

Pennsylvania Department of Education

Division of Federal Programs

333 Market Street, Harrisburg, PA 17126-0333



Keystones to Opportunity: Pennsylvania's Vision for Sustainable Growth in Reading Achievement

Full Application Guidelines for CFDA 84.371C

Dated Material

Application Due: March 16, 2012

<http://egrants.ed.state.pa.us/>

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Pennsylvania Department of Education
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

February 13, 2012

Dear Colleague:

Congratulations on your successful completion of the Keystones to Opportunity (KtO) Pre-Application process. Of the 329 Pre-Applications submitted to the PA Department of Education last month, your LEA is one of 149 to be invited to submit a full proposal. Of this number, PDE anticipates being able to fund only 50 to 75 applications. While PDE would like to be able to fund as many LEAs as possible, it is essential that grantees receive awards of sufficient size to achieve the rigorous results associated with this grant. The nation is watching as Pennsylvania implements the Keystones to Opportunity initiative and those LEAs ultimately selected for funding will have demonstrated their ability and willingness to lead the nation's literacy efforts through hard work and rigorous academics. With that said, regardless of whether your Full Application is selected for funding, your team deserves to be commended for both the quantity and quality of the work you have done to date.

Pennsylvania intends to award \$36,670,990 in federal funds to advance literacy skills – including pre-literacy skills, reading and writing – for students from birth through grade 12. In this second part of the application process, you will be assessed on your ability to fine-tune your Target Group, your commitment and fidelity to the goals and objectives outlined in Pennsylvania's approved federal application, the quality and feasibility of your local literacy improvement plan, and the appropriateness of your budget.

Please take the time to review the Full Application Guidelines thoroughly. The rigor of the application process is designed to identify those local education agencies and early childhood programs that will best carry forward Pennsylvania's vision for sustainable growth in reading achievement. It is important to remember that the rigor associated with project implementation will be greater than or equal to the rigor associated with the application process. If your LEA is not in a position to commit to the outcomes associated with this project, you are not obligated to submit a Full Application.

For the most current information about the Keystones to Opportunity initiative, please visit the Standards Aligned System (SAS) portal at <http://pdesas.org/>. If you have any questions about the program after reviewing the Full Application package, please contact Jo Beth McKee, the project director, at 717.787.7815 or via e-mail at jobmckee@pa.gov.

Carolyn Dumaresq, D.Ed.
Deputy Secretary for Elementary and Secondary Education

I. Background Information

Purpose of the Initiative

The purpose of the Keystones to Opportunity (KtO) initiative is to advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited-English-proficient students and students with disabilities. Funds will be used to award grants to local educational agencies (LEAs) to support the development of a Local Comprehensive Literacy Plan and a grant-funded Local Literacy Improvement Plan.

Eligible Applicants

Submission of a full application is **by invitation only**. All invited LEAs successfully completed a Pre-Application proposal deemed worthy of continuation. Applications will not be accepted from LEAs or others who were not invited to apply for this Full Application.

Legislation

The Keystones to Opportunity initiative is funded under the federal Striving Readers Comprehensive Literacy program. It is authorized as part of the FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act (ESEA)). The FY 2010 Appropriations Act provides \$200 million under Section 1502 of the ESEA for a comprehensive literacy development and education program to advance literacy skills for students from birth through grade 12, including pre-literacy skills, reading and writing, including limited-English-proficient students and students with disabilities.

It is a statutory requirement that Pennsylvania award sub-grants as follows:

- (1) At least 15 percent to serve children from birth through age five;
- (2) At least 40 percent to serve students in kindergarten through grade five; and
- (3) At least 40 percent to serve students in middle and high school, through grade 12, including an equitable distribution of funds between middle and high schools.

While Pennsylvania LEA applicants are required to assess their literacy needs birth through grade 12, they are not required to apply for funding in each of the statutory funding areas. The purpose of the Pre-Application was to help LEAs and Early Childhood Education (ECE) providers prioritize needs within each of the statutory funding areas, as well as within each of the key component areas of Pennsylvania's Comprehensive Literacy Plan.

The PDE may reserve up to 5 percent of dollars for state leadership activities, including technical assistance and training, data collection, reporting, and administration. PDE shall sub-grant not less than 95 percent to local educational agencies or, in the case of early literacy, to local educational agencies or other **nonprofit providers of early childhood education** that partner with a public or private nonprofit organization or agency with a demonstrated record of effectiveness in improving the early literacy development of children from birth through kindergarten entry and in providing professional development in early literacy. Priority will be given to such agencies or other entities serving greater numbers or percentages of disadvantaged children.

Dates to Remember

| | |
|--|---|
| February 8, 2012 | Full Application invitations are sent |
| February 13, 2012 | Full Application is released on eGrant |
| February 13, 2012 1:00 PM – 3:00 PM | Full Application webinar |
| February 14, 2012 10:00 AM – 12:00 | Full Application webinar |
| March 16, 2012 | Full Application due to PDE |
| April 6, 2012 | Grantees announced by PDE |
| May 14 – 16, 2012 | New grantee conference in Gettysburg, PA |
| June 1, 2012 | Baseline data due to U.S. Department of Education |

The Full Application will be submitted through the PDE eGrant system. All necessary forms and guidance will be located on the eGrant system.

II. Project Narrative

A. Identifying the Appropriate Target Group

Identifying an appropriate Target Group is critical to LEA success with the KtO initiative. As part of the Pre-Application needs assessment, LEAs were asked to determine whether their intervention would be “district-wide” or “targeted.” This information, based solely on the birth through grade 12 needs assessment, now needs to be refined through the lens of Pennsylvania’s overall project goals, implementation logistics, and the amount of available funding in each of the statutory areas.

Each LEA that is invited to submit a Full Application will receive individual feedback related to the Target Group they identified in their Pre-Application. Because of the diversity of Pennsylvania school districts, there is not one Target Group that will work for all districts. As the LEA Core Literacy Team considers the size and complexion of their literacy improvement Target Group, it is important to remember the intensity of the core intervention and the logistical considerations associated with project implementation.

Every student identified as part of the Target Group, will need to be assessed academically to determine overall program effectiveness. In addition, every teacher who interacts with a Target Group student is considered part of the professional development cohort. It is important to identify a Target Group that is both logistically and fiscally manageable. If the Target Group is too large, the LEA may have neither the staff nor the resources to meet grant requirements. If the Target Group is too small, the changes made will not have an overall impact on the literacy attainment of students birth through grade 12. The key is to identify the Target Group within the LEA that will provide the greatest return on investment in terms of increasing overall literacy scores.

For the purposes of the Full Application, the term district-wide means all students in the district, birth through grade 12. If all students, including early childhood, are not part of the target group, the LEA should not identify its Target Group as district-wide.

eGrant Questions:

- 1) Please upload a comprehensive listing of the Schools, Classrooms, Teachers, Instructional Leaders, and District Administrators included in your Target Group. A Word Template is available in Appendix A for this purpose.
- 2) Target Group:

_____ District-wide _____ Targeted

- a) Please summarize your Target Group by statutory area, school, grade level, and sub-groups.
- b) How many students and teachers are you targeting in each of the following statutory areas? **For the purposes of this application, we are defining Middle School as grades 6 through 8, and High School as grades 9 through 12.**

| # of Students | # of Teachers | |
|---------------|---------------|------------------------------------|
| _____ | _____ | Birth to age 3 |
| _____ | _____ | Preschool |
| _____ | _____ | Kindergarten through grade 5 |
| _____ | _____ | Middle school |
| _____ | _____ | High school |
| _____ | _____ | Total Students and Teachers |

- 3) Describe how intensive work with this Target Group will positively impact **one or more** of the following:
 - a) The oral language skills of children entering Kindergarten
 - b) PSSA Reading scores (in all grades collected)
 - c) DIBELS Next scores (K to grade 3)
 - d) GRADE Reading scores (Pre-K through grade 12)
- 4) Please provide the following assurances:
 - a) District/school administrators have committed to:
 - Facilitation of the LEA Literacy Core Team as it develops a birth through grade 12 Comprehensive Local Literacy Plan;
 - Oversight of valid and reliable data collection and analysis;
 - Administration of the specified assessment instruments for the identified Target Group during pre-specified assessment windows;
 - Attendance at an annual regional data retreat;
 - Administration of environmental assessments (ITERS-R, ECERS-R, H.E.A.T.) at least twice annually with the support and assistance of instructional leaders and/or Regional Keystones to Opportunity Managers; and
 - Support and release time for instructional leaders (e.g., coaches, reading specialists) and teachers to fully participate in professional development opportunities.
 - b) Instructional leaders have committed to:

- Supporting teachers in the implementation of research-based literacy practices;
 - Attending professional development sessions in support of teachers;
 - Assisting with environmental assessments twice annually; and
 - Supporting teachers in the use of benchmark, diagnostic, formative and summative data to guide daily instruction.
- c) Teachers have committed to:
- Attending Keystones to Opportunity professional development sessions and disseminating key learning to their colleagues;
 - Improving the classroom environment to strengthen student literacy supports;
 - Administering Keystones to Opportunity student assessments as directed by school leaders;
 - Using formative and summative data to guide instructional decision-making;
 - Implementing research-based literacy practices; and
 - Providing classroom level data to the project evaluation staff, as needed.

B. Developing a Local Comprehensive Literacy Plan

Pennsylvania's Comprehensive Literacy Plan (PaCLP) is the foundation for the Keystones to Opportunity initiative. You can access a copy of the PaCLP at <http://pdesas.org/module/communicate/PLCDashboard.aspx?cid=353>.

During the first year of the project, each sub-grantee will be expected to convene their local birth through grade 12 LEA Core Literacy Team several times for the purpose of developing a Local Comprehensive Literacy Plan. This plan will be evaluated by PDE as part of the applicant's continuation proposal in the spring of 2013. The members of the birth through grade 12 LEA Core Literacy Team identified in the Pre-Application will be expected to participate in this planning process and to guide literacy activities birth through grade 12.

PDE recommends that approximately **5%** of grant dollars be used in support of developing the Local Comprehensive Literacy Plan.

eGrant Questions:

- 5) Please upload the *Certification of Participation for Planning Team Members*. This is the last page from your Pre-Application Local Literacy Needs Assessment.
- 6) Discuss the role your Early Childhood Education partner(s) played in completion of your Pre-Application. Please note the name and agency of your birth to age 3 representative(s) as well as the name and agency of your pre-school representative(s). Were the representative(s) of your Early Childhood Education partner(s) physically present at your LEA Literacy Core Team meetings or did they provide input in another way? Please be specific.
- 7) If you receive Keystones to Opportunity funding, how will you ensure that representatives from all 4 statutory areas will be fully involved in the development of your Local Comprehensive Literacy Plan? For example, if a member of the team is the

only representative of a statutory area, how will you go about replacing that individual if necessary?

- 8) Describe the process your team will use to develop its Local Comprehensive Literacy Plan and how the plan will be used within the LEA to guide literacy activities.

C. Acquiring Baseline Knowledge and Skills

The goal of professional development in Year 1 of the grant is for sub-grantees to develop a common understanding of key PA literacy initiatives and content. It is the LEA and ECE program’s responsibility to ensure that all teachers, instructional leaders and school leaders identified as part of the Target Group acquire baseline knowledge and skills in these nine content areas. Moreover, in subsequent years of the grant, sub-grantees will be asked to identify strategies for disseminating the knowledge and skills to non-Target Group teachers and instructional leaders.

Pennsylvania intermediate units will be trained to deliver each of these content trainings to sub-grantees regionally on a fee-for-service basis. During year one, each training is designed to be six hours in length and will be offered multiple times, based on the demand in a particular region.

While there is no expectation that all teachers and instructional leaders attend every training session in year one, there is an expectation that a *significant number of teachers within the Target Group* will participate in professional development sessions to obtain the requisite baseline knowledge and skills. There is also an expectation that those who attend professional development will disseminate learning among their LEA and/or early childhood colleagues.

Sub-grantees are not required to use PA intermediate units to obtain this baseline training. However, if another vendor is selected, the LEA will need to provide concrete evidence that participants have acquired the knowledge and skills specified for the content area. This evidence will need to be approved by PDE prior to participants attending the training. Appendix B details the knowledge and skills associated with each of the nine baseline content areas.

Content Training by Target Group

| | Birth - 5 Teachers | Elem. School Teachers | Middle School Teachers | High School Teachers | Reading Teachers | ELL Teachers | Special Education Teachers |
|--|--------------------|-----------------------|------------------------|----------------------|------------------|--------------|----------------------------|
| Using Data for Literacy Decision Making | X | X | X | X | X | X | X |
| Successful Transitions along the Literacy Continuum | X | X | X | X | X | X | X |
| Building Blocks for Literacy | X | X | X | | X | X | X |
| Family Engagement and Family Literacy | X | X | X | X | X | X | X |
| Reading Apprenticeship | | | X | X | X | X | X |
| The Common Core and Literacy Design Collaborative | | | X | X | X | X | X |
| Universal Design for Learning and Digital | X | X | X | X | X | X | X |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Technology | | | | | | | |
| Navigating Content with ELL | X | X | X | X | X | X | X |
| Supporting Learners with Special Needs | X | X | X | X | X | X | X |

PDE recommends that approximately **30%** of grant funds be budgeted for professional development, including a provision for substitute teachers or teacher stipends, as needed. Applicants should also budget for 4 people to attend the New Grantee Meeting May 14-16, 2012 at \$500 per person.

eGrant Questions:

- 9) Describe the manner in which your teachers will acquire the baseline knowledge and skills covered in the 9 literacy content areas during Year 1. Specifically:
 - a) How many teachers do you plan to send to each content training;
 - b) Discuss whether LEA training will be provided by intermediate units or other vendors;
 - c) If a vendor other than an intermediate unit is planned, explain how the applicant will provide concrete evidence that participants have acquired the knowledge and skills specified for the content area (Appendix B); and
 - d) Describe how the teachers in the Target Group and others (e.g., paraprofessionals, coaches) who do not attend a specific professional development session will acquire the baseline knowledge and skills in that area.

- 10) Describe the quantity and quality of any additional Year 1 professional development your teachers or other staff members will participate in *using Keystones to Opportunity grant dollars*. Include your rationale for this professional development and the research base that leads you to believe this professional development will contribute to literacy improvement within the LEA.

- 11) Describe how you will ensure that teachers implement the knowledge and skills acquired during Year 1 of the initiative with fidelity.

D. Improving the Classroom Literacy Environment

In Pennsylvania’s grant application, PDE committed to creating 21st century literacy environments where children can acquire the reading, writing, speaking, listening and language skills they need to succeed academically. Specifically, PDE said it would:

- Expect sub-grantees to continuously improve birth-to-three literacy environments based on scientifically based reading research (SBRR) as measured by the Infant Toddler Environmental Rating Scale (ITERS-R);
- Expect sub-grantees to continuously improve pre-school literacy environments based on SBRR as measured by the Early Childhood Environmental Rating Scale (ECERS-R); and
- Expect elementary, middle, and high school teachers to continuously improve literacy environments as measured by the Higher-Order Thinking, Engagement, Authenticity, and Technology (H.E.A.T.) observation tool.

Each of these environmental measures (ITERS-R, ECERS-R, and H.E.A.T.) was selected because it measures several aspects of the literacy environment that are linked to a student’s academic success. The successful applicant will be familiar with the research related to 21st century literacy environments, the specific aspects of the literacy environment measured by each of these tools, and will present a viable plan for ensuring that all target classrooms acquire the materials and supplies necessary for 21st century academic success.

| Environmental Assessment | Who must administer | How often |
|--|---|-----------------------------|
| Infant Toddler Environment Rating Scale (ITERS) http://ers.fpg.unc.edu/node/84 | Grantees who target birth to 3 must administer the ITERS. | A minimum of 2 times a year |
| Early Childhood Environment Rating Scale (ECERS) http://ers.fpg.unc.edu/node/82 | Grantees who target preschool students must administer the ECERS. | A minimum of 2 times a year |
| H.E.A.T Observation Form http://loticonnection.com/index.php/product/s/loti-observer/327-loti-observer-main | Grantees who target schools Kindergarten through grade 12. | A minimum of 2 times a year |

PDE recommends that approximately 20% of grant dollars be dedicated to improving literacy environments. This should include the purchase of the appropriate environmental assessment instruments.

For budgeting purposes, the ITERS-R and ECERS-R booklets are \$21.95 each and the score sheets can be duplicated. <http://ers.fpg.unc.edu/order-information>

The H.E.A.T Observation Tool will need to be administered via the LoTi Observer. This will allow PA to aggregate observational information. The following information is offered for budgeting purposes.

<http://loticonnection.com/index.php/products/loti-observer/327-loti-observer-main>

| LoTi Observer Annual Subscription | |
|--|------------------|
| 1-10 schools | \$250 per school |
| 11-20 schools | \$225 per school |
| 21-30 schools | \$200 per school |
| 31-40 schools | \$175 per school |
| 41+ schools | \$150 per school |
| <i>An annual subscription to LoTi Observer includes one year of unlimited online access to the LoTi Observer tool.</i> | |

eGrant Questions:

12) Based on current research, describe an ideal literacy environment (group setting) for children birth through age 3.

- a) Which components of this environment do you and your literacy partners currently have in place?
 - b) If birth through age 3 is part of your Target Group, describe the priority improvements you will make to the literacy environment for this age group during Year 1.
 - c) If birth through age 3 is not part of your Target Group, describe how your district will pursue continuous improvement in this area without Keystones to Opportunity funding.
- 13) Based on current research, describe an ideal literacy environment (group setting) for pre-school children.
- a) Which components of this environment do you and your literacy partners currently have in place?
 - b) If preschool is part of your Target Group, describe the priority improvements you will make to the literacy environment for this age group during Year 1.
 - c) If preschool is not part of your Target Group, describe how your district will pursue continuous improvement in this area without Keystones to Opportunity funding.
- 14) Based on current research, describe an ideal literacy environment for children in Kindergarten through grade 5.
- a) Which components of this environment do you currently have in place?
 - b) If elementary schools are part of your Target Group, describe the priority improvements you will make to the literacy environment for this age group during Year 1.
 - c) If elementary schools are not part of your Target Group, describe how your district will pursue continuous improvement in this area without Keystones to Opportunity funding.
- 15) Based on current research, describe an ideal literacy environment (group setting) for students in grades 6 through 8.
- a) Which components of this environment do you currently have in place?
 - b) If middle school is part of your Target Group, describe the priority improvements you will make to the literacy environment for this age group during Year 1.
 - c) If middle school is not part of your Target Group, describe how your district will pursue continuous improvement in this area without Keystones to Opportunity funding.
- 16) Based on current research, describe an ideal literacy environment for students in grades 9 through 12.
- a) Which components of this environment do you currently have in place?
 - b) If high school is part of your Target Group, describe the priority improvements you will make to the literacy environment for this age group during Year 1.
 - c) If high school is not part of your Target Group, describe how your district will pursue continuous improvement in this area without Keystones to Opportunity funding.

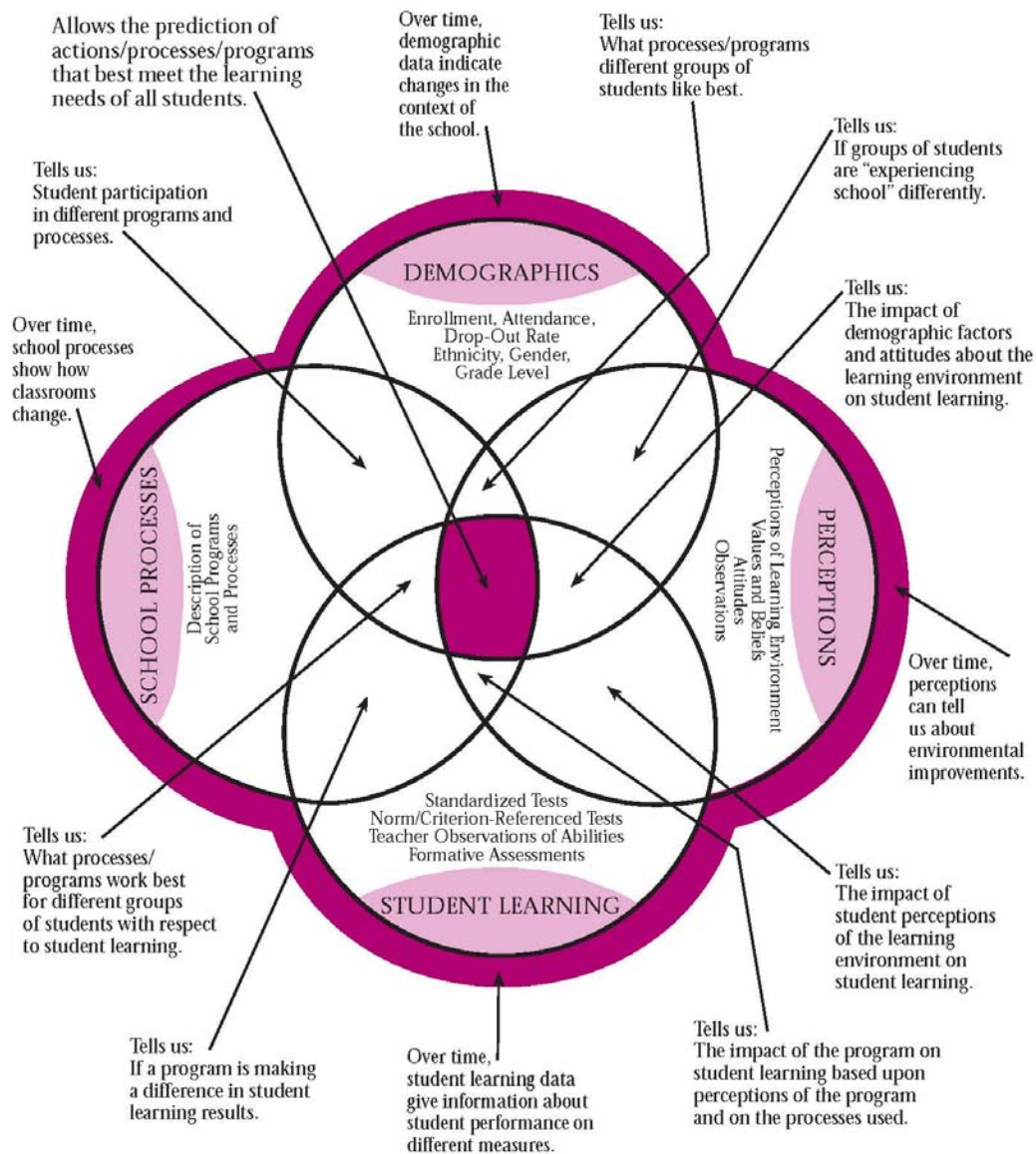
In your budget narrative, you will be asked for an itemized listing of materials and supplies based on the needs analysis of **your district-wide or targeted** classrooms.

E. Using Data for Instructional Decision-Making

Victoria Bernhardt writes, “A clear and shared vision and leadership play major parts in data-driven decision making. If there is no focus or unified front in a school, there is also no continuum of learning that makes sense for students, and no structure to increase student achievement.” PA will use Bernhardt’s data model as the basis for sub-grantees to assess their current literacy practices and reading outcomes. The real power of this model is in Bernhardt’s identification of information that can be gleaned from the intersection of the dimensions – the prediction of actions/processes/programs that best meet the learning needs of all students.

Figure 1: Bernhardt’s Multiple Measures of Data (included with permission of the author)

Multiple Measures of Data



© Education for the Future, Chico, CA (<http://eff.csuchico.edu>)

Each grantee will be asked to demonstrate a commitment to using data to continuously improve literacy outcomes by doing the following:

- a) Conducting rigorous student academic assessment with those students identified as part of the LEA and ECE Target Group. Specifically, the LEA and ECE partner will administer the following standardized assessment instruments, as required by Pennsylvania’s approved application:

| Assessment Instrument | Applicable to | Frequency |
|---|--|--------------------|
| Group Reading Assessment and Diagnostic Evaluation (GRADE) http://www.pearsondiagnostic.com/ | All grantees must administer this instrument to all students in target schools/programs. | 3 times a year |
| Pennsylvania System of School Assessment (PSSA) | Data will be provided by PDE. | As required by PDE |
| Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) http://dibels.org/next.html | Grantees who target K-5 must administer the DIBELS Next to Kindergarten, 1 st grade, 2 nd grade, and 3 rd grade students in targeted schools/ programs. | 3 times a year |

PDE is not mandating who administers the required academic assessments; however, all instruments must be administered with fidelity and valid and reliable assessment results must be reported to project evaluators within the specified time frames. It is important to note that waivers will NOT be granted for these the requisite assessment instruments and the LEA’s performance in reporting valid and reliable student assessment data within specified timeframes will be one of the key criteria used to determine an LEA’s continuation funding.

The use of a School Wide Assessment Team (SWAT) is one strategy the district may want to consider to help with the collection of this academic data. Typically, a SWAT is a small group of trained assessors who are responsible for collecting and reporting assessment results throughout the school year. The SWAT may consist of LEA personnel or contracted personnel, such as retired educators, who collect and report specific data as needed.

For budgeting purposes, the LEA should budget approximately \$20.00 per student for the cost of academic assessment materials. The LEA should also budget approximately \$5,000 for the cost of a scanner and software to score GRADE assessments. Those LEAs administering DIBELS Next will be required to use the DIBELS Data System located at <https://dibels.uoregon.edu/samples/>. Personnel costs associated with the administration and reporting of assessment results are not included in this estimate.

- b) The LEA and ECE program will use grant funds to pay for a dedicated Literacy Assessment Data Liaison to coordinate project data collection and serve as a project liaison with Keystones to Opportunity evaluators. Appendix C has a recommended position guide for this individual. This may be an individual employed by the LEA or it may be a contracted position.

- c) During Year 1, each grantee will be asked to identify one teacher to participate in a summative data pilot program. SAS EVAAS, one of the project evaluators, will create confidential teacher portals so that pilot teachers can view their own PVAAS summative classroom data and use it as a diagnostic tool for working with specific students. Our premise is that “knowledge is power” and teachers, given the right tools for self-reflection and professional growth, will work hard to improve their day-to-day classroom practice. The LEA does not need to budget for costs associated with this pilot.

PDE recommends that approximately **20%** of the LEA budget be dedicated to the collection and reporting of valid and reliable academic data.

eGrant Questions:

- 17) Describe your LEA plan for collecting the required assessment data within the specified timeframes. Please be specific and provide assurances that required data will be submitted accurately and on a timely basis.
- 18) What is your LEA plan for analyzing and sharing aggregate literacy assessment results with all students, teachers, parents, and others in the school community?
- 19) How will your LEA and ECE program actively engage each of these stakeholder groups (i.e., students, teachers, parents and community member) in helping to improve literacy outcomes birth through grade 12? Please be as specific as possible.
- 20) At the end of Year 1, how will your LEA and ECE program know if targeted students are making adequate progress in improving literacy skills? Please define what “adequate progress” means for your LEA in Year 1 and the data you will use to determine whether your LEA and ECE program are on track.

F. Implementing the Local Literacy Improvement Plan

Improvements in the local literacy context are important to the ultimate success of this initiative. As part of the Pre-Application Local Literacy Needs Assessment, each LEA identified 4-5 key areas for local literacy improvement. Some of these areas (e.g., the Local Comprehensive Literacy Plan, literacy professional development, and improvements in the literacy environment) may have been addressed in subsequent sections of the proposal. Others may have emerged based on the local context. In this section, applicants have an opportunity to identify those high priority literacy goals and objectives that have not previously been identified or discussed as part of the full application.

PDE recommends that no more than 20% of the budget be used to address local literacy improvement areas.

eGrant Questions:

- 21) What are the 5 priority areas for literacy improvement you identified in your Pre-Application?

- 22) Please identify some or all of the areas from your Pre-Application priority list that have NOT been addressed under Professional Development, Classroom Environment, Using Data for Literacy Decision-Making, or Developing your Local Comprehensive Literacy Plan. Describe your team’s rationale for wanting to make improvements in these areas.
- 23) State each of the priority areas identified in question twenty-two as a SMART (Specific, Measurable, Attainable, Relevant and Time-bound) goal.
- 24) Please articulate the work breakdown structure for attaining each of these goals in Year 1 of the project. The action steps for each goal should be as specific as possible. The individual each action step is assigned to should be identified by name or role. The timeline should include specific dates rather than terms such as “ongoing” or “TBD.” These dates may need to be adjusted in the future, but since readers will be assessing the overall feasibility of the plan, including specific timelines will benefit the applicant.

| | | | |
|--------------------|--------------------|-----------------|-----------------------------------|
| Goal: | | | |
| Action Step | Assigned to | Timeline | Evidence of implementation |
| | | | |
| | | | |
| | | | |

- 25) How will your LEA evaluate the effectiveness of these local literacy improvement goals at the end of Year 1? Who will be involved in the evaluation? What evidence will you have that these improvements have led to improved literacy outcomes for students?
- 26) How will these local literacy improvements be sustained when KtO dollars are no longer available?

III. Budgeting

Range of Grant Awards

One outcome of the Pre-Application was to determine the number of students, teachers and others who will be targeted for intervention within the LEA and ECE program. Based on their Pre-Applications, applicants have received guidance on how to refine their Target Group for the full application.

The following table provides guidance to LEAs on the range of awards PDE expects to make for Year 1.

| Targeted Students within the LEA | Minimum Award | Maximum Award |
|----------------------------------|---------------|---------------|
| 10,000 students or more | \$750,000 | \$2,000,000 |
| 5,000 students to 9,999 students | \$500,000 | \$1,500,000 |
| 1 student to 4,999 students | \$250,000 | \$1,000,000 |

The grant period for Year 1 will be from May 1, 2012, through June 30, 2013. Based upon the availability of funds, continuation grant awards will be made in 2013, 2014, 2015, and 2016.

There is no local match requirement with this grant.

Based on the requirements outlined in this document, PDE recommends grant costs be allocated in the following manner. This is, however, a recommendation and not a requirement. Applicants should budget dollars in the manner that best ensures project success.

| Cost Area | Percentage |
|--|-------------------|
| Development of a Local Comprehensive Literacy Plan | 5% |
| Professional Development | 30% |
| Improvements to the Literacy Environment | 20% |
| Using Data to Guide Decision-making | 20% |
| Local Literacy Improvement Plan | 20% |
| Project Administration | 5% |

Allowable Costs for this initiative include, but are not limited to:

- Key personnel associated with the implementation of the grant
- Salary and benefits associated with key personnel
- Professional development for Target Group teachers /instructional leaders/ administrators
- Substitute costs for Target Group classrooms
- Teacher stipends for Target Group teachers who work beyond contracted hours
- Materials, supplies and equipment for Target Group classrooms
- Support for the LEA Core Literacy Team planning meetings (travel, materials)
- Direct administrative costs (up to 5%)

Unallowable Costs for this initiative include, but are not limited to:

- Classroom space
- Construction costs
- Personnel costs or teacher stipends not directly associated with the Target Group
- Substitute costs for non-target classrooms
- Indirect costs
- Out-of-state travel (unless preapproved by PDE)
- Entertainment

Each applicant will need to prepare a Budget Narrative using the template included in Appendix D. Because a designated percentage of dollars must be allocated and spent within each statutory area, grantees may not reallocate dollars to another statutory area. Within each statutory area, grantees may move 10% of the dollars in a specific line item to another line item without prior approval.

PDE recommends that applicants complete the Budget Narrative prior to the eGrant budget. Totals from the Budget Narrative will be entered into the eGrant budget.

The following scoring criteria will be used to assess whether the LEA and/ECE program have selected a Target Group that will have a high likelihood of project success.

IV. Scoring Criteria

| Identifying the Appropriate Target Group | 20 Points |
|--|------------------|
| 1. Applicant has uploaded a comprehensive listing of the Schools, Classrooms, Teachers, Instructional Leaders, and District Administrators included in your Target Group. | |
| 2. It is likely that intensive intervention with the LEA’s identified Target Group could result in significant improvement in one or more of the following areas: <ul style="list-style-type: none"> • The percentage of participating 4-year-old children who achieve significant gains in oral language skills as measured by the GRADE. • The percentage of participating 5th grade students who meet or exceed proficiency on the Pennsylvania State System of Assessment (PSSA) Reading Assessment or who demonstrate adequate growth with the Pennsylvania Value Added Assessment System (PVAAS). • The percentage of participating 8th grade students who meet or exceed proficiency on the Pennsylvania State System of Assessment (PSSA) Reading Assessment or who demonstrate adequate growth with the Pennsylvania Value Added Assessment System (PVAAS). • The percentage of participating high school students who meet or exceed proficiency on the Pennsylvania State System of Assessment (PSSA) Reading Assessment or who demonstrate adequate growth with the Pennsylvania Value Added Assessment System (PVAAS). | |
| 3. The Target Group is large enough to have an impact on the entire LEA. | |
| 4. All Target Group teachers, instructional leaders, and key district staff members are committed to improving literacy outcomes through participation in intensive professional development, targeted changes in classroom literacy environments, the use of student assessment data to guide daily instruction, and the implementation of research-based literacy practices. | |

| Developing a Local Comprehensive Literacy Plan | 20 Points |
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| 5. The <i>Certification of Participation for Planning Team Members</i> is signed by diverse stakeholders who are committed to improving literacy outcomes birth through grade 12. | |
| 6. Early Childhood Education partner(s) played a key role in the completion of the Pre-Application. | |
| 7. Representatives from all statutory funding areas will be involved in development of the Local Comprehensive Literacy Plan. | |
| 8. The process the team will use to develop its Local Comprehensive Literacy Plan is rigorous and the plan will be used to guide LEA literacy activities. | |

| Acquiring Baseline Knowledge and Skills | 30 Points |
|---|------------------|
| 9. A majority of teachers will acquire the baseline knowledge and skills covered in the 9 literacy content areas during Year 1. | |
| 10. All Year 1 professional development for teachers or other LEA staff members is research-based, high-quality and consistent with the goals of the Keystones to Opportunity initiative. | |
| 11. Teachers will implement the knowledge and skills acquired during Year 1 of the initiative with fidelity. | |

| Improving the Classroom Environment | 20 Points |
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| <p>12. Description of the ideal literacy environment (group setting) for children birth through age 3 and an analysis of LEA/ECE need in this area.</p> <ul style="list-style-type: none"> ● Appropriate space and furnishings ● Opportunities for children to practice personal care routines ● Opportunities for children to practice listening and talking ● Opportunities for children to participate in diverse age-appropriate activities for children ● Opportunities for children to interact with other children, teachers, parents and others | |
| <p>13. Description of the ideal literacy environment (group setting) for pre-school children and an analysis of LEA/ECE need in this area.</p> <ul style="list-style-type: none"> ● Appropriate space and furnishings ● Opportunities for children to practice personal care routines ● Opportunities for children to practice language and reasoning ● Opportunities for children to participate in diverse age-appropriate activities for children ● Opportunities for children to interact with other children, teachers, parents and others | |
| <p>14. Description of the ideal literacy environment (group setting) for elementary school children and an analysis of LEA/ECE need in this area.</p> <ul style="list-style-type: none"> ● A child-centered classroom ● A teacher as a facilitator for student-learning ● Everyone belonging to a group, feeling included and valued for their unique contribution ● Children actively involved in classroom management (defining agreements, problem-solving, choosing tasks, and sustaining the positive learning environment) ● Children actively participate in their learning ● Teachers using multiple strategies to reach and teach diverse students ● Children learning critical thinking, academic content and social skills ● Individual and group accountability that is assessed by students and teacher | |

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| <ul style="list-style-type: none"> • Implementation of the H.E.A.T – Higher-order thinking, engaged learning, authentic connections, and technology use. | |
| <p>15. Description of the ideal literacy environment for middle school students and an analysis of LEA need in this area.</p> <ul style="list-style-type: none"> • Encouraging students to do their best by developing rigorous and meaningful academic goals. • Providing information about the school’s educational goals and offer appropriate feedback on each student’s learning outcomes. • Engaging all parents, teachers and students in an active and vibrant partnership to promote student learning. • Ensuring that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning. • Implementation of the H.E.A.T – Higher-order thinking, engaged learning, authentic connections, and technology use. | |
| <p>16. Description of the ideal literacy environment for high school students and an analysis of LEA need in this area.</p> <ul style="list-style-type: none"> • Encouraging students to do their best by developing rigorous and meaningful academic goals. • Providing information about the school’s educational goals and offer appropriate feedback on each student’s learning outcomes. • Engaging all parents, teachers and students in an active and vibrant partnership to promote student learning. • Ensuring that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning. • Implementation of the H.E.A.T – Higher-order thinking, engaged learning, authentic connections, and technology use. | |

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| Using Data for Instructional Decision-making | 20 Points |
| 17. The LEA has a solid plan for administering the required assessments and collecting and compiling the assessment data. | |
| 18. The LEA has a plan for analyzing and sharing literacy assessment results with all students, teachers, parents, and others in the school community. | |
| 19. The LEA and ECE program have an effective plan for engaging stakeholder groups (i.e., students, teachers, parents and community members) in helping to improve literacy outcomes birth through grade 12. | |
| 20. At the end of Year 1, targeted students are making adequate progress in improving literacy skills. | |

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| Local Literacy Improvement Plan | 20 Points |
| 21. Applicant has correctly identified the priority areas for literacy improvement from the Pre-Application. | |
| 22. Applicant has clearly identified those areas that have NOT been | |

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| addressed previously. | |
| 23. Local improvement goals are Specific, Measurable, Attainable, Relevant and Time-bound. | |
| 24. The work breakdown structure for attaining each of the Year 1 goals includes realistic action steps, identifies who will do the action step and includes a specific and reasonable timeline. | |
| 25. The LEA has an effective plan for evaluating the local literacy goals and objectives. | |
| 26. The local literacy improvements will be sustained when KtO dollars are no longer available. | |

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| The Budget and Budget Narrative | 25 Points |
| Applicant has clearly identified expenses by statutory funding area. | |
| Costs are itemized and fully explained in the budget narrative. | |
| Budgeted dollars are reasonable give the scope of activities outlined in the proposal. | |

V. Reporting and Accountability

Successful applicants must submit **fiscal and program performance reports** to PDE quarterly. The format for each of these reports will be provided by PDE. The US Department of Education has indicated that its first significant data collection deadline will be June 1, 2012. Each successful applicant will be expected to report baseline data for its designated Target Group in May 2012.

At the end of the project period, applicants will also be required to submit a **final performance report**.

The Keystones to Opportunity Project Evaluators are responsible for reporting on Pennsylvania's progress annually. **However, their data is only as good as the data they receive from grantees. Grantees that fail to report required data in a timely manner will be audited by PDE and may jeopardize their ability to apply for continuation funding.**

Keystones to Opportunity Contact Information

| Name | Grant Job Title | Contact Information |
|-----------------|--|--|
| Jo Beth McKee | Project Director | Division of Federal Programs Pennsylvania Department of Education 333 Market Street Harrisburg, PA 17126 717-787-7815 jobmckee@pa.gov |
| Cindy Anderson | Project Coordinator | Lancaster-Lebanon Intermediate Unit 13 1020 New Holland Avenue Lancaster, PA 17601 717-606-1606 cindy_anderson@iu13.org |
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| Dyann Panepinto | Western Regional Manager <ul style="list-style-type: none"> • Intermediate Unit 1 • Mt. Oliver IU 2 • Allegheny IU 3 • Midwestern IU 4 • NW Tri-County IU 5 • Riverview IU 6 • Westmoreland IU 7 • Beaver Valley IU 27 • ARIN IU 28 | Allegheny Intermediate Unit 3 475 East Waterfront Drive Homestead, PA 15120 412-394-5913 dyann.panepinto@aiu3.net |
| Amaal Awadalla | Eastern Regional Manager <ul style="list-style-type: none"> • Berks County IU 14 • Luzerne IU 18 • NE IU 19 • Colonial IU 20 • Carbon Lehigh IU 21 • Bucks County IU 22 • Montgomery County IU 23 • Chester County IU 24 • Delaware County 25 • Philadelphia IU 26 | Colonial Intermediate Unit 20 6 Danforth Drive Easton, PA 18045 610-515-6561 aawadalla@ciu20.org |
| Ann Small | Central Regional Manager <ul style="list-style-type: none"> • Appalachia IU 8 • Seneca Highland IU 9 • Central IU 10 • Tuscarora IU 11 • Lincoln IU 12 • Lancaster-Lebanon IU 13 • Capital IU 15 • Central Susquehanna IU 16 • Blast IU 17 • Schuylkill IU 29 | Lancaster-Lebanon Intermediate Unit 13 1020 New Holland Avenue Lancaster, PA 17601 717-606-1442 ann_small@iu13.org |

Appendix A: Template for Target Group Identification

Tables may be expanded, as needed.

1. Birth to age 3

| Teacher / Staff Member Name | Classroom Location | Funding Source | Number of Children |
|------------------------------------|---------------------------|-----------------------|---------------------------|
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2. Pre-school

| Teacher / Staff Member Name | Classroom Location | Funding Source | Number of Children |
|------------------------------------|---------------------------|-----------------------|---------------------------|
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3. Elementary School (Kindergarten through grade 5)

| School Name | Teacher / Staff Member Name | Grade and Subject | Number of Students in Class |
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4. Middle School (Grades 6 through 8)

| School Name | Teacher / Staff Member Name | Grade(s) and Subject(s) | Number of Students |
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5. High School (Grades 9 through 12)

| School Name | Teacher / Staff Member Name | Grade(s) and Subject(s) | Number of Students |
|-------------|-----------------------------|-------------------------|--------------------|
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Appendix B: Professional Development Knowledge and Skills

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| Using Data for Literacy Decision-Making | The use of Victoria Bernhardt’s Multiple Measures of Data Components enables LEAs to integrate demographic, perceptual, student learning and school processes data to create a comprehensive picture of an LEAs impact on literacy practices and reading outcomes. | |
| Participants will know and be able to do: | | Evidence |
| <ul style="list-style-type: none"> ● Understand the relationship between school processes (assessments, programs, instructional strategies and other classroom practices), results, mission/purpose and actions within the educational setting to ensure that through the analysis of descriptive and quantitative data, processes are positively affecting literacy practices and reading outcomes. | | <ul style="list-style-type: none"> ● Summarizing and identifying the components of your school processes data. |
| <ul style="list-style-type: none"> ● Use data protocols in the analysis of standardized assessment data (GRADE, PSSA, PVAAS, DIBELS Next, ITERS-R, ECERS-R, H.E.A.T Observation Form), along with other assessment measures (formative, benchmark) to identify which teaching strategies are positively impacting student learning results. | | <ul style="list-style-type: none"> ● Use a process to identify literacy gaps and/or teaching strategies which are positively impacting student learning. |
| <ul style="list-style-type: none"> ● Analyze demographic data and create a school profile (enrollment, Free and Reduced Lunch, English Language Learners, Students with IEPs, % of children served in early education programs) to identify trends of how well a system has served its current and past student populations for the purposes of prediction and planning. | | <ul style="list-style-type: none"> ● Use a template to create a school profile. |
| <ul style="list-style-type: none"> ● Explore stakeholders’ (students, parents, staff, etc.) beliefs concerning the learning environment through the analysis of questionnaires, interviews and/or focus group data to ensure there is a shared vision of increasing student learning results. | | <ul style="list-style-type: none"> ● Summarize the use of questionnaires, interviews and/or focus group meeting data to identify literacy perceptions. |
| Reading Apprenticeship | Reading Apprenticeship (RA) is an instructional framework that develops content literacy in middle and high school classrooms. By providing teachers and students with the routines and supports necessary to navigate the complex texts found in any discipline, RA is an effective approach for meeting the expectations for College and Career Readiness in Reading found in the Common Core. This introduction to RA provides teachers with an overview of the RA Framework and its potential in the classroom. | |
| Participants will know and be able to do: | | Evidence |
| <ul style="list-style-type: none"> ● Describe each component of the RA Framework: four dimensions, metacognitive conversation, and extensive reading. | | <ul style="list-style-type: none"> ● Create a teacher tool illustrating the key understandings for the assigned component following reading and small group discussion. ● Discuss as a large group. |
| <ul style="list-style-type: none"> ● Identify examples of what RA looks like in a classroom. | | <ul style="list-style-type: none"> ● Participate in activities and discussion of an inquiry into a video case of an RA classroom. |
| <ul style="list-style-type: none"> ● Understand and articulate the connections among RA, the PA Comprehensive Literacy Plan (PaCLP), and the Common Core State Standards. | | <ul style="list-style-type: none"> ● Participate in activities and discussions during workshop. |
| <ul style="list-style-type: none"> ● Identify ways RA meets the needs of your school. | | <ul style="list-style-type: none"> ● Write an explanation of how RA would improve literacy at your school and provide sustainability |

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| Supporting Learners with Special Needs | Students with reading difficulties can increase their ability to read and comprehend text. The framework of Response to Instruction and Intervention (RtII), coupled with instruction from educators with high expectations for all students in the least restrictive environment, knowledge of reading instruction and data, and the supports provided through UDL offer a comprehensive approach to foster students' success. | |
| Participants will know and be able to do: | | Evidence |
| <ul style="list-style-type: none"> ● Develop an understanding of the RtII framework as a standards- aligned, multi-tiered system of support for implementing PA's Standards Aligned System (SAS) using a continuum of student performance data to continuously inform, monitor and improve student access and response to high-quality core and supplemental instruction/intervention. | <ul style="list-style-type: none"> ● Complete the self- assessment prior to each focus section. The participant will reflect on new learning and complete next steps in the action plan for that area. | |
| <ul style="list-style-type: none"> ● Develop an understanding of least restrictive environment as the successful education of students who have IEPs with the appropriate supports and services to participate in and benefit from general classroom settings and other natural environments. | <ul style="list-style-type: none"> ● Given the self- assessment completed prior to each focus section, the participant will reflect on new learning and complete next steps in the action plan for that area. | |
| <ul style="list-style-type: none"> ● Develop an understanding of how children learn to read and why some children have difficulty learning to read. | <ul style="list-style-type: none"> ● Given the self- assessment completed prior to each focus section, the participant will reflect on new learning and complete next steps in the action plan for that area. | |
| <ul style="list-style-type: none"> ● Develop an understanding of the validated subtypes of reading difficulties. | <ul style="list-style-type: none"> ● Given the self- assessment completed prior to each focus section, the participant will reflect on new learning and complete next steps in the action plan for that area. | |
| <ul style="list-style-type: none"> ● Develop the ability to use simple diagnostic flow charts to help determine instructional focus based on data. | <ul style="list-style-type: none"> ● Given the self- assessment completed prior to each focus section, the participant will reflect on new learning and complete next steps in the action plan for that area. | |
| <ul style="list-style-type: none"> ● Develop an understanding of general assistive technology, supports and accommodations for consideration in reading instruction for various student needs. | <ul style="list-style-type: none"> ● Given the self- assessment completed prior to each focus section, the participant will reflect on new learning and complete next steps in the action plan for that area. | |
| <ul style="list-style-type: none"> ● Determine district/school needs and next steps. | <ul style="list-style-type: none"> ● Given the self- assessment completed prior to each focus section, the participant will reflect on new learning and complete next steps in the action plan for that area. | |
| Universal Design for Learning and Digital Technology | Universal Design for Learning (UDL) is a framework of three principles that benefit all learners. These principles provide learners with opportunities to: 1) obtain content and knowledge in multiple formats, 2) express and demonstrate their knowledge in multiple ways and 3) be engaged and motivated by tapping into their interests. | |
| Participants will know and be able to do: | | Evidence |
| <ul style="list-style-type: none"> ● Define UDL and identify its benefits in the classroom. | <ul style="list-style-type: none"> ● Complete a pre/post survey on UDL. | |
| <ul style="list-style-type: none"> ● Create a learning environment for all students. | <ul style="list-style-type: none"> ● Respond to a scenario in which there are different learning paths for students and how the lesson can reach each of their needs. | |
| <ul style="list-style-type: none"> ● Identify, describe and utilize the three neural networks to support learning. | <ul style="list-style-type: none"> ● Explain and apply brain research on the three networks on learning by incorporating these findings in classroom lessons and participating in discussions. | |
| <ul style="list-style-type: none"> ● Identify, describe and utilize the three principles of UDL in classroom practice. | <ul style="list-style-type: none"> ● Create a lesson that encompasses multiple means of representation, multiple means of action and expression and multiple means of engagement in their classroom. | |

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| Family Engagement and Family Literacy | Family engagement can play a powerful role in children’s literacy development and benefits schools, families, and the community. Districts can encourage family engagement by supporting self-efficacy and implementing appropriate models of family engagement that enhance their comprehensive literacy plan. | |
| Participants will know and be able to do: | | Evidence: |
| <ul style="list-style-type: none"> Summarize the research on the impact of family engagement on children’s literacy development and how it benefits children, adults, families, schools, and the community. Demonstrate an understanding of the importance of partnerships among these entities for an integrated, holistic approach to improved literacy learning. | <ul style="list-style-type: none"> Develop a summary of the research that describes the multiple benefits of family engagement; describe personal examples that support the research, identify community partners (educational and service) that can contribute to the overall and educational growth of families. | |
| <ul style="list-style-type: none"> Demonstrate an understanding of the impact assumptions made about diversity (families of different cultures, ethnicities, religions, native languages; families with socio-economic needs; families with educational needs) can have on family engagement, staff behaviors, and student performance. | <ul style="list-style-type: none"> Complete the checklist “How well is your school bridging racial, class, and cultural differences?” Write a reflection on, “in which areas are you doing well and how do you know?” | |
| <ul style="list-style-type: none"> Articulate the role that teachers can play in impacting children’s and parents’ self-efficacy beliefs about themselves as readers and learners. | <ul style="list-style-type: none"> Submit a list of self-efficacy and educational achievements. List specific strategies to support family beliefs about their self-efficacy. | |
| <ul style="list-style-type: none"> Explore different practices of effective family engagement (including family literacy). Identify potential practices that could be effective for participant’s school/district. | <ul style="list-style-type: none"> List and describe at least four practices that could be implemented in the participant’s school/district. Explain why they may work and are achievable. | |
| <ul style="list-style-type: none"> Using mock data, a fictional Literacy needs Assessment and other tools, assess a fictional district’s current level of family engagement and partnerships. Identify strengths, weaknesses, gaps, and devise action steps to increase family engagement from these data sources. | <ul style="list-style-type: none"> Document action steps to address ways to improve family engagement. | |
| <ul style="list-style-type: none"> Create three action steps for incorporating and/or strengthening family engagement efforts for participant’s school/district’s integrated literacy plan. | <ul style="list-style-type: none"> List, describe and justify action steps to improve family engagement for specific school/district. The justification should include need and have the potential to be implemented. | |
| Successful Transitions Along the Literacy Continuum | Transitions occur across all age groups and sub-populations. Positive transitions have an impact on student achievement and family engagement. The development of a transition plan is an effective way to monitor and improve the transition process for students and families. | |
| Participants will know and be able to do: | | Evidence: |
| <ul style="list-style-type: none"> Identify the components of a transition plan based on current research. | <ul style="list-style-type: none"> Develop a framework for a comprehensive transition plan. | |
| <ul style="list-style-type: none"> Identify the target transition times and align the key educational components at each level. | <ul style="list-style-type: none"> Analyze quantitative and qualitative data to identify and prioritize critical transitions. | |
| <ul style="list-style-type: none"> Describe the challenge areas that impact transitions, as identified through district data analysis, to determine the root cause. | <ul style="list-style-type: none"> Through an activity, recognize the need for alignment of the key educational components and determine structures and practices to support transitions for: <ul style="list-style-type: none"> Economically disadvantaged students Dual language learners/Immigrants Special education students New students due to student mobility. | |
| <ul style="list-style-type: none"> Identify the barriers to the transition process. | <ul style="list-style-type: none"> Analyze quantitative and qualitative data to determine structures and practices to support seamless transitions. | |

The Common Core and Literacy Design Collaborative

The Literacy Design Collaborative (LDC) is a practical, effective vehicle to implement the Common Core and increase college and career readiness at the secondary level. This introduction to the LDC provides teachers with common tools to develop, implement, and assess high quality assignments, which integrate literacy and content standards in a rigorous, authentic classroom experience across subject areas.

Participants will know and be able to do:

Evidence:

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| <ul style="list-style-type: none"> ● Identify the components of the LDC framework. | <ul style="list-style-type: none"> ● Participate in workshop activities (e.g., discussion, quick writes) |
| <ul style="list-style-type: none"> ● Understand and articulate the relationships among the PA Comprehensive Literacy Plan (PaCLP), the Common Core State Standards (CCSS), and LDC. | <ul style="list-style-type: none"> ● Participate in workshop activities (e.g., discussion, quick writes) and complete a pre/post survey. |
| <ul style="list-style-type: none"> ● Develop LDC tasks for use in their discipline. | <ul style="list-style-type: none"> ● Develop an LDC task using the participant’s content materials and standards, meeting the requirements outlined in the LDC Guidebook |
| <ul style="list-style-type: none"> ● Score student work using the LDC analytic rubric | <ul style="list-style-type: none"> ● Score student work by consensus reflecting an acceptable level of inter-rater reliability (difference between scores per category no greater than .5) |

Building Blocks for Literacy

Literacy is a complex set of skills that students must develop over time. All stakeholders need to be knowledgeable about the foundational underpinnings of literacy instruction, best practices in literacy instruction and differentiation to support the needs of all students. In order for students to be college and career ready, it is imperative that they develop the foundational skills required to be literate, problem-solving adults.

Participants will know and be able to do:

Evidence:

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| <ul style="list-style-type: none"> ● Utilize and navigate the SAS site, specifically in relation to the PA Common Core and the components. | <ul style="list-style-type: none"> ● Write new learning about SAS and PACC, connect new concepts to previous knowledge and plan to implement one item from SAS or PACC. |
| <ul style="list-style-type: none"> ● Identify, articulate and reflect upon the “what” of literacy instruction: Phonological Awareness, Fluency, Accuracy, Vocabulary, Word Study, Comprehension, Writing, Metacognition and Motivation. | <ul style="list-style-type: none"> ● Explain the 4-part processor and Scarborough’s Reading Rope as related to literacy instruction. |
| <ul style="list-style-type: none"> ● Identify, articulate and reflect upon the “how” of literacy instruction: Gradual Release of Responsibility Model, H.E.A.T (for student engagement). | <ul style="list-style-type: none"> ● Identify several literacy models and processes; write about how the literacy models provide for effective instruction and connect to the building blocks for literacy. |
| <ul style="list-style-type: none"> ● Identify literacy structures used to increase sustainability, such as: RtII, professional learning (PLCs, book studies, instructional coaching) | <ul style="list-style-type: none"> ● List specific structures in a district and/or building that could build sustainability in literacy. |
| <ul style="list-style-type: none"> ● Identify additional resources useful in developing effective literacy practices: SAS, PA Comprehensive Literacy Plan and additional resources as addressed. | |
| <ul style="list-style-type: none"> ● Explain and support the beginning steps of an action plan for building blocks of literacy. | <ul style="list-style-type: none"> ● Draft a beginning action plan that address four steps: <ul style="list-style-type: none"> - Investigation of resources - Utilization of best practices - Self-reflection and outcome - Literacy structures. |

Navigating Content with English Language Learners

Pennsylvania classrooms have experienced exponential growth in the numbers of English language learners (ELLs). The challenge that school systems face is making content comprehensible to students who speak other languages and providing them with appropriate educational opportunities for language acquisition and literacy proficiency.

Participants will know and be able to:

Evidence:

- Identify characteristics of the nature of reading as it relates to English Language Learners.

- Select a passage or book that would have relevance to the population of English language learners in your district.

- Compare and contrast first and second language literacy development.

- Identify in that passage, challenges and roadblocks to comprehension for ELLs (vocabulary, language forms and functions).

- Provide appropriate scaffolds to instruction based on student’s language proficiency level.

- Develop content and language objectives based on the Language Arts and PA English Language Proficiency standards and the proficiency levels of the students.

- Identify culturally responsive literacy practices.

- Identify classroom tools such as word walls, graphic organizers, learning centers, etc.

- Discuss the role of oral and vocabulary development on comprehension.

- Review language objectives which target listening, speaking, reading and writing.

- Identify and apply the four principles of literacy development in instruction.

- Identify strategies which activate/build background knowledge differentiated for ELLs at different levels of English language proficiency.

- Analyze text for possible challenges and roadblocks to comprehension for ELLs.

- Develop explicit vocabulary instruction and the teaching of language form(s) and/or functions highlighted in the passage, differentiating for ELLs at different levels of English language proficiency.

- Recommend instructional strategies to develop vocabulary and provide access to the language of text.

- Identify strategies (that could also be used as formative/summative assessments) for pre-, during and post-reading to increase comprehension differentiated for ELLs at different levels of English language proficiency.

- Review WIDA-ACCESS scoring and related data in making accommodations and modifications to instruction.

- Examine sample WIDA-ACCESS scores and PSSA scores so that participants can assess Annual Measureable Achievement Objective (AMAO) gains.

Appendix C: Literacy Assessment Data Liaison Position Guide

Literacy Assessment Data Liaison

Essential Functions

1. Gather data from various district/school/program sources (eMetric, PVAAS, DIBELS Next, GRADE, ITERS-R, ECERS-R, H.E.A.T, etc.) and prepare meaningful reports for use by district personnel, including administrators, instructional leaders, and teachers.
2. Serve as the project liaison with Keystones to Opportunity (KtO) project evaluators and upload all requisite data in the format requested.
3. Ensure student data is accurately and consistently maintained, investigate data inconsistencies, and troubleshoot data collection and analysis problems within the LEA.
4. Create and maintain local data collection systems and timelines to ensure that state reports are submitted as required.
5. Prepare and submit accurate and timely state reports.
6. Attend regional data retreats.
7. Assist teachers and instructional leaders in using educational data as part of data-driven decision-making to improve instruction and inform curriculum planning.
8. Perform other related duties as assigned.

Requisite Knowledge and Experience

This individual should have experience using Microsoft Office, including demonstrated proficiency with Microsoft Word, Microsoft Excel, and Microsoft Access. Experience with web-based assessment systems such as eMetric, PVAAS, DIBELS Next, etc. is ideal. A basic knowledge and understanding of the various assessments used in K-12 public education would provide a good foundation.

Essential Skills

Strong analytical and data analysis skills

Attention to detail and accuracy

Strong technology skills (e.g., internet, email, database software, Microsoft Suite)

Strong written and oral communication skills

Teamwork skills

Essential Abilities

Appropriately communicate with diverse staff and others including vendors and other agencies.

Exercise good judgment and work in an environment with frequent interruptions. Problem-solve and follow directions.

Appendix D: Budget Narrative Worksheet

1. Personnel Costs - 100

| Position | Percentage of Time in Project | Year 1 Cost | Statutory Funding Area |
|----------|-------------------------------|-------------|------------------------|
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2. Benefit Information - 200

Please itemize benefit costs for all Personnel.

| Type of Benefit | Unit Cost | Total Cost |
|-----------------|-----------|------------|
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Please provide a brief rationale for all personnel included in the Keystones to Opportunity grant.

3. Professional/ Technical Services - 300

| Contractor | Service Provided | Cost of Service | Statutory Funding Area |
|-------------------|-------------------------|------------------------|-------------------------------|
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Briefly explain the rationale for all contracted services.

4. Purchased Property Services - 400

| Item Leased or Rented | Vendor | Cost | Statutory Funding Area |
|------------------------------|---------------|-------------|-------------------------------|
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| | | | |

Briefly explain the rationale for all leased or rented items.

5. Other Services / Property – 500

| Item | Quantity | Cost | Statutory Funding Area |
|-------------|-----------------|-------------|-------------------------------|
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Please provide a brief rationale for all communications and travel costs.

6. Supplies - 600

| Item | Quantity | Cost | Statutory Funding Area |
|-------------|-----------------|-------------|-------------------------------|
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Please provide a brief rationale for all materials and supplies.

7. Property - 700

| Item | Quantity | Cost | Statutory Funding Area |
|-------------|-----------------|-------------|-------------------------------|
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Please provide a brief rationale for all equipment and property.