NEED FOR PROJECT

To determine the need for the proposed project, the SEA primarily utilized the Montana

Comprehensive Literacy Needs Assessment (MCLNA) (See Attachment A, pp. 15-20) which

includes the Montana Comprehensive Literacy Evaluation Tool (MCLET) (See Attachment C).

The MCLNA is required for all Title I Schools and is used to analyze literacy needs across the

State, especially in high-need schools. Using the MCLNA, the SEA determined specific gaps and

weaknesses in literacy proficiency, in literacy learning opportunities for disadvantaged children

and students, in the SEA's services to support literacy, and in infrastructure.

To determine specific gaps and weaknesses in literacy proficiency, the SEA first gathered state

assessment data from eligible Subgrantees and then, for each disadvantaged subgroup, the SEA

compared state assessment data to state averages. State assessments included Developmental

Indicators for the Assessment of Learning (DIAL-4) for oral language of four-year-old preschool

children; Smarter Balanced Assessment (SBA): ELA subtest in grades 5 and 8; and the ACT

Test in Reading for high school students.

Assessment Results: Disadvantaged Subgroups Below State Averages in Literacy

American Indian children/students: four-year-old preschoolers, 23 points below; fifth graders, 72

points below; eighth graders, 97 points below; high school students, 4.3 points below.

Children/students with disabilities: four-year-old preschoolers, 13 points below; fifth graders, 70

points below; eighth graders, 108 points below; high school students, 3.1 points below.

Children/students living in poverty: four-year-old preschoolers, 10 points below; fifth graders, 99

points below; eighth graders, 47 points below; high school students, 3.1 points below.

Children/students in foster care: four-year-old preschoolers, 10 points below; fifth graders, 71

points below; eighth graders, 70 points below; high school students, 4 points below.

English learners: four-year-old preschoolers, 15 points below; fifth graders, 138 points below;

eighth graders, 108 points below; high school students, 6.9 points below.

By analyzing the results of the Comprehensive Literacy Evaluations submitted by the LEAs (i.e.,

Eligible Subgrantees), the SEA determined specific gaps and weaknesses in literacy learning

opportunities for disadvantaged children and students.

Instruction Directly Related to Disadvantaged Children and Students

Lowest scores, by over 75% of LEAs, were in two MCLET components: Instruction for

Disadvantaged Children and Students, Subcomponents 4, 6, 8; Standards and Curriculum:

Subcomponent 5 (See Attachment C).

Professional Development (PD) for Teachers of Disadvantaged Children and Students

Lowest scores, by over 75% of LEAs, that directly related to PD for teachers of disadvantaged

children and students were in one MCLET component: PD, Subcomponents 4, 11 (See

Attachment C).

By analyzing the results of the Comprehensive Literacy Evaluations submitted by the LEAs, the

SEA determined specific gaps and weaknesses in the SEA's services for comprehensive literacy,

including language and literacy development and school readiness of children.

Training and PD for the LEAs

Lowest scores, by over 75% of LEAs, that directly related to Training and PD for LEAs were in

one MCLET component: PD, Subcomponents 2, 11, 15.

Evidence-based Literacy Resources

Lowest scores, by over 75% of LEAs, that directly related to evidence-based literacy resources

were in one MCLET component: Community and Family Engagement, Subcomponents 2, 5, 6.

By analyzing the results of the Comprehensive Literacy Evaluations submitted by the LEAs, the

SEA determined specific gaps and weaknesses in infrastructure.

Community-School Partnerships for System-Wide Coordination

Lowest scores, by over 50% of LEAs, that directly related to community-school partnerships for early childhood programs were in two MCLET subcomponents: Teachers' and Students' Motivation, Subcomponent 3; Community and Family Engagement, Subcomponents 2, 7.

Teacher Preparation Programs

Lowest scores, by over 75% of LEAs, that directly related to lack of teacher preparation programs and the need for additional support for teachers were on the following MCLET components and subcomponents: Standards and Curriculum Subcomponent 2, Amount and Quality of Instruction Subcomponent 5.

The National Council of Teacher Quality's *2018 Teacher Prep Review* (Drake, Pomerance, Rickenbrode, & Walsh, 2018) reviewed teacher preparation programs in colleges in Montana and gave the programs very low marks (C, D or F) in elementary reading, elementary content, and student teaching.

After correlating the state assessment data and results of LEA's Comprehensive Literacy Evaluations, the SEA identified three broad areas of state-wide literacy needs and activities.

State-Wide Literacy Needs and Activities

Need 1: Improve student literacy proficiency and learning opportunities for disadvantaged children and students (Gersten et al., 2007; Kamil et al., 2008; Orelove, Sobsey, & Gilles, 2017).

Activity 1: Assess literacy needs of children and students, including all disadvantaged subgroups, to identify gaps in comprehensive, evidence-based literacy and pre-literacy instruction.

Activity 2: Ensure improvement in evidence-based literacy and pre-literacy learning opportunities for disadvantaged children and students, including educational choice and family literacy.

Activity 3: Improve comprehensive, evidence-based literacy and pre-literacy instruction for disadvantaged children and students, including providing a well-rounded education.

Need 2: Improve the SEA's and LEAs' services to support comprehensive, evidence-based literacy and pre-literacy instruction (Foorman et al., 2016; Gersten et al., 2008; Spear-Swerling, 2014).

Activity 1: SEA provides LEAs with training and PD on comprehensive, evidence-based literacy and pre-literacy instruction that includes utilization of a Multi-Tiered Systems of Support (MTSS) framework. LEAs, in-turn provide, training and PD to schools.

Activity 2: SEA monitors student data to measure the impact of the SEA's and LEAs' training and PD on comprehensive, evidence-based literacy and pre-literacy instruction for improving literacy proficiency and opportunities especially for disadvantaged children and students.

Activity 3: SEA provides opportunities for educational choice to families and assists LEAs in providing resources to families that support their child's literacy or pre-literacy development.

Need 3: Improve infrastructure through stronger coordination with early childhood programs and institutes of higher education (Bailey et al., 2016; The PEW Center on the States, 2011).

Activity 1: SEA leads statewide coordination and collaboration with institutes of higher education to improve licensure and certification standards and teacher preparation programs so teachers have more knowledge and skills about teaching evidence-based literacy.

Activity 2: SEA leads statewide coordination between the SAC and LEAs and their local early learning coalitions and other community partners to improve coordination of evidence-based

literacy instruction, including early language and literacy development activities from birth-grade 12.

QUALITY OF THE PROJECT DESIGN

The SEA Team's design of the Montana Comprehensive Literacy State Development Project (MCLSDP), which targets disadvantaged children and students from birth through grade 12, includes eight Project Design Elements organized into three categories: Learning Opportunities, Services, and System-Wide Coordination. Learning Opportunities contains Project Design Elements for (1) Assessment of Literacy Needs; (2) Comprehensive, Evidence-Based Literacy Instruction; (3) Educational Choice; and (4) Family Literacy. Services contains Project Design Elements for (5) High-Quality Professional Development (PD); (6) Continuous Improvement Cycle (CIC); and (7) Eligibility and Budget. System-Wide Coordination contains a Project Design Element: (8) Coordination with Early Childhood and Higher Education.

For each Project Design Element, the SEA Team will provide technical assistance (TA), or engage qualified providers in providing TA, to enable eligible Subgrantees (i.e., eligible entities, LEAs) to develop their CLSD Subgrant Applications. The SEA Team's TA for eligible Subgrantees will include developing CLSD Subgrant Application Webinars (5-15 minutes each), one or two for each Project Design Element.

The size of Montana presents a big challenge in providing on-site TA and PD to eligible Subgrantees. The SEA's Teacher Learning Hub platform (Hub) has greatly helped with this challenge. Our proposed CLSD Subgrant Application Webinars will allow educators across the state to learn about all the grant requirements, increase their knowledge about comprehensive, evidence-based literacy and pre-literacy instruction, and develop their CLSD Subgrant Applications.

When all CLSD Subgrant Application Webinars have been viewed by eligible Subgrantees, the SEA Team will further assist by conducting follow-up, regional CLSD Subgrant Application Workshops in which Subgrantees will learn how to apply the information presented in the Webinars to develop and write their CLSD Subgrant Application, which includes a Scoring Rubric developed by the SEA Team (See Attachment E).

Category 1: Learning Opportunities

Project Design Element 1: Assessment of Literacy Needs

This Project Design Element incorporates gathering both local and state assessment data and using the Montana Comprehensive Literacy Needs Assessment (MCLNA) (See Attachment A, pp. 15-20), including the Montana Comprehensive Literacy Evaluation Tool (MCLET) (See Attachment C), to identify general literacy needs as well as specific children and students in need of literacy intervention.

Goal: To develop for eligible Subgrantees and then provide on the Hub, a CLSD Subgrant Application Webinar on how to conduct a MCLNA (See Attachment A, pp. 15-20) and on how to use screening, outcome, diagnostic, or formative assessment to identify children and students (birth-grade 12) who are in need of literacy intervention. Objective/Outcome: To improve eligible Subgrantees' knowledge about how to conduct a MCLNA and use different types of assessment to identify children and students in need of literacy intervention so that Subgrantees can complete their CLSD Subgrant Applications during and after attending the follow-up CLSD Subgrant Application Workshop..

Project Design Element 2: Comprehensive, Evidence-Based Literacy Instruction

Based on the Montana Literacy Plan (MLP) (See Attachment A), which is aligned with the definition of comprehensive literacy as defined in this Grant Application Package, this Project

Design Element will focus on how eligible Subgrantees can develop comprehensive, evidence-based literacy and pre-literacy instruction across content areas based on a multi-tiered system of support, how literacy and pre-literacy instruction fits into a well-rounded education (as defined in this Grant Application Package), and how to choose and implement intensive, supplemental, accelerated, and explicit interventions that serve disadvantaged children and students to ultimately improve literacy learning opportunities and increase literacy proficiency.

Goal 1: To develop for eligible Subgrantees and then provide on the Hub, a CLSD Subgrant Application Webinar about comprehensive, evidence-based literacy and pre-literacy instruction across the content areas and how it fits into a well-rounded education (birth-grade 12).

Objective/Outcome: To improve eligible Subgrantees' knowledge base about comprehensive, evidence-based literacy and pre-literacy instruction across the content areas, how it fits into a well-rounded education, and how to implement so that Subgrantees can complete their CLSD Subgrant Applications during and after attending the follow-up CLSD Subgrant Application Workshop.

Goal 2: To develop for eligible Subgrantees and then provide on the Hub, a CLSD Subgrant Application Webinar about choosing and implementing interventions that serve disadvantaged children and students (birth-grade 12) whose reading skills are below grade level, including MCLSDP required strategies to ensure equal access for treatment for all disadvantaged subgroups (i.e., American Indian children and students, children and students with disabilities, in poverty, in foster care, and English learners). Objective/Outcome: To improve eligible Subgrantees' knowledge base about implementing interventions that serve children and students whose reading skills are below grade level, including MCLSDP required strategies to ensure equal access for treatment of disadvantaged subgroups so that Subgrantees can complete their

CLSD Subgrant Applications during and after attending the follow-up CLSD Subgrant Application Workshop.

Project Design Element 3: Educational Choice

This Project Design Element will focus on how to improve children and students' access to educational choice, especially those who live in rural communities, who are disadvantaged and/or who are or were previously in foster care.

Goal: To develop for eligible Subgrantees and then provide on the Hub, a CLSD Subgrant Application Webinar that will cover opportunities and established programs that strengthen options for educational choice (as defined in this Grant Application Package). In Montana, some educational choice options include Dual Enrollment, Montana Digital Academy (MTDA), Jobs for Montana Graduates (JMG), and 21st Century programs. These programs offer traditional and non-traditional access to varied content for rural students, disadvantaged subgroups, and students in alternative placement for middle and high school. Objective/Outcome: To improve eligible Subgrantees' knowledge about available options for educational choice so that Subgrantees can complete their CLSD Subgrant Applications during and after attending the follow-up CLSD Subgrant Application Workshop.

Project Design Element 4: Family Literacy

Goal: To develop for eligible Subgrantees and then provide on the Hub, a CLSD Subgrant Application Webinar that will focus on addressing the needs of disadvantaged children and students through family engagement that will provide families with evidence-based literacy strategies to support their child's reading development as described in the MLP (See Attachment A, pp. 103-109), on Montana OPI's website page dedicated to Family and Community Engagement (FACE), and by J. L. Epstein (2011). Objective/Outcome: To improve eligible

Subgrantees' knowledge about how to address the needs of disadvantaged children and students by providing families with evidence-based literacy strategies to support their child's reading development so that Subgrantees can complete their CLSD Subgrant Applications during and after attending the follow-up CLSD Subgrant Application Workshop.

Category 2: Services

Project Design Element 5: High-Quality Professional Development

This Project Design Element will focus on how eligible Subgrantees can develop and implement high-quality PD (as defined in this Grant Application Package) that will improve and increase their understanding and knowledge about comprehensive, evidence-based literacy and pre-literacy instruction (birth-grade 12). In the MLP (See Attachment A, pp. 110-122), PD is organized into four categories (1) improving educators' knowledge base about comprehensive, evidence-based literacy and pre-literacy instruction; (2) implementing job-embedded and classroom focused professional development; (3) implementing data-based decision making; and (4) sustaining literacy programs.

Goal: To develop for eligible Subgrantees and then provide on the Hub, a CLSD Subgrant Application Webinar that will cover designing and implementing high-quality PD for comprehensive, evidence-based literacy and pre-literacy instruction. Objective/Outcome: To improve eligible Subgrantees' knowledge about high-quality professional development for comprehensive literacy and pre-literacy instruction so that Subgrantees can complete their CLSD Subgrant Applications during and after attending the follow-up CLSD Subgrant Application Workshop..

Project Design Element 6: Continuous Improvement Cycle (CIC)

This Project Design Element will focus on how eligible Subgrantees can utilize the Continuous Improvement Cycle (CIC) (See Attachment B), including ongoing performance feedback, as described in the MLP (See Attachment A). The CIC will be used to evaluate the success of activities for improving comprehensive, evidence-based literacy and pre-literacy instruction for disadvantaged children and students (birth-grade 12). The CIC helps academic leaders and educators develop local plans. First, schools assess local needs; then select evidence-based strategies, practices, and interventions; then create a plan for implementing those strategies, practices, and intervention; then implement and monitor the plan; and finally reflect and revise the plan based on both student and educator data.

Goal: To develop for eligible Subgrantees and then provide on the Hub, a CLSD Subgrant Application Webinar that covers the parts of the CIC (See Attachment B) as described in the MLP (See Attachment A). Objective/Outcome: To improve eligible Subgrantees' knowledge about the parts of the CIC so that Subgrantees can complete their CLSD Subgrant Applications during and after attending the follow-up CLSD Subgrant Application Workshop.

Project Design Element 7: Eligibility and Budget

The SEA Team developed eligibility criteria to identify eligible Subgrantees as defined in this Grant Application Package. This Project Design Element will focus on how eligible Subgrantees (i.e., Eligible Entities) can utilize the CSLD Eligibility Criteria (See Appendix A, pp. 1, 2) to select the high-needs schools and early childhood programs. It will also focus on how to develop budgets that prioritize funds that are of sufficient size and scope to implement high-quality comprehensive, evidence-based literacy and pre-literacy instruction.

Goal: To develop for eligible Subgrantees and then provide on the Hub, a CLSD Subgrant Application Webinar that will cover CLSD Eligibility Criteria (See Appendix A, pp. 1, 2) and

how to use the SEA's online e-grant fiscal program. Within the e-grant program, eligible Subgrantees will learn how to enter a budget, including information on how funds will be used, how to request those funds, get the funds approved, and how to receive the funds.

Objective/Outcome: To improve eligible Subgrantees' knowledge about CLSD Eligibility Criteria in order to identify high-need schools and early childhood programs that serve the highest percentage of disadvantaged children and students and to develop budgets that prioritize funds to implement evidence-based activities to support disadvantaged children and students. Eligible Subgrantees will learn about budget requirements and how to enter budget information into the online e-grant fiscal program so that Subgrantees can complete their CLSD Subgrant Applications during and after attending the follow-up CLSD Subgrant Application Workshop..

Category 3: System-Wide Coordination

Project Design Element 8: Coordination with Early Childhood and Higher Education

This Project Design Element will focus on two areas of system-wide coordination which need improvement in the area of comprehensive, evidence-based literacy and pre-literacy instruction: (1) coordination with early childhood programs through the State Advisory Council on Early Childhood Education and Care (SAC) and local early childhood coalitions and (2) coordination with institutes of higher education about teacher preparation programs and licensure and certification standards. Eligible Subgrantees will be required to describe in their Subgrant Application (See Attachment E, pp. 151-163) how they will coordinate efforts with local early childhood coalitions to increase involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional personnel (as appropriate), and teachers in the literacy development of children served in MCLSDP.

Goal 1: To conduct meetings twice a year and follow-up monthly workgroups for all stakeholders to create a plan to enhance collaboration between early childhood educators and higher education programs by using the steps in the CIC (See Attachment B, pp. 136-139). Attendees will include the SEA Team, SAC, LEA leadership, and local early childhood coalitions. <u>Objective/Outcome:</u> To improve coordination of evidence-based literacy and pre-literacy instruction, including early language and literacy development activities, from birth-grade 12.

Goal 2: To meet four times per year with representatives from Montana's public and private colleges and universities, tribal colleges, and two- and four-year community colleges that offer teacher preparation programs to improve preservice courses in comprehensive, evidence-based literacy and pre-literacy instruction as described in the MLP (See Attachment A).

<u>Objective/Outcome:</u> For professors of reading/literacy to become more knowledgeable about comprehensive, evidence-based literacy and pre-literacy instruction as described in the MLP and incorporate this knowledge into their courses to ensure that graduates from education departments of Montana's institutes of higher education will have in-depth knowledge about comprehensive, evidence-based literacy and pre-literacy instruction that aligns with the MLP.

Goal 3: The SEA Team will participate in biannual meetings of the Montana Higher Education Consortium (HEC) to discuss critical issues in teacher preparation programs and their alignment to the MLP (See Attachment A). The HEC is a unique community of practice that brings together general and special education faculty members from teacher preparation programs in Montana. Through this group, the SEA Team will facilitate an introduction to the MLP, the components of comprehensive, evidence-based literacy and pre-literacy instruction as described in the MLP, and the alignment of the MLP to state licensure and certification standards.

Objective/Outcome: To improve higher education curriculum and instruction in teacher preparation programs so that the programs adequately cover comprehensive, evidence-based literacy and pre-literacy instruction and are aligned with state licensure and certification standards and to ensure better qualified teacher preparation programs and newly certified teachers for birth-grade 12 in Montana schools.

All Project Design Elements: Follow-Up CLSD Subgrant Application Workshop

Goal: When all CLSD Subgrant Application Webinars have been viewed by eligible Subgrantees, the SEA Team will further assist eligible Subgrantees by conducting follow-up regional CLSD Subgrant Application Workshops covering Project Design Elements 1-7. During the regional Workshops, eligible Subgrantees will learn how to apply the information presented in the CLSD Subgrant Application Webinars to complete their CLSD Subgrant Applications using the Scoring Rubric developed by the SEA Team (See Attachment E, pp. 151-163). The Scoring Rubric includes specific criteria for to each Project Design Element. Objective/Outcome: To help ensure that eligible Subgrantees know how to use the information presented in the CLSD Subgrant Application Webinars to develop and complete their CLSD Subgrant Applications.

QUALITY OF PROJECT SERVICES

For all awarded Subgrantees, Project Services (i.e., "the action to help or assist someone or provide expertise") for the Montana Comprehensive Literacy State Development Project (MCLSDP) will include the following three components: Instructional Services for Students, Professional Development (PD) Services, and System-Wide Coordination Services.

Instructional Services for Students (to Improve Literacy Learning Opportunities)

Instructional Services for Students are designed to help disadvantaged children and students (i.e., eligible project participants) improve literacy proficiency through improved literacy learning

opportunities. To ensure implementation of strategies by awarded Subgrantees that ensure equal access and treatment for disadvantaged subgroups, Instructional Services for Student will focus on the following Project Design Elements within the Learning Opportunities category: Assessment of Literacy Needs, Comprehensive, Evidence-Based Literacy Instruction, Educational Choice, and Family Literacy. The SEA identifies the following disadvantaged subgroups: American Indian children and students, children and students with disabilities, children and students living in poverty, children and students in foster care, and English learners.

Project Design Element: Assessment of Literacy Needs

The Montana Comprehensive Literacy Needs Assessment (MCLNA) is a six-step process completed annually to determine needs by disadvantaged subgroups to ensure equal access for treatment (i.e., qualified teachers, evidence-based strategies, sufficient time, intensity of instruction). Local assessments are also used on a regular basis to monitor progress (See Attachment A, pp. 15-20).

Impact: Awarded Subgrantees will understand how to use the MCLNA and select strategies that ensure equal access for treatment of disadvantaged children and students, which will result in improved learning opportunities and literacy proficiency.

Project Design Element: Comprehensive, Evidence-Based Literacy Instruction

The delivery of the PD Services for comprehensive, evidence-based literacy and pre-literacy instruction will be consistent in terms of structure (the how and when) and personnel (the who). Instruction will vary by age level: birth-kindergarten entry, kindergarten-grade 5, grades 6-8, and grades 9-12. For all disadvantaged subgroups, state assessment data and local assessment data have indicated the need for improvement in the following curriculum areas: oral language development, reading (i.e., phonological awareness, phonics, fluency, vocabulary, and

comprehension) and writing. For English learners, oral language development and vocabulary acquisition were the lowest of all subgroups. For all disadvantaged subgroups, the impact of implementing the strategies listed below will likely show improved proficiency and learning in oral language development and in reading and writing as evidenced by an increase in scores including local assessment data (e.g., screening, outcome, diagnostic) and the GPRA measures as defined in this Grant Application Package.

Strategy 1: For all disadvantaged subgroups, Multi-Tiered Systems of Support (MTSS), which targets explicit and systematic instruction to improve comprehensive, evidence-based literacy and pre-literacy instruction, will be required to be implemented by awarded Subgrantees. Using a multi-tiered system (i.e., universal instruction, targeted intervention, intensive intervention) will ensure equal access and treatment of disadvantaged subgroups in high-needs schools and early childhood programs. These schools and programs will set up structures for implementing evidence-based strategies, interventions, and practices by completing the MCLNA (See Attachment A, pp. 15-20) and implementing a CIC. For additional information on MTSS, including birth–grade 12 continuums and transitions for birth–kindergarten entry, kindergarten–grade 5, and grades 6–12 (See Attachment A, pp. 40-45; 61-75).

Awarded Subgrantees will also be required to implement the following strategies to ensure equal access and treatment for disadvantaged subgroups.

Strategy 2: For all disadvantaged children and students, Universal Design for Learning (UD4L) is a framework to improve and optimize teaching and learning for all students that focuses on breaking down educational barriers. There are three principles of UD4L identified in the MLP (See Attachment A, pp. 66, 67), which include representation, actions and expressions, and engagement.

Strategy 3: For children and students with disabilities, evidence-based instructional strategies as identified in the MLP (See Attachment A, pp.77-83) include providing direct instruction; using a sequential, simultaneous structured multi-sensory approach; breaking learning into small steps; and modeling instructional outcomes and desirable behaviors.

Strategy 4: For English learners, evidence-based instructional strategies as identified in the MLP (See Attachment A, pp.77-83) include providing explicit instruction demonstrating the distinctions between the students' first language and English, providing opportunities for language production and peer interactions, explicitly teaching English language vocabulary and structures, building on Els'. background knowledge to increase comprehension, providing meaningful communication with Els' parents or guardians, and providing intentional instruction for skill deficits.

Strategy 5: For American Indian children and students, evidence-based instructional strategies as identified in the MLP (See Attachment A, pp 77-83, 106-109) include providing explicit instruction, providing opportunity for language production and peer interactions, explicitly teaching English language vocabulary and structures, providing choice, making reading tasks and activities relevant to American Indian culture, and providing learning opportunities that are relevant to American Indian culture.

Strategy 6: For children and students living in poverty and/or in foster care: research-based instructional strategies as identified in the MLP (See Attachment A, p. 77-83) include explicit vocabulary instruction to narrow the significant vocabulary gap, exposing students to an array of education and social experiences, maintaining high expectations and providing positive feedback and praise, communicating with stakeholders about the health and welfare of the student, and providing intentional instruction for skill deficits.

Project Design Element: Educational Choice

Educational Choice will focus on opportunities and established programs that allow awarded Subgrantees to strengthen educational choice options through traditional and non-traditional access to varied content for rural students, students with disabilities, ELs, and those in alternate placement for middle and high school students. Evidence-based strategies for educational choice will be updated each year during our annual MLP revision process. Options for choice include dual enrollment opportunities with the Montana University Systems and high schools and the Montana Digital Academy (MTDA), a state funded online program that provides unique educational opportunities to Montana students and schools. A high priority is to support rural schools' access to educational choice in courses and content designed for children and students to achieve their academic goals. This will be accomplished by providing the schools access to credit recovery, advanced placement and specialized elective courses, and Jobs for Montana Graduates (JMG), and 21st Century Programs. JMG motivates students with staying in school, graduating, and successfully transitioning into employment, post-secondary education, apprenticeships, or the armed forces,

Project Design Element: Family Literacy

For all disadvantaged children and students, family literacy experience will utilize evidence-based strategies as identified in the MLP (See Attachment A, pp. 103-109), which includes providing to families age-and-grade-appropriate resources and strategies for supporting their children's literacy development, engaging families as partners in culturally and linguistically sensitive ways, developing community-school partnerships, and ensuring materials are available (print and digital) for engaging families and communities; for example, Montana OPI's website page dedicated to Family and Community Engagement (FACE).

Professional (PD) Development Services (for awarded Subgrantees)

Professional Development Services for awarded Subgrantees are designed to ensure MCLSDP funds are used to improve teaching of comprehensive, evidence-based literacy and pre-literacy instruction and strengthening literacy systems using the six-steps within the CIC to improve literacy learning opportunities and literacy proficiency for disadvantaged children and students (i.e., eligible project participants). To ensure implementation, Project Professional Development (PD) Services will focus on implementing the following Project Design Elements: High-Quality Professional Development, Continuous Improvement Cycle (CIC), and Eligibility and Budget. They will be of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. *Sufficient quality* is defined as "enough funds to implement evidence-based strategies, practice, and interventions." Therefore, funds will only be approved and used for strong or moderate evidence-based strategies as defined in ESEA. Subgrantees will select evidence-based strategies with strong or moderate evidence when completing the Montana Comprehensive Literacy Needs Assessment (MCLNA) (See Attachment A, pp. 15-20). *Sufficient intensity* is defined as "intensity of instructional delivery to accelerate students' rate of learning and applied at the universal, targeted, and intensive level of MTSS." Montana's high-needs schools and early childhood programs will implement systematic and explicit instruction throughout Tier 1, Tier 2, and Tier 3 instruction (See Attachment A, pp. 68-74). *Sufficient duration* is defined as "repeated over an extended period of time." Montana's high-needs schools and early childhood programs will establish sufficient time allocations for instruction in all three tiers (See Attachment A, pp. 68-74).

PD Services will be implemented by the SEA Team and Instructional Consultants (ICs) to assist awarded Subgrantees in developing plans and using funds for high-quality PD that lead to

improvements in teaching and practice for disadvantaged children and students. High-quality

PD, as defined in the Montana Literacy Plan (MLP) (See Attachment A, pp. 110-122), matches

the definition in ESEA and this Grant Application Package. The MCLSDP contains the

following four components to ensure high-quality PD plans for comprehensive, evidenced-based

literacy or pre-literacy instruction are developed and implemented by awarded Subgrantees: (1)

improve and increase educators' understanding and knowledge (e.g., standards, Multi-Tiered

Systems of Support (MTSS), early language instruction, adolescent literacy instruction, content

area instruction, well-rounded education); (2) implement job-embedded and classroom focused

PD (e.g., training of principals and instructional support personnel, mentoring and coaching); (3)

implement data-driven decision making (e.g., educator team meetings, Professional Learning

Communities (PLCs), Data Teams focused on disadvantaged children and student progress); and

(4) sustain comprehensive, evidence-based literacy and pre-literacy instruction (e.g., training

principals and SL Teams on school improvement plans, CIC, budgets or use of funds).

School Leadership Teams (SL Teams) will attend regional CLSD Implementation Meetings

where they will receive PD from the SEA Team and ICs. This PD will revolve around the SEA

Team and ICs presenting the content of the SEA's CLSD Subgrant Implementation Modules to

the SL Teams. Two Modules will be presented each year. These Modules include video clips,

PowerPoint presentations, presenter notes, handouts, and ideas for providing PD for all staff such

as educator team meetings, staff meetings, stipends through independent study outside of school

hours, teacher certification units. The Modules address various age levels: birth-kindergarten

entry, kindergarten-grade 5, grades 6-8 (middle school), and grades 9-12 (high school), and

include the roles and responsibilities of educators (e.g., teachers, instructional support personnel,

principals, and literacy coaches) to implement the content presented. The SEA Team won't need

to develop all online Subgrant Implementation Modules because many are already on the

Teacher Learning Hub platform (Hub) from past and current literacy programs.

After being introduced to the CLSD Subgrant Implementation Modules, SL Teams will then

develop with the SEA Team and ICs clear follow-up steps for providing on-site PD Services to

school staff (e.g., teachers, instructional support personnel, principals, literacy coaches). The

SEA Team and IC will also support SL Teams, including the Literacy Coach (LC), to develop

high-quality PD for all staff on utilizing the Modules and a CIC (See Attachment B) to

implement and sustain their CLSD Subgrants. Next, the SL Teams, including the LC, will

continue to provide PD Services to all staff on using the Modules and on implementing a CIC in

between the SEA Team and IC visits to improve literacy proficiency and learning for

disadvantaged children and students. Finally, the SEA Team and the IC will provide PD to build

the capacity of the LC in providing ongoing, consistent follow-up for staff through

demonstrations, observations, and conversations as the staff implements new evidence-based

strategies, practices, and interventions.

The SEA Team will meet monthly with the principal to review the budget (See Appendix A) to

ensure appropriate use of funds for all age-levels. Improvement of practice in teaching

instruction will be evaluated by using the Montana Comprehensive Literacy Evaluation Tool

(MCLET) (See Attachment C) and collected walkthrough data from all tiers of instruction.

System-Wide Coordination Services

Project Design Element: Coordination with Early Childhood and Higher Education

For all disadvantaged children and students, System-Wide Coordination Services implemented

by the SEA Team and Subgrantees, including principals and instructional leaders, will be

coordinated with the expertise of the State Advisory Council on Early Childhood Education and Care (SAC) and Montana's institutes of higher education

Early Childhood: To improve supports and teaching for disadvantaged children, improved coordination between SEA Team, the SAC, and representatives of local early childhood coalitions will include identifying a common purpose, determining a division of labor, and improving understanding of the MLP (See Attachment A). It also will include ways to use the MLP with local early childhood education programs, updating the MLP with more information on birth–kindergarten entry, and understanding the MLP's alignment with the *Montana Preschool Guidance Document* (MT Office of Public Instruction, 2014).

Institutes of Higher Education: To improve supports for teaching disadvantaged children and students, the SEA will coordinate with institutes of higher education to identifying a common purpose, coordinate efforts, and determine divisions of labor. The SEA Team will work with Higher Education Consortiums to improve understanding of the MLP (See Attachment A) to improve its utilization and the MCLET's utilization (See Attachment C) in teacher preparation courses; to discuss ways to use the CLSD Subgrant Implementation Modules in teacher preparation courses; to support awarded Subgrantees recruitment, hiring, and training of effective teachers, including teachers who became certified through alternate routes (i.e., professional license); and to create programs to enable paraprofessionals to obtain the education necessary for them to become certified and licensed teachers. In addition, the SEA Team will coordinate with Higher Education Consortiums to analyze current state licensure and certification standards in the area of literacy (early education through grade 12) and compare those standards to comprehensive, evidence-based literacy and pre-literacy instruction.

QUALITY OF MANAGEMENT PLAN

The Montana Comprehensive Literacy State Development Project's (MCLSDP) Management Plan will focus on four broad areas of management: (1) the application process for eligible Subgrantees; (2) project services for awarded Subgrantees; (3) tasks for system-wide coordination; and (4) procedures to ensure feedback and continuous improvement for project operation.

For eligible Subgrantees, the Management Plan includes technical assistance (TA) that includes tasks such as the development of CLSD Subgrant Application Webinars, conducting regional CLSD Subgrant Application Workshops, and scoring CLSD Subgrant Applications using the CLSD Subgrant Application and Scoring Rubric (See Attachment E, pp. 151-163). For awarded Subgrantees, the Management Plan includes tasks such as the development of online CLSD Subgrant Implementation Modules, conducting regional CLSD Subgrant Implementation Meetings, and on-site school visits by SEA Team and Instructional Consultants (ICs). The SEA will manage System-Wide Coordination with early childhood programs through the State Advisory Council on Early Childhood Education and Care (SAC) and local early childhood coalitions. It will also manage coordination with institutes of higher education about teacher preparation programs and licensure and certification standards. Management procedures to ensure feedback and continuous improvement will include ongoing self-monitoring through a CIC (See Attachment B, 136-139) and an independent External Evaluation by Education Northwest (See Appendix B, pp. 3-8).

Three groups will be responsible for achieving the objectives of the MCLSDP: the SEA Team, ICs, and School Leadership Teams (SL Teams). The SEA Team, comprised of five State employees, will implement all MCLSDP activities including the following: (1) providing TA to

assist eligible Subgrantees in developing their CLSD Subgrant Applications; (2) coordinating an independent peer review process by ICs to ensure awarded Subgrantees have prioritized funds to implement comprehensive, evidence-based literacy instruction for disadvantaged children and students; and (3) providing Professional Development (PD) for awarded Subgrantees so that they may successfully implement their CLSD Subgrant Applications. ICs will be chosen by awarded Subgrantees from a SEA Approved Provider List. The ICs will (1) coordinate with the SEA Team to support awarded Subgrantees in implementing their CLSD Subgrants; (2) work with the SL Teams to implement a CIC to ensure ongoing continuous feedback and improvement, (3) provide on-site PD for all staff, including coaching and building the capacity of the Literacy Coach (LC) at each school (See Appendix E, pp. 26, 27).

The SL Teams, which will include representation from school staff (e.g., teachers, support staff, principal, LC, special education, EL specialists), will (1) work with the SEA Team and ICs to implement the activities described in their CLSD Subgrants; (2) attend TA and PD provided by SEA; and (3) implement a CIC to ensure ongoing continuous feedback and improvement in implementing comprehensive, evidence-based literacy instruction to improve achievement for disadvantaged children and students. All project tasks will be delivered on time, within budget, and have clearly identified responsible parties, timelines, and yearly milestones.

Eligible Subgrantees: Management of the Application Process

Project Task: Develop eight CLSD Subgrant Application Webinars, one for each Project Design Element. Responsible Party: SEA Team Timeline: Sept/Oct 2019 Milestone: Year 1 only

Project Task: View CLSD Subgrant Application Webinars. Responsible Party: eligible Subgrantees Timeline: Nov/Dec 2019 Milestone: Year 1 only

Project Task: Monitor Teacher Learning Hub platform's (Hub) completion reports to see if eligible Subgrantees have viewed all the CLSD Subgrant Application Webinars before attending the regional CLSD Subgrant Application Workshop. Eligible Subgrantees who have not viewed the Subgrant Application Webinars will be contacted by the SEA Team. Responsible Party: SEA Team Timeline: Nov/Dec 2019 Milestone: Year 1 only

Project Task: Develop CLSD Subgrant Application and Scoring Rubric. Responsible Party: SEA Team Timeline: Oct 2019 Milestone: Year 1 only

Project Task: Conduct regional CLSD Subgrant Application Workshops to support eligible Subgrantees in developing and writing their CLSD Subgrant Applications (See Attachment E). Responsible Parties: SEA Team; SL Teams Timeline: Jan 2020 Milestone: Year 1 only

Project Task: Develop a Request for Proposal (RFP) to identify qualified ICs as defined in ESEA to add to the SEA Approved Provider List. Eligible Subgrantees will not have access to the SEA Approved Provider List of ICs until the CLSD Subgrants are awarded. To avoid conflicts of interest, the SEA Team has successfully used this method before with competitive subgrants. Responsible Party: ICs Timeline: Sept/Oct 2019 Milestone: Year 1 only

Project Task: Review of CLSD Subgrant Application Webinars by ICs to ensure consistent understanding of the Project Design Elements and Scoring Rubric. Responsible Party: ICs Timeline: December 2019 Milestone: Year 1 only

Project Task: Provide training for ICs in the independent peer review process. Training includes participating in the SEA Team's live question & answer webinar about the CLSD Subgrant Application and Scoring Rubric (See Attachment E, pp. 151-163), practice filling in the CLSD Subgrant Application, using the Scoring Rubric, and signing a conflict-of-interest form. Responsible Parties: SEA Team; ICs. Timeline: Jan 2020. Milestone: Year 1 only

Project Task: Score each CLSD Subgrant Application and Scoring Rubric (Attachment E, pp. 151-163). For consistency, each CLSD Subgrant Application will be read by two ICs. Discrepancies of more than 10 points overall will be discussed and resolved by the SEA Team. Responsible Parties: SEA Team; ICs Timeline: Mid-Feb 2020 Milestone: Year 1 only

Project Task: Select and notify awarded Subgrantees. The SEA Team will ensure adequate resources are provided, application requirements are met, and necessary SEA policy decisions are made regarding the awards. Responsible Party: SEA Team Timeline: Mid-Mar 2020 Milestone: Year 1 only

Management of Instructional Services for Students for Improving Learning Opportunities and Professional Development Services for Awarded Subgrantees

Project Task: Development of two, follow-up online CLSD Subgrant Implementation Modules aligned with all eight Project Design Elements to be presented at regional CLSD Subgrant Implementation Meetings. Responsible Party: SEA Team Timeline: Jul-Aug 2021, 2022, 2023, 2024 Milestones Years 1-5: Each summer, the SEA Team will plan and develop online Subgrant Implementation Modules that will focus on implementing and sustaining the eight Project Design Elements.

Project Task: The SEA Team will conduct regional CLSD Subgrant Implementation Meetings to provide Subgrantees' SL Teams with PD on implementing and sustaining all eight Project Design Elements. Responsible Parties: SEA Team; ICs; SL Team. Timeline: Fall 2020-spring 2024 Milestones Year 1: SEA Team develops agendas for regional CLSD Subgrant Implementation Meetings. Years 2-5: SEA Team provides PD beginning with implementation (years 1, 2) and working towards sustainability (years 3-5) of all eight Project Design Elements.

Project Task: Provide on-site, targeted PD to support awarded Subgrantees in implementing and sustaining their CLSD Projects. On-site PD will include presenting content from online CLSD Subgrant Implementation Modules, developing high-quality PD plans, building the capacity of the LC, and developing a CIC as described in Quality of Project Services. Responsible Parties: SEA Team; ICs; SL Teams Timeline: Monthly on-site visits, Fall 2020 through Spring 2024. Milestones Year 1: No on-site support from ICs or SEAs due to CLSD Subgrant Application process. Year 2: SEA and ICs deliver on-site targeted PD to support Subgrantees with implementing their CLSD Subgrants. Years 3-4: SEA and ICs deliver onsite targeted PD to support Subgrantees in sustaining their CLSD Subgrants. Year 5: SEA and ICs deliver on-site, as-needed, targeted PD to support Subgrantees to fully sustain their CLSD Subgrants. As-needed PD will be based on student achievement data and progress on the MCLET (See Attachment C).

Management of Services for System-Wide Coordination

SEA Team will manage tasks for system-wide coordination of comprehensive, evidence-based literacy instruction with early childhood programs and institutes of higher education. The SEA Team will focus on utilizing three elements to improve coordination: a common purpose, coordinated effort, and division of labor.

Project Task: Convene monthly SAC Workgroup Meetings with local early childhood coalitions to develop a common purpose with clear goals and a plan for coordinating efforts and division of labor to improve comprehensive, evidence-based pre-literacy instruction in early childhood programs (e.g., public preschool, private preschool, early Head Start, Head Start). Responsible Parties: SEA Team; SAC Workgroups; local early childhood coalitions, including principals. Timeline: Monthly: Fall 2020–Spring 2024 Milestones Year 1: SAC Workgroups will develop a common purpose with clear goals and determine responsible parties to accomplish

each goal, create a timeline, and accomplish yearly milestones for achieving each goal. Year 2: SAC Workgroups will revisit Year 1 goals, set new goals, and create new workgroups for coordinating efforts with local early childhood coalitions. Years 3-5: Workgroups will revisit this same process each year to ensure improved coordinated efforts for implementing comprehensive, evidence-based pre-literacy instruction.

Project Task: Conduct meetings four times per year with representatives of Montana's public and private colleges and universities, tribal colleges, and two-and four-year community colleges to coordinate comprehensive, evidence-based literacy and pre-literacy instruction in early childhood and K-12 teacher preparation programs by identifying a common purpose, developing a plan for coordinating the efforts, and determining division of labor. Responsible Parties: SEA Team; Higher Education Consortiums (HEC) Timeline: Monthly: Fall 2020 through Spring 2024 Milestones: Year 1: SEA Team meets with HEC to develop a common purpose with clear goals and to determine next steps to accomplish each goal before the next meeting, including responsible party or parties, timeline, and yearly milestones for achieving each goal. Year 2: Year 1 goals will be analyzed, new goals will be set, and next steps will be determined for accomplishing each goal before the next meeting, including responsible party or parties, timeline, and yearly milestones for achieving each goal. Years 3-5: This same process will be revisited each summer to ensure improved coordinated efforts for implementing comprehensive, evidence-based literacy instruction.

Project Task: Coordinate with Montana's institutes of higher education to review state licensure and certification standards in areas of literacy and pre-literacy instruction in early education through grade 12 by identifying a common purpose, developing a plan for coordinating the efforts, and determining division of labor. Responsible Parties: SEA Team;

HEC, including a group of professors from Montana's two- and four-year public and private, and tribal colleges and universities Timeline: Fall, Winter, Spring, Summer 2020-2024 Milestones Year 1: SEA Team meets to discuss a plan for improvement of state licensure and certification standards to develop a common purpose with clear goals and to determine next steps to accomplish each goal before the next meeting, including responsible party or parties, timeline, and yearly milestones for achieving each goal. Year 2: Year 1 goals will be analyzed, new goals will be set, and next steps will be determined for accomplishing each goal before the next meeting, including responsible party or parties, timeline, and yearly milestones for achieving each goal. Years 3-5: This same process will be revisited each summer to ensure improved coordinated efforts for comprehensive, evidence-based literacy instruction.

Project Operation: Management of Procedures to Ensure Feedback and Continuous Improvement

In addition to the Project Tasks, including persons responsible, timelines, and yearly milestones to ensure ongoing feedback and improvement, the SEA Team will utilize two additional procedures. The first procedure will be conducting ongoing self-monitoring using a CIC (See Attachment B, pp. 136-139), which mirrors the same six-steps that awarded Subgrantees will be using to implement and sustain their CLSD Projects. The SEA Team's focus will be monitoring the improvement on the Government Performance and Results Act (GPRA) performance indicators (as defined in this Grant Application Package) to evaluate the overall effectiveness of the MCLSDP. The SEA Team will meet monthly utilizing a structured team agenda aligned with the steps in the CIC, to monitor progress of ICs and Subgrantees data (e.g., GPRA performance indicators), including progress of disadvantaged subgroups. The SEA Team will monitor coordination with the SAC, local early childhood coalitions, and institutes of higher education.

The SEA Team and ICs will conduct monthly webinars utilizing a structured team agenda. The team agenda includes monitoring awarded Subgrantees' progress in implementation of their CLSD Projects, reviewing assessment data on disadvantaged children and students, and assessing progress on implementing the MCLET (See Attachments B and C).

The second procedure will be conducted by Education Northwest, a nonprofit educational research organization, who will conduct an exempt, independent, mixed-methods evaluation of MCLSDP to ensure evaluation activities complement the SEA's MCLSDP activities and ensure that evaluation instruments have content validity and provide valuable formative feedback. The External Evaluation (See Appendix B, pp. 3-8) will address seven research questions based on data and information collected from the MCLNA (See Attachment A, pp. 15-20), awarded Subgrantees' local student progress monitoring assessments, state assessment data on the GPRA performance indicators, interviews with SEA Team; surveys completed by awarded Subgrantees, the SAC, local early childhood coalitions, and teacher preparation staff; and project documentation (i.e., CIC and MCLET progress over time).