for long term success of young children and their families.

13. ADDITIONAL INFORMATION: Give any information explaining your qualifications, experience, training, education, volunteer activities, community organization memberships, or personal interests that bear on your application for above Board, Commission, or Committee. Attach additional sheets as necessary.
See attached

14. SIGNATURE OF APPLICANT
 x C. Matera



Channel Islands

CALIFORNIA STATE UNIVERSITY

DIVISION OF ACADEMIC AFFAIRS
School of Education

Clerk of the Board of Supervisors
County Administration Building
105 East Anapamu Street, Room 407
Santa Barbara, CA 93101

Dear Search Committee,

It is with great deal of interest and enthusiasm that I submit to you my application for the alternate Commission position to the First 5 Santa Barbara County, Children & Families Commission.

I am an assistant professor in Early Childhood Studies at California State University Channel Islands and a former independent consultant focused on early learning and development of young children. My academic activities include professional development of educators in early learning programs from birth to age eight as well as research focused on evidence-based teaching and learning practices with children from diverse cultural and linguistic backgrounds. I am currently an Advisory Board member with First 5 Santa Barbara since 2010 and serve in the Early Care and Education and Evaluation committees.

I am eager to continue sharing the knowledge and skills I have gained in the course of my career with First 5 Santa Barbara County, Children & Families Commission. I am committed to supporting and ensuring long-term success of children and their families that our community serves.

Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

Carola Matera, Ph.D
Early Childhood Studies, School of Education
California State University Channel Islands
One University Drive, Madera Hall 2725
Camarillo CA 93012
(805) 437 – 3689
carola.matera@csuci.edu

One University Drive, Camarillo, California 93012-8599 Fax: (805) 437-3302 www.csuci.edu

CAROLA MATERA

Curriculum Vitae

EDUCATION AND CREDENTIALS

Ph.D. in Education, September 2008 – University of California Santa Barbara, Santa Barbara, California
Emphases: Special Education, Disabilities, and At-Risk Studies/Applied Linguistics
Dissertation Title: *Effects of Writing Instruction on Head Start English Learners at Risk for Learning Difficulties*

Post-graduate Coursework in Applied Research in Literacy, Summer 2003 – Johns Hopkins University, Baltimore, Maryland

Master of Science in Pre-kindergarten/Primary Education, 1999 – Barry University, Miami Shores, Florida
Thesis Title: *The Effects of Vocabulary Strategies on ESL Primary Learners' Retention of Science Words*

Bachelor of Arts in International Affairs & Environmental Planning, 1997 – University of Miami, Florida
1996 Summer Study Abroad: Institute for American Universities, Aix-en-Provence, France

Teaching Certification, Early Childhood Education, 1992 – Centro Cultural Italiano, Buenos Aires, Argentina

PROFESSIONAL EXPERIENCE

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS, Camarillo, CA
Assistant Professor - School of Education, Early Childhood Studies

Research

Project OLÉ (Oralidad, Lectura y Escritura)

Blended Learning: Integrating dialogic reading online modules (U.S. Department of Education, Doing What Works grant- Partnership with Loyola Marymount University)

Other Activities

Desired Results developmental Profile – School Readiness (development of Spanish language measures for the state of Illinois)

Reviewer of the (WIDA) English and Spanish early language development framework for 3 - 5 year olds for the state of Illinois

Involved in the development of the Office of Head Start National Center on Cultural and Linguistic Responsiveness' professional development guidance on oral language supports for all children in Head Start programs

ACADEMY FOR EDUCATIONAL DEVELOPMENT, Washington, DC
(August 2009-May 2010) Migrant and Seasonal Head Start Training and Technical Assistance

Grantee Program Support Specialist

Managed a cluster of grantees in California and Arizona and provide individualized training and technical consulting assistance to strengthen and enhance programs. Provided expertise knowledge in child education, health and family support, organizational assessments, organization development, program design and management, monitoring and evaluation. Developed a professional development model for Migrant and Seasonal programs to ensure a systematic approach for quality instruction of dual language learners.

UNIVERSITY OF CALIFORNIA, Santa Barbara, California (2006-2007)
Institute for Social, Behavioral, and Economic Research

Manager, Center for Advanced Studies of Individual Differences

Under the guidance of Dr. Michael Gerber, coordinated activities and research for Center for Advanced Studies of Individual Differences. Provided continuing support to Head Start preschool teachers and Harding kindergarten teachers in areas including literacy, early childhood development, and English learners. Developed second partnership with the Community Action Commission of Santa Barbara to apply for grant to create and implement literacy curriculum for English learners in Head Start, 2006-2007. Forwarded collaboration between Gevirtz Graduate School of Education and Harding School as active member of Harding Early Childhood Education Initiative, a partnership among multiple stakeholders committed to narrowing the achievement gap by developing high quality early learning experiences in preschool through second grade; participated in meetings, collaborated with kindergarten teacher, and contributed expertise in ECE for English learners within school serving 571 preschool-through-sixth-grade students (94 percent Hispanic and 61 percent English learners). Provided expert training and mentorship to lead teacher of Harding School in collaboration between University of California Santa Barbara's Gevirtz School and Harding School. Introduced proven strategies to ensure high quality learning experiences for English learners, including science-based instruction and curriculum delivery using a Reggio Emilia inspired approach.

ACADEMY FOR EDUCATIONAL DEVELOPMENT, Washington, DC (2001 to 2003)

Early Learning Coordinator, Migrant and Seasonal Head Start Project (2002-2003)

Directed and supervised activities of team of mentor-coach specialists providing training and technical assistance to local Migrant and Seasonal Head Start programs. Served as subject matter expert for Office of Head Start staff regarding information and research-based practice techniques related to early literacy, second language learners, and curriculum development. Instrumental in preparing and deploying mentor-coach specialists to facilitate programs in 39 participating states.

Child Development/Literacy Specialist, Migrant and Seasonal Head Start Project (2002)

Leveraged extensive background in child development to train and support Migrant and Seasonal Head Start grantees in structuring staff development opportunities for teachers, center directors, training specialists, and other staff members. Educated staff on child growth and development and on developmentally appropriate center and home playground environments and equipment; modeled optimal screening, assessment, curriculum development, observation, and individualization techniques. Provided specialized instruction and technical assistance in infant / toddler and preschool literacy and second language acquisition. Compiled and distributed Spanish-language resources. Updated and maintained web site information on child development issues.

Program Specialist, Migrant and Seasonal Head Start Quality Improvement Center (2001-2002)

Recruited to support program grantees in providing services to children with disabilities, ages 0 to 5. Designed and conducted training seminars and workshops on disability issues and behavior management; served as strong program advocate negotiating interagency agreements with state and local entities.

UNIVERSITY OF MIAMI, Miami, Florida (1998-2001)

Intervention Specialist, Mailman Center for Child Development (1998-2000; 2001)

Completed special projects during consecutive assignments with child development agency housed in university hospital. Offered technical assistance to participating childcare centers throughout Miami-Dade County; coordinated, drafted, and distributed replication manual. Provided language stimulation and play therapy for Head Start children ages 3 to 5. Designed resource manual promoting and supporting inclusion of children with special needs into childcare settings.

CONSULTING SERVICES

Community Action Project Head Start- Tulsa, Oklahoma (July 2011-Summer 2013)

Support grantee's initiative to develop school readiness goals, build systems to ensure high quality services and improve teaching and learning practices in classrooms with children who are dual language learners.

Office of Head Start National Center on Cultural & Linguistic Responsiveness (May 2011-August 2012)

Provide support to national team to review and develop research-based materials to help programs develop systems and services responsive to the needs of children who are dual language learners and their families. Assist in identifying exemplary early childhood programs that serve young children from diverse cultural and linguistic backgrounds, assist in video-taping initiative in collaboration with WETA/PBS.

Stretch to Kindergarten (October 2010- Summer 2012)

Provide consulting services to design a professional development model for the Stretch to Kindergarten Program, with a focus on intentional teaching and instructional support for dual language learners. Provide direct coaching to support on-going professional development focused on interactive dialogic reading and dual language strategies. Provided coaching and on-going support to teachers and leaders during STK programming during summer 2012.

Loyola Marymount University, Center for Equity for English Learners (January 2011-Summer 2013)

As a Center Scholar and early learning specialist, focus is on developing and delivering three online courses for the new Transitional Kindergarten Teaching Certificate: Designing Modified Curricula for Transitional Kindergarten, Fostering Family and Community Engagement for Transitional Kindergarten, Using Assessment to Support Early Learning and Development in Transitional Kindergarten. Design and teach a Spanish linguistics, bilingualism and bilingual literacy instruction course for the Academic Spanish Teaching Certificate.

Assisted in training coaches, designed and conducted professional development sessions, provided-in-classroom support. Assisted in the coordination of data, interpretation of data results, and final report write-up. Submitted papers for future conferences to disseminate findings.

Santa Cruz County Head Start- Watsonville, California (January 2012)

Provided detailed professional development to the grantee's teaching staff focused on building capacity to serve young children who are dual language learners in different programmatic contexts: programs providing dual language where instruction is provided in English and in Spanish, and programs providing instruction in English with home language support for all languages present in the classroom.

Head Start Sioux Falls School District (April 2011-March 2012)

Provide leadership on dual language learning to support ongoing activities to build a sound infrastructure to support children who are dual language learners and their families. Provide professional development to all teachers and community partners on dual language learning, focusing on teaching practices and development of oral language and comprehension skills. Support dual language pilot in selected classrooms.

Los Angeles Unified School District (September 2010- July 2011)

Provide leadership and ongoing support to LAUSD team on the Transitional Kindergarten implementation study. Coordinate professional development for teaching cohort and provide consultation on TK coaching design and training.

Campesinos Unidos, Inc Head Start - El Centro, California (August 2011)

Provided professional development and targeted support for leadership team around Head Start initiatives to improve quality and ensure accountability.

Child Care Resource Center (July 2011)

Design and conduct professional development trainings to build teaching capacity around school readiness, focused enhancements for dual language learners, assessment, early learning standards, and family engagement.

Foothill Community College (July 2011)

Participated in the organization's strategic planning process and provided guidance and assistance for the expansion of the Family Engagement Institute.

Santa Clara County Office of Education, San Jose, California (July 2010-March 2011)

Supported grantee in integrating systems and procedures to support children who are dual language learners throughout all programmatic areas. Focus on identifying challenges in preparing culturally and linguistically responsive lesson plans, assessment, CLASS, teaching strategies, and school readiness efforts.

Preschool California (May-September 2010)

Provided consulting services under the guidance of Dr. Linda Espinosa (chief consultant) to the Los Angeles Unified School District for the Transitional Kindergarten pilot study. Developed with Dr. Espinosa a Transitional Kindergarten

Curriculum and Assessment Review and Recommendations report. Designed and delivered a summer instructional institute for TK teachers.

Santa Monica Malibu Unified School District, Santa Monica, California (June 2010)

Coordinated with grantee dual language efforts to integrate into Head Start programming. Collected data on teacher and child interactions and classroom environments related to dual language learning, provided a dual language workshop for teachers, and drafted a dual language policy.

Santa Clara County Office of Education, San Jose, California (March 2010)

Worked with grantee in the 2009-2010 Head Start, Early Head Start, and Child Care Partnerships' self-assessment. Collected all data, using Santa Clara County Office of Education Head Start Program Checklist with Office of Head Start Monitoring System 2010, and performed classroom observations. Developed a written summary report of findings and provided recommendations for improvement.

Office of Head Start - U.S. Department of Health & Human Services, Washington, DC (February 2010)

Ready for Success: Supporting Dual Language Learners in Head Start and Early Head Start Webcast. Under the guidance of Sharon Yandian, language specialist at the Office of Head Start, participated in the development and delivery of content for the professional development series webinar: Supporting Literacy Development for Children who are Dual Language Learners in Head Start and Early Head Start.

Office of Head Start - U.S. Department of Health & Human Services, Washington, DC (January 2010)

Ready for Success: Supporting Dual Language Learners in Head Start and Early Head Start Webcast. Under the guidance of Sharon Yandian, language specialist at the Office of Head Start, participated in the development and delivery of content for the professional development series webcast: Supporting Language Development for Children Who Are Dual Language Learners in Head Start and Early Head Start.

Head Start Knowledge & Information Management Services, Washington, DC (May 2009-February 2010)

In collaboration with the agency and under the guidance of Sharon Yandian, the Office of Head Start's Early Language Specialist, shaped the current Dual Language Learners and their Families section of the Early Childhood Learning and Knowledge Center. Reviewed and developed resources and research to support the Dual Language Learner's website section and made recommendations for additional content.

University of Texas Health Science Center, Houston, Texas (May 2008-February 2009)

Children's Learning Institute, Department of Pediatrics
Under the guidance of Dr. Emily Solari, created supplementary materials for preschool teachers to speak to and promote children's development of early literacy skills and dual language acquisition and to advance classroom instructional methodologies and curriculum. Provided focused consulting to university staff to support their delivery of training and technical assistance to Head Start/preschool teachers.

Miami-Dade School Readiness Coalition, Miami, Florida (2001)

Under the auspices of United Way Inclusion Assistance Grant, provided training to childcare center staff, developed action plans for children, and participated in parent-teacher-director consultations. Served as a liaison between childcare programs and community service agencies.

ADDITIONAL TEACHING & TRAINING EXPERIENCE

UNIVERSITY OF CALIFORNIA, Santa Barbara, California

Instructor, Gevirtz Graduate School of Education/Department of Spanish and Portuguese (2004-2006)
Concurrent with graduate education, structured and conducted undergraduate-level courses in Education and Spanish to sections of up to 40 students. Prepared classroom presentations, activities, and lectures; evaluated student progress. Provided attentive student advising to identify individual strengths and suggest positive directions for improvement. In addition, co-taught specialized undergraduate course, "Education: Individual Differences in Young Children"

BARRY UNIVERSITY, Miami Shores, Florida

Co-Instructor, Graduate School of Education (2000)

Country Day School, San José, Costa Rica

Toddler/Pre-Kindergarten Lead Teacher (Summer 2000)

Graduate Assistant, Department of Counseling (1999)
Designed and conducted graduate-level Education courses, "Explorations and Investigations in PreK-Primary Science" and "Literature for Young Children"

Lincoln School, Buenos Aires, Argentina
Preschool/First Grade Spanish Teacher (1992 to 1994)

Saint John's School, Buenos Aires, Argentina
Early Childhood Education Teacher (1992)

All Saint's School, Buenos Aires, Argentina
Second Grade Teacher (1990)

RESEARCH ACCOMPLISHMENTS

Doing What Works, U.S. Department of Education (2012). In collaboration with the Center for Equity for English Learners (CEEL) at Loyola Marymount University, received funds to develop online modules for training Transitional Kindergarten teachers on implementing interactive dialogic reading practices and meeting the needs of young dual language learners.

Doing What Works, U.S. Department of Education (2011). As part of the team from the Center for Equity for English Learners (CEEL) at Loyola Marymount University collaborated with Los Angeles Unified School District's Transitional Kindergarten (TK) Program to incorporate dialogic reading practices and resources into the curriculum and the instructional programming in the TK program's professional development.

Project WRITE! Benefits of Developmental Writing in Head Start Preschool Children, University of Santa Barbara (2005-2007)

Conducted two-year study applying randomized experimental design to evaluate the effectiveness of a literacy curriculum incorporating explicit opportunities for Spanish-speaking Head Start preschool children ($N=76$) to develop writing abilities in English. Addressed English language acquisition by providing instruction in children's first language (Spanish) while incorporating new vocabulary in English. Developed curriculum teaching print concepts, storytelling, and writing by emphasizing creative activities as a means of developing pre-reading and writing skills. Measured and analyzed variance demonstrated between treatment group and control group, charting statistically significant gains among treatment group in English and Spanish writing acquisition.

Research Apprenticeship, Center for Advanced Studies of Individual Differences, University of Santa Barbara (2004-2005). La Patera Project: Supported Center's central initiative to research English reading acquisition by Spanish-speaking children. Investigated cross-linguistic transfer of phonological skills from Spanish to English literacy, administering participant testing, and compiling data.

Field Research, Puerto Viejo, Costa Rica (1999). Performed fieldwork in coastal cultures to develop research proposal on educational cultural beliefs within local groups.

SCHOLASTIC ACTIVITIES

Publications:

Matera, C., Lavadenz, M., & Armas, E. (2012). Dialogic reading and the development of Transitional Kindergarten teachers' expertise with dual language learners. Paper accepted at AERA.

Matera, C. (Forthcoming). Starting Fresh with Promising Classroom Practices and Teacher Expertise: Effective Oral Language Teaching Strategies for Young English Language Learners. Center for Equity for English Learners. Loyola Marymount University.

Matera, C. (2011). Longitudinal outcomes for preschool dual language learners receiving writing instruction. *NHSA Dialog*, 14(3).

Espinosa, L. M., & Matera, C. (2011). Transitional Kindergarten Implementation Guide. Los Angeles Unified School District. Los Angeles, CA.

Espinosa, L. M., Matera, C., & Magruder, E. (2011). Personalized Oral Language(s) Learning. Los Angeles Unified School District. Los Angeles, CA.

Espinosa, L. M., & Matera, C. (2010). Transition Kindergarten Curriculum and Assessment: Review and Recommendations. Los Angeles Unified School District. Los Angeles, CA.

Matera, C., & Gerber, M. (2008) Effects of a literacy curriculum that supports writing development of Spanish-speaking English learners in Head Start. *NHSA Dialog*, 11(1), 25-43.

Recent Professional Activities:

1. Preschool California Transitional Kindergarten Planning and Advisory Committees, member.
2. Office of Head Start 1st National Leadership Institute. An Effective Professional Development Approach for Programs Serving Children who are Dual Language Learners. Washington, D.C.
3. West Ed & U.S. Department of Education. Findings from Implementation Award Project. San Francisco 2011.
4. Child Care Planning Council Northern Region. Transitional Kindergarten Presentation, Santa Maria, September 2010.
5. First 5 Santa Barbara Advisory Council. Transitional Kindergarten and Young Dual Language Learners presentation, Santa Barbara, July 2011.
6. Child Care Planning Council. Early Steps towards TK Implementation, Santa Barbara, June 2011.
7. First 5 Early Learning, Research, Practice, and Policy Conference. Panelist: "Dual Language Acquisition: Current Research and Models." Sacramento, CA. March 2011.
8. Central California Regional Summit on Transitional Kindergarten. "Supporting ELs in Transition Kindergarten at Los Angeles Unified School District." Fresno, CA. March 2011.
9. Edward Zigler Western Regional Research Institute. Presenter. San Francisco, CA. February 2011.
10. California Head Start Association Conference. Presenter. February 2011.
11. First 5 Santa Barbara County Advisory Board member (2011-2014), Early Childhood and Evaluation Committee member.
12. Head Start Reviewer Consultant in Early Childhood Development. Danya, Washington, DC. October 2010.
13. Classroom Assessment Scoring System (CLASS) Pre-K, Observer Certification.
14. Observation Protocol for Academic Literacies (OPAL), Loyola Marymount University. Certified Trainer. October 2010.
15. Preschool Guided Language Acquisition Design (PreK-GLAD). Orange County Office of Education. Summer 2010.
16. Kindergarten Guided Language Acquisition Design (K-GLAD). Orange County Office of Education. Summer 2010.
17. Gomez & Gomez Dual Language Institute. Dallas, Texas. July 2010.
18. Schools Moving Up e-Institute. West Ed (April 2010). Leadership Seminar on English Language Learners: Aligning Theory, Policy, and Practices.
19. Office of Head Start National Webcast (February 2010). Supporting Literacy Development for Children Who Are Dual Language Learners in Head Start and Early Head Start.
20. Office of Head Start National Webcast (January 2010). Supporting Language Development for Children Who Are Dual Language Learners in Head Start and Early Head Start.
21. Matera, Carola (2010). Culturally and Linguistically Responsive Teaching and Learning in Head Start. Early Learning Dual Language Learner Forum. Preschool California. Los Angeles, California.
22. Matera, Carola (2010). Culturally and Linguistically Responsive Literacy Teaching in MSHS Classrooms: A Systemic Approach. 39th National Migrant & Seasonal Head Start Conference. Washington, DC.
23. Matera, Carola (2010). Region XII System Approach for Professional Development. 39th National Migrant & Seasonal Head Start Conference. Washington, DC.

LANGUAGES

Spanish, English, French

