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## Introduction

The Comprehensive Literacy State Development Grant (CLSD) offers the means for Alaska to expand its efforts to improve literacy skills for all Alaska students. The Alaska Department of Education & Early Development (DEED) proposes to develop and implement a comprehensive literacy program where all LEAs in the state have the opportunity to participate. The CLSD grant aligns to the state's vision of literacy in Alaska.

In 2016, DEED began the work of creating a strategic plan, in conjunction with the State Board of Education, to create transformative change for education. In the winter of 2016, DEED released a public survey asking Alaskans to share their priorities for public education reform. Nearly 1,400 Alaskans in 109 communities submitted over 18,000 ideas for topics to be considered during Alaska's Education Challenge. The ideas were then coded and categorized, and the top categories were shared with five committees. In April 2017, Commissioner Johnson and the State Board formally kicked off Alaska's Education Challenge. Nearly 100 Alaskans from all corners of the state representing diverse backgrounds, interests, and experiences came together to work collaboratively and focus their efforts on developing recommendations for each of the five strategic priorities set by the State Board.

This collaborative work yielded five goals that drive the work at DEED. Many of these goals can be accomplished through the AK-CLSD:

1. Support all students to read at grade level by the end of third grade.
  - a. What success looks like by 2025: The number of students in grades 3-5 who are proficient on the statewide English language arts assessment will increase by 15%
2. Increase career, technical and culturally relevant education to meet student and workforce needs.

- a. What success looks like by 2025: The number of students who, upon graduation, have earned dual credit, obtained an industry certification, or completed Advance Placement coursework will increase by 15%
3. Close the achievement gap by ensuring equitable educational rigor and resources.
  - a. What success looks like by 2025:
    - i. The current performance gaps in English language arts for all student subgroups will be reduced by 45%
    - ii. The proficiency rate for English learner students will increase to 65%
4. Prepare, attract, and retain effective education professionals.
  - a. What success looks like by 2025:
    - i. All Alaska school districts will experience less than 15% turnover of educators each year
    - ii. Ninety percent of educators new to Alaska or the profession will be actively engaged in a cohort-based induction program that includes training around culturally responsive and trauma-informed instruction and the regular support of a mentor, teacher leader, or master teacher.
5. Improve safety and well-being of students through school partnerships with families, communities, and tribes.

## **State Needs Assessment**

### *State Literacy Needs*

Most Alaska students perform below proficiency on literacy assessments. Fifty-eight percent of students across all grade-levels performed below proficient on the 2017/18 state summative assessment, Performance Evaluation of Alaska Schools (PEAKS). When disaggregating:

- 58% of 4th graders perform below proficient.
- 55% of 8th grades perform below proficient.

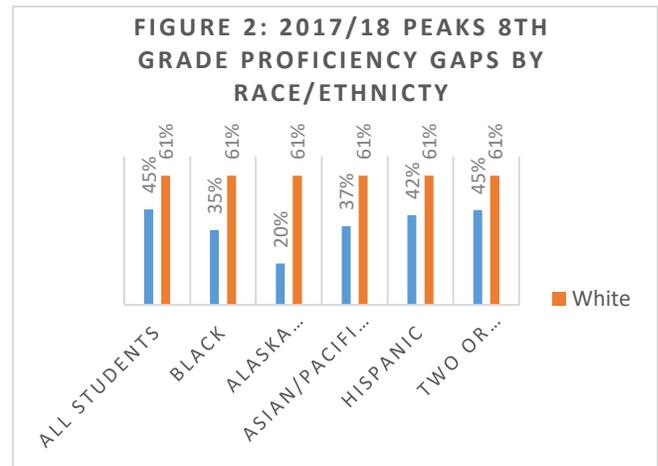
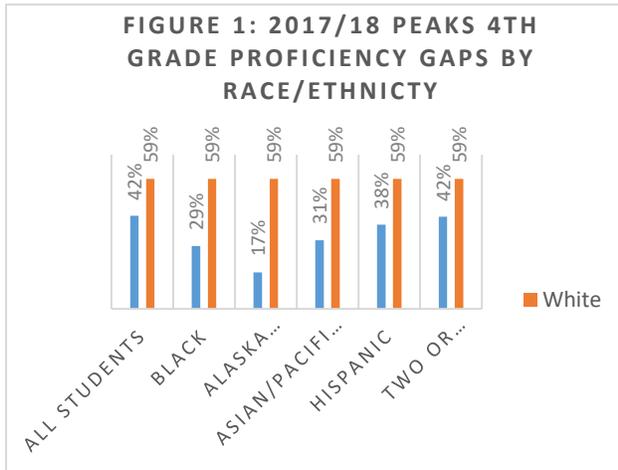
Student performance on the 2017 National Assessment of Educational Progress (NAEP) demonstrates a larger percentage of students performing below proficient.

- 72% of 4th graders.
- 74% of 8th graders.

Overall, Alaska 4th graders perform significantly lower than all but one of the jurisdictions participating in the 2017 NAEP assessment. Alaska 8th graders' performance on the 2017 NAEP ranked 41 out of 51 assessed jurisdictions (U.S. Department of Education, 2017). (See Appendix for detailed tables)

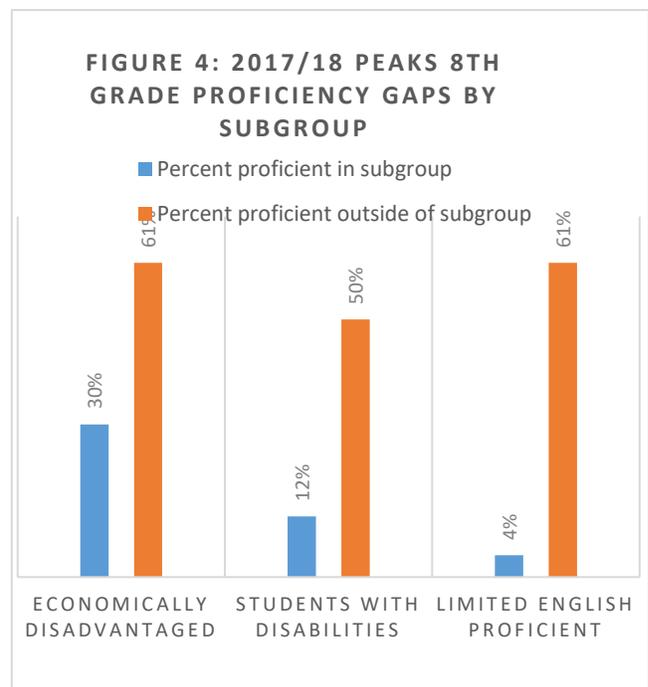
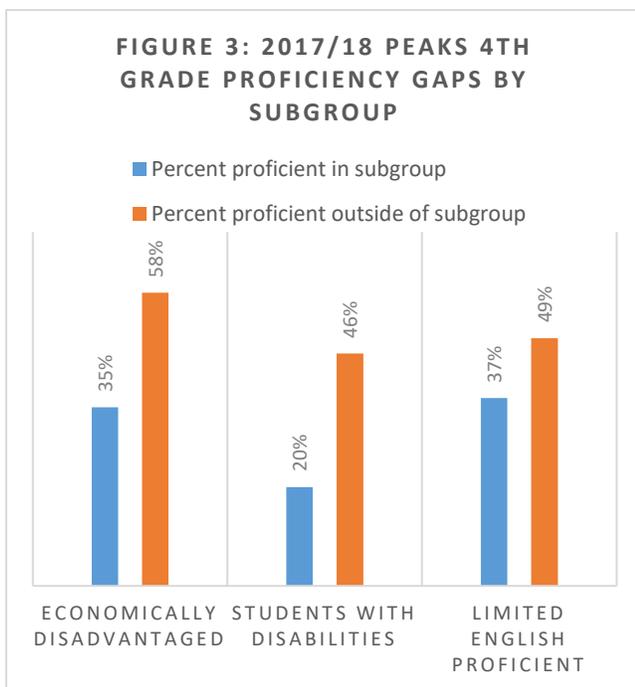
Alaska has substantial gaps in performance between the majority and minority race and ethnic categories. Alaska's majority race and ethnic student population is Caucasian (49%). The second largest category is Alaska Native/American Indian (22%). Between these groups, there is a 32-point gap in the percentage of students proficient in 4th grade. Eighth grade performance demonstrates a 42-point gap. A concurrent gap exists between the performance of students who are Caucasian and their comrades in 4th and 8th grades for the remaining race and ethnicity categories

These gaps are demonstrated in Figures 1 and 2.



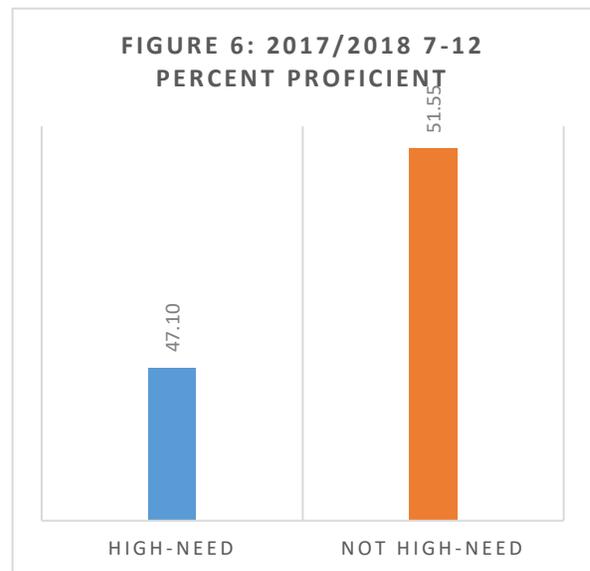
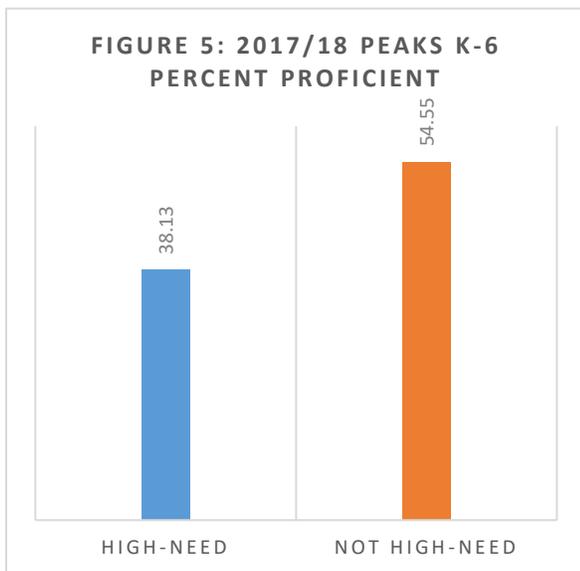
**Alaska has substantial gaps in performance among economically disadvantaged, students with disabilities, and limited English proficient subgroups and the remaining students outside of the subgroups.** Significant gaps in student performance exist in each of these subgroups; the most significant is for 8<sup>th</sup> grade students who are limited English proficient and their native English-speaking peers (56-point gap in performance). Gaps for subgroups in 4<sup>th</sup> and 8<sup>th</sup> grade on the 2017/18 PEAKS as shown in Figures 3 and 4.

*High-Need Schools and LEAs*



**Alaska school LEAs containing high-need schools vary greatly.** Overall Alaska’s high-need schools serve over 50,000 students. LEAs containing high-need schools range from serving 47 total students to over 11,000. The high-need school population within these LEA ranges from 10 to 1300 students. Nineteen percent of teachers in high-need schools are teaching out of their field compared to 23% for schools that are not high-need. Students in high-need schools are more likely to be exposed to inexperienced teachers (7% of all teachers in high-need schools) than their counterparts in non-high-need schools (2.5%).

**Alaska’s high-need schools perform lower than schools that are not categorized as high-need. Thirty-eight percent of students in Alaska’s high-need elementary schools were proficient.**



Alaska faces challenges that are unique to our area. Alaska has 54 school districts in all areas of the state. A small percentage of these districts and communities are located on the road system. Most communities can only be accessed by airplane or ferry- Juneau is one of these sites. These communities accessed by airplane may not have jet service and fly on small propeller planes or float planes. Many of school districts are the size of other states. The remote nature of

many communities can be a barrier to hiring and retaining teachers. Alaska has a high teacher turnover rate (See charts in the Appendix). This turnover rate is higher in the more remote villages with some schools experiencing up to 100 % turnover.

### **Alaska's Comprehensive Literacy State Development Program**

DEED anticipates awarding eight to twelve subgrantees located throughout the state to LEAs, early childhood education providers, and LEAs who partner with early childhood education partners. The AK-CLSD meets both Priority 1 and Priority 2.

Priority 1- Promoting Literacy. The literacy plan outlined in this proposal has a strong focus on family engagement and literacy. One of the requirements in the subgrantee plan and application is that the subgrantee include parent activities that support specific interventions. This allows the parent to support their child at home with activities that are aligned with the goals of the interventions used with the student. Work done in Alaska's Pre-School Development Grant (PDG) supports early literacy efforts by supporting parents in understanding quality programs and by providing strong literacy support. The PDG and the CLSD have similar goals and expected outcomes for family and literacy engagement.

Priority 2-Empowering Families and Individuals to Choose High-Quality Education that Meets their Unique Needs. This proposal follows supports the goals of the Alaska's Education Challenge for secondary students by promoting activities that will improve high school graduation. The second goal in the Challenge refers to the increase of Career and Technical Education (CTE). This goal specifically refers to graduation rates. Data shows in Alaska that students who participate in CTE for two years graduate at a higher rate than student who do not. Encouraging students to pursue an industry certification, dual/concurrent credit or AP courses provide options that are relevant for students.

It is recognized that parent involvement in literacy instruction is essential for student success. This proposal focuses on concentrated technical assistance with LEAs to promote effective parental involvement activities. Collaboration between teams within DEED (federal Title program and CTE) is designed to provide a united front regarding many aspects of this literacy plan. Parental involvement activities are key components of Title and CTE requirements for compliance. Working together internally as well as with LEAs to create connections will facilitate a more cohesive approach to parental involvement in all aspects of their child's education.

## **State Level Activities**

### **State Comprehensive Literacy Plan**

The Alaska State Literacy Blueprint began in the United States Congress with the allocation of funds to promote literacy across the country. A portion of the total funds allocated was set aside for grants to the states. Upon receiving a grant, Alaska began to form a team of Alaskan educators with varied backgrounds in literacy education to construct a birth to graduation literacy plan. With their combined experience and knowledge as a foundation, they worked collaboratively to study current research and create the Alaska State Literacy Blueprint.

The purpose of this work is to provide a comprehensive framework for how Alaskans develop effective systems to ensure Alaska's children receive a strong literacy education. It is designed to provide guidance to policymakers, LEAs, school and community leaders, educators and families about ways to support all children in becoming literate; and prepared to fully participate in their chosen work and activities of personal interest in the 21st century. It moves away from philosophical debate and focuses on the growing body of research that supports the advancement of children's literacy.

The Alaska state literacy team of stakeholders that include educators, parents, community members, industry and business leaders, and tribal organizations will continually review/revise the Alaska Literacy Blueprint to ensure that the literacy plan is in alignment with the vision and goals of the state, LEAs and communities.

Teams consisting of a diverse group of stakeholders, including representatives from institutions of higher education, from all regions of the state will review each grade span (Pre-K to age 5, kindergarten through grade 5, and grades 6-12) for alignment and. Each grade span team will collaborate with other grade span teams to confirm alignment between each grade span. Literacy, standards, and assessment experts will facilitate alignment and evaluation work in order to provide processes and evaluation tools appropriate for the task.

Upon completion of the initial year's review of the Alaska Literacy Blueprint, the DEED will present the modified literacy plan document to the State Board of Education for adoption into to regulation after the appropriate public comment period.

### **State Implementation Plan**

It is the policy of this state that the purpose of education is to help ensure that all students, Pre-k to grade 12, will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society ,and be effective in improving the character and quality of the world around them ( Alaska Statute, Section 14.03.15).

Relating to the purpose stated above, the role of DEED is to “provide information, resources, and leadership” to LEAs. This includes federal programs, health and safety, school improvement, grants management/fiscal matters, child nutrition, and facilities. The implementation of a comprehensive literacy plan is no exception. In order to achieve this, measureable and attainable goals have been established for the AK-CLSD.

### **Implementation Goals**

1. Provide resources and leadership to meet LEA and school needs.
2. Provide professional development in best practices for literacy instruction for students from Pre-K through grade 12.
3. Implement a comprehensive Literacy Plan.
4. Provide resources and leadership to eliminate achievement gaps for all students.
5. Support effective use of federal and state funds.
6. Provide consistent, valid, and reliable data and analysis for the state, LEAs, and schools.
7. Create a model for building the capacity and effectiveness of instructional leaders.

Moving forward with a comprehensive state literacy plan will take strategic organization and messaging for DEED, LEAs, and schools. To safeguard success of the programs, the literacy plan will roll out in three phases- awareness, transition, and implementation.

- **Awareness:** Build awareness for administrators and teachers around the goals, expected outcomes, and expectations of the plan. Train educators on the format/contents of the Alaska Literacy Blueprint, assessment literacy, and the importance of alignment. Include building knowledge of multi-tiered systems of support, evidence-based strategies and interventions. Reinforce the use of data analysis to help with decision-making.
- **Transition:** Begin training educators to internalize the comprehensive literacy plan by examining school and LEA resources for alignment and build a deeper understanding of the key concepts of evidence-based strategies and interventions. Evaluate student outcome goals and set milestones. Begin collaborative data analysis teams within grade span groups to evaluate student needs, create school/LEA wide processes and procedures that support a comprehensive literacy plan to achieve results. Understand the different types and uses of assessments in order to track student progress.

- **Implementation:** Formalize a Multi-Tiered System of Support or Response to Intervention process. Implement PLC or data groups to track student progress toward student, school, and LEA goals. Consistent alignment between standards/literacy plan, instruction/intervention, and assessments. Utilize formative assessment practices. Educators practice a continuous model of improvement.

During the first year, the focus will be on the awareness and transition phases. Subsequent years will build capacity and work on solidifying the implementation phase into practice. Careful coordination and collaboration with the school improvement team to support the established continuous improvement efforts will ensure the practices outlined in the proposal support and enhance the processes already in place.

It will be important to set a solid foundation for educators and principals for them to move student achievement. Principal training regarding instructional leadership for literacy acts as a catalyst for schools to embrace the transformative change required for implementing any comprehensive plan. DEED will continue working with institutions of higher education and organizations that provided professional development for administrators to focus efforts on literacy. As stated in the needs assessment portion of this proposal, teacher turnover is especially high in LEAs and schools with the highest need. Strong leadership will be essential for success of the schools' efforts.

Additional coordination with the federal programs and career and technical education (CTE) will be synchronized. The diverse population and elevated teacher turnover in some areas provide additional challenges for schools in most need of support. DEED strives to provide the consistency for these LEAs. Each LEA has a federal (Title) programs and a CTE program manager. During regular meetings with the school improvement, federal programs, CTE, and

AK-CLSD program managers, the team will evaluate all aspects of each grantees funding and proposed programs utilizing federal funds. The team will be able to help the grantee focus efforts, create efficiencies and receive support to help build an infrastructure that focuses on the big picture of education in their LEA.

## Management Plan

### Overview

See the Appendix for a detailed outline of management activities.

Year	Activity
1	<p data-bbox="300 762 570 795">Identify sub-grantees</p> <ul style="list-style-type: none"> <li data-bbox="349 842 1393 1606"> <ul style="list-style-type: none"> <li data-bbox="443 915 1344 1016">○ Subgrantee application requires that grantees in year 1 <ul style="list-style-type: none"> <li data-bbox="443 1062 1360 1163">○ PreK to age 5 programs and K-5 schools must provide programs to families on how to support literacy</li> <li data-bbox="443 1209 1360 1310">○ K-6 schools will determine how they can expand educational choice options for students</li> <li data-bbox="443 1356 1393 1457">○ Conduct needs assessment for PreK to age 5, grades K-5 and grades 6-12 literacy programs, identify areas of need and develop a comprehensive literacy plan and implementation plan for years 2-5</li> <li data-bbox="443 1503 1256 1604">○ Hire literacy coaches and provide professional development</li> </ul> </li> </ul> </li> <li data-bbox="349 1503 1373 1606">● Network of subgrantee coaches developed hat will meet virtually monthly to review practices.</li> </ul>
1	<p data-bbox="300 1644 737 1680">Review Alaska Literacy Blueprint</p> <ul style="list-style-type: none"> <li data-bbox="349 1726 1414 1759">● State convene stakeholder group with diverse stakeholders from across the state</li> <li data-bbox="349 1797 1386 1831">● State facilitates review and revision based upon evidence-based best practices</li> </ul>

Year	Activity
	<ul style="list-style-type: none"> <li>Final version of revised blueprint is released by March 2020 to guide subgrantee implementation plans.</li> </ul>
1	Provide professional development to educators and administrators on literacy best practices, evidence-based strategies, assessment literacy, etc.
2	State supports subgrantee improvement plan implementation – professional development, data analysis, program alignment, instructional materials, assessment literacy, etc.
2	State collaborates with Alaska institution of higher education (IHE) to review K-5 and 6-12 literacy instruction programs for new educators
2	Form committees of teachers and representatives from IHEs to review/update licensure standards and requirements.
2	Create a website for the dissemination of literacy related resources.
3	State supports subgrantee improvement plan implementation – professional development, data analysis, program alignment, instructional materials, assessment literacy, etc.
3	Work with the committee of educators and representatives from IHEs to continue work on updating licensure standards and requirements
4	Publish any recommended updates/revisions to licensure.
4	State supports subgrantee improvement plan implementation – professional development, data analysis, program alignment, instructional materials, assessment literacy, etc.

<b>Year</b>	<b>Activity</b>
5	State supports subgrantee improvement plan implementation – professional development, data analysis, program alignment, instructional materials, assessment literacy, etc.
5	State supports all subgrantees to develop sustainability plans for implemented improvement plans in the absence of CLSD supplemental funds.

**Technical Assistance**

The DEED literacy specialist will lead technical assistance support for grantees with assistance from the State System of Support Coaches. Potential grantees will have the opportunity to participate in webinars to help them develop their grant applications. These webinars will cover the goals of the AK-CLSD, clarify the expectations of the LEA grant, and provide information regarding professional development the grantee will receive, as well as answer any questions.

**Statewide Technical Assistance**

The AK-CLSD team will also help to:

- Help grantees make connections to Response to Intervention and Multi-Tiered Systems of Support, career and technical education programs, English learner programs, early childhood programs and school improvement grants.
- Provide training on using data to make decisions
- Provide training on assessment literacy and comprehensive assessment systems
- Promote interdisciplinary approaches to literacy
- Help connect programs to partners who can support literacy efforts

State System of Support (SSOS) coaches will work in partnership with subgrantees to meet the goals outlined in their applications.

- Identify patterns in data to help determine interventions
- Help create programs and lessons to meet the needs of students based on data
- Gather instructional resources to support learning and student motivation

Technical assistance during monitoring visits will provide instant feedback in areas where grantees may need additional assistance to meet their goals (see Monitoring section). The SSOS coaches will also play an integral part in the monthly monitoring calls in order to support grantees build quality sustainable programs.

## **Professional Development**

State professional development, as outlined in the Alaska Literacy Blueprint, is ongoing, long term with a sustained focus. Evidence-based activities include job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom; attends to the conditions needed for change; and employs a team-oriented approach that promotes collaboration. The AK-CLSD team will work with grantees to ensure that educators receive at least 75 hours of professional development each year. The delivery of the professional development can be delivered over a variety of means- Alaska eLearning courses (online modules), teacher in-service days, statewide conferences, regional training, summer institutes, and cohort based teacher groups. Professional development plans will have a sustained focus. One-day trainings will not count in the 75 hours of professional development.

This proposal promotes that the state, districts, and communities pool resources and expertise to increase professional development opportunities for educators. The development of partnerships among districts, professional associations, consortia, foundation, libraries,

communities, and institutions of higher education can help move literacy efforts forward, especially for the most remote districts.

Specific topics for professional development include:

- Content and effective instructional practices based on age/grade span
- The alignment of standards, instruction, and assessment
- Appropriate assessment tools and the analysis of assessment results
- Effective formative assessment practices
- Early care and learning programs
- Parent and community resources and information regarding milestones of early literacy and the importance of supporting literacy at home
- How to provide English learners with structured opportunities to use language

Fostering collaboration with institutions of higher education, organizations providing continuing education opportunities, State System of Support coaches, and district professional development coordinators regarding educational leadership to support principals lead effective literacy programs provide a solid foundation for quality literacy instruction. Concentrated professional development regarding instructional leadership include:

- Supporting educators in delivering effective interventions
  - Setting high expectations for teachers to deliver curriculum based on the identified needs of the learners; supporting teachers in decision making to determine how curriculum is delivered, supporting instructional practices that are evidence-based.
- Strategies to effectively monitor classroom instruction
- Foundations of effective literacy instruction

- Strategies for keeping schools and educators focused on literacy goals and initiatives
- Team building to build shared ownership among educators to meet the literacy needs of all students.

## **Working with IHE**

Collaborations with institutions of higher education (IHE) ensure that new to the profession teachers, and teachers seeking endorsements or continuing education credits are receiving training consistent with state literacy initiatives. This proposal reinforces the relationships with the IHEs in Alaska and refocuses efforts to train high quality literacy teachers and highly effective instructional leaders in the area of literacy.

State certification requirements for elementary and secondary educators include state-approved literacy instruction and strategies that include disciplinary literacy, literacy development of adolescents, and in support of struggling readers and writers. Ongoing collaboration and evaluation of literacy programs at IHEs for adherence to the literacy goals and initiatives of the state occur regularly. DEED staff provide information and resources to IHE instructors in the areas of literacy instruction as well as educational leadership.

In order to solidify the partnership with IHEs and the further development of strong postsecondary programs, DEED will include IHE literacy instructors (early childhood, elementary, and secondary) in the screening and monitoring processes for the project. These instructors will play a key role in reviewing/updating the Alaska Literacy Blueprint. This is an extension of the work done for the adoption of the Alaska English Language Arts Standards. Full participation by all parties will ensure the number of students required to enroll in remedial courses at the postsecondary level decrease.

## **Updating licensure**

DEED, in conjunction with the State Board of Education, is conducting a review of all teacher certification regulations and requirements. The goal of this review is to streamline the licensure process and evaluate certification requirements. Currently, educators can earn literacy related endorsements in reading, reading specialist, and remedial reading. Additional endorsements that support literacy include middle school English/LA as well as communication, English, English literature, language arts, and literature.

This review process examines required competency assessments and assessment scores. To ensure alignment with IHEs programs, the inclusion of educator training programs will create a dialog that will eliminate any gaps in programs.

## **Dissemination of resources**

The effective dissemination of resources hinge on a solid communication plan. There will be multiple audiences for the literacy resources created by DEED. Each audience is different and requires a different approach. Materials and reports written in parent friendly language provide maximum impact. Literacy webpages that focus on birth to age five, kindergarten to grade 5, and grades 6-12 will offer age specific information and tools to users. The following list outlines the different avenues for disseminating information and resources to stakeholders:

- Events: Due to the size and distance between districts, statewide conferences provide opportunities for educators, administrators, and school boards to gather to meet and share information. DEED participates in all of these events.
- Social Media: Facebook, Twitter, Instagram, Flickr, and Vimeo
- Newsletters/listserv: Department InfoExchange, Federal Programs, CTE, and Assessments

- Partnerships: Monthly advisory meeting between the Commissioner and superintendents, teachers, parents, and leadership partners (NEA, principal/superintendent associations, school board associations)
- Print Material from resources posted on the website: brochures, Frequently Asked Questions, topic specific one-page information sheets

## **Monitoring plan**

To facilitate the successful implementation of the comprehensive literacy plan outlined in this proposal, monitoring activities will be partnered with technical assistance. Immediate feedback will ensure that activities are on track with the goals of this project. This will be particularly important during the first year as new practices and expectations are formulated. During this initial awareness phase, the incidence of problems will be higher than in subsequent years.

The monitoring plan will check for alignment between a grantee's submitted plan and the practices observed during onsite visits. Monitoring will also check for adherence to the continuous improvement cycle. This includes data used in making decisions, the use evidence-based strategies and interventions, adherence to the Literacy Blueprint, and the fidelity of implementation.

This monitoring plan is designed to determine if interventions are supported by evidence, relevant, and appropriate. The plan also examines how a grantee adheres to the plan, if the interventions are used for the appropriate amount of time to be effective, if the program differentiates based on the needs of students, and if students are responding to the intervention as reflected by the data. The main goal of this monitoring plan is to ensure that grantees are providing a high-quality program for students.

## **Alaska Continuous Improvement Cycle**

1. Assess needs using available data
2. Create a plan
3. Implement evidence-based strategies and interventions
4. Monitor progress
5. Reflect and Revise the plan as needed

Education Northwest, the external evaluator, will evaluate DEED's monitoring activities to determine the effectiveness of the processes and procedures used to evaluate district literacy plans and implementation practices.

### Year 1 Monitoring Activities:

#### *On-site monitoring and audit of interventions:*

- Determine if proposed interventions were purchased and are being implemented
  - Teacher logs how often they implement intervention components.
  - Principal observations and walk through data
    - Teacher behaviors and instructional practices, ability to engage participants, pacing, developmental appropriateness, ability to individualize instruction
- Review training procedures for interventions and/or materials
  - Review training materials and sign-in sheets
  - Classroom observations to ensure training was effective
- Review evidence of continuous improvement cycle
  - Review documentation of data review teams
  - Review strategies and interventions determined by the review teams

- Classroom observations to ensure interventions/strategies are utilized
- Interview educators
- Review professional development plans
  - Ensure systematic professional development is taking place
  - Review professional development materials and sign-in sheets
  - Interview educators
- Review parental involvement activities
  - Review parental involvement schedule
  - Review materials and sign-in sheets
  - Interview parents

*Monthly Calls with grantees:*

These check-in calls (webinars) allow DEED to not only provide oversight to the grantee projects, but to also help problem solve any issues that may arise. Grantees will discuss any data they have collected, the success of strategies or interventions, challenges, etc. If an intervention is not performing as planned, this time will be used to help evaluate data and help guide the grantee to adjust the plan. These meetings will model the continuous improvement cycle and will provide valuable training, especially during this first year.

Year 2 and 3 Monitoring Activities

*Monthly Calls with grantees:*

The calls during the second and third year of the project will require grantees to reflect deeply on the success of the interventions chosen. During the second year, the grantee will need to determine if the interventions are working as anticipated. If not, they will need to determine

the root cause of the issue and take steps to correct it. If progress is not observed, an evaluation of the intervention and the fidelity to which the implementation is utilized is required.

*Quarterly Data briefing:*

- Grantees will provide DEED with a data briefing that supports the continuous improvement cycle and the interventions chosen for their project

*Desk Audit:*

- Professional Development plans
  - Review professional development plans to ensure continuous and evidence-based professional development is present
- Parental Involvement Activities
  - Review the parental involvement plan
  - Review parental involvement activities and sign-in sheets

An on-site audit (as seen in the Year 1 monitoring section) may be necessary based on the needs of the grantee or the lack of progress of the program.

The goal of these monitoring activities is two-fold. First, frequent interaction with grantees and facilitated reflection time help build a new culture of literacy instruction. Second, determining if interventions are appropriate by providing guiding questions and frequent data review.

Year 4 and 5 Monitoring Activities

*Quarterly Data Briefing* (see year 2 and 3 monitoring activities)

*Desk Audit* (see year 2 and 3 monitoring activities)

*Sustainability Technical Assistance:*

- Professional development and family engagement activities

- Long term planning
- Identify and build on strengths
  - Identify successful interventions and strategies using data and evidence of student performance
  - Flexible, adaptive and engaging practices, interventions, and strategies
- Goal setting based on the continuous improvement cycle
- Networking and connections
- Make interdisciplinary connections for literacy instruction and reinforcement
  - Career and technical education
  - Cultural experiences

## **Administration and evaluation of CLSD activities**

To evaluate the growth and progress of AK-CLSD, the DEED will employ three strategies. The first strategy utilizes an outside evaluator whose role will be conducting evaluation activities to measure the effectiveness of the grant.

Education Northwest, a nonprofit educational research organization, will conduct an exempt, independent, mixed-methods evaluation of AK-CLSD. Education Northwest will work closely with DEED to ensure evaluation activities complement DEED's administration activities and that evaluation instruments have content validity and provide valuable formative feedback.

The evaluation will address seven research questions:

1. What percentage of AK-CLSD subgrantees and their students are high need?
2. What project services did DEED provide to subgrantees, to what extent were those services research-based, and did the services support comprehensive literacy instruction and project priorities?

3. To what extent did subgrantee program staff members receive sufficient, high-quality, research-based support from DEED to implement comprehensive literacy programs?
4. To what extent did subgrantee programs implement high quality comprehensive literacy programs?
5. What activities did DEED engage in to gather ongoing feedback to monitor implementation to address initial and ongoing needs?
6. To what extent did participation in program activities change educator practices?
7. To what extent did educator participation in program activities influence achievement of K-12 students?

Education Northwest will engage in the following activities to answer the evaluation questions:

- Collect and analyze extant student achievement data; analyses will be conducted at least annually to determine the percentage of students proficient on the state assessment, and results will be provided overall and by disadvantaged subpopulations. Achievement data will also be used to determine the percentage of high-needs students served and to what extent educator participation in the project influenced student achievement.
- Conduct annual telephone interviews with DEED staff members to ascertain the scope of project services provided to subgrantees and how DEED monitored implementation.

- Conduct an annual survey of subgrantee staff members to ascertain the extent to which they participated in project services, changed their practices, and implemented comprehensive literacy programs with fidelity.
- Review project documentation, such as meeting agendas, to gather additional detail on implementation.

Education Northwest will analyze quantitative and qualitative data using appropriate data analysis techniques, including descriptive statistics (means, standard deviations, frequencies) of quantitative data and thematic summaries of qualitative data. Education Northwest will provide DEED an annual report.

**Evaluation Activities Timeline**

<b>Research Question</b>	<b>Student Achievement Data (Spring)</b>	<b>DEED Staff Interview (Spring)</b>	<b>School Staff Survey (Spring)</b>	<b>Document Review (Ongoing)</b>
1	X			
2		X	X	X
3			X	
4		X	X	X
5		X		X
6		X	X	
7	X			

The statewide evaluation of the AK-CLSD will be exempt. The evaluation design includes only adults in data collection using survey and interview procedures that are completely voluntary. The only student-level data that will be collected is extant student achievement data. The evaluation team will follow all procedures for keeping evaluation data secure. There is little

risk of disclosure outside the research. If disclosure were to occur, it would not place any research participant at risk of criminal or civil liability or be damaging to their financial standing, employability, or reputation.

The second strategy is to utilize existing data from the state summative assessment and literacy screeners determined by DEED once the project is launched. Subgrantees will create a comprehensive needs assessment based on state and local data. This comprehensive needs assessment will drive the goals and outcomes for their district/school plans. These plans will utilize the continuous improvement cycle to determine the interventions and assessments (formative, interim) to measure progress. During the quarterly data briefing subgrantees will report on interventions used, data collected, and the results the data reflects.

The third strategy involves the creation of a state literacy Advisory Committee with members appointed by the Commissioner of Education. The board will consist of members from K-12 education, institutions of higher education, early childhood education, professional organizations, community-based organization, Tribal organizations, and libraries. This committee will meet two or three times a year to help coordinate literacy improvement efforts across the state and advocate for strong literacy programs that articulate from birth to grade 12.

## **Subgrantee Activities**

### **Subgrantee Comprehensive Needs Assessment**

Subgrantees will create a comprehensive needs assessment as part of their application process. This document will provide the baseline information that informs their plan. This needs assessment is designed to be used to assist subgrantees in determining areas of greatest need for improvement. Data analyzed in this needs assessment includes state summative assessment scores for ELA, students with disabilities, English learners, economically disadvantaged

students, migrant students, homeless students, students in foster care, and neglected and delinquent students. Also included in the needs assessment is an evaluation of graduation and dropout rates; attendance; effective instructional practices; formative assessment practices; supportive learning environment; family engagement; professional development; and instructional leadership. In addition, subgrantees that include students in grades 3-9 will examine their progress towards the measures of interim progress as outlined the System of School Success (state accountability system) as outlined in the Every Student Succeeds Act when data becomes available from the state. The comprehensive needs assessment can be found in the Appendix.

### **Plan and Application**

Each subgrantee will use the results of a comprehensive needs assessment, as stated in the previous section, to create a plan based on the requirements listed below. The application asks LEAs to be creative and innovative in order to offer options for students. As noted in the Introduction, one of the goals of the Alaska's Education Challenge is for secondary students to earn dual or concurrent credit, earn an industry certification (CTE), or participate in an AP course. Delivering engaging opportunities in areas such as Science Technology Engineering and Math (STEM) and CTE provide relevance for the student. LEAs that offer CTE that is funded by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) are required to align the courses with the Alaska English Language Arts and Mathematics Standards. This opportunity for educators to team-teach highly engaging courses to engage students may have significant results. The grantee application is located in the Appendix.

### **Subgrantee Application Requirements**

Each subgrantee shall establish a reading intervention program for students in grades pre-kindergarten through three to ensure that students who struggle with reading can read at or above grade level by the end of grade three. For grades four through twelve, each grantee shall establish

a reading intervention program to support students overall academic success, attain higher levels of education, and secure employment. A grantee shall provide the reading intervention program in addition to core reading instruction that is provided to all students in the general education classroom. In implementing the reading intervention program, a district shall:

(1) as part of a comprehensive assessment system, utilize assessments to measure:

(A) for students in kindergarten- phonemic awareness, letter naming fluency, letter sound fluency, and letter word sound fluency;

(B) for students in grade one- letter word sound fluency, and oral reading fluency; and

(C) for students in grades two and three- phonics, vocabulary and oral reading fluency;

(D) for students in grades four and five- phonics, word recognition and meaning, reading comprehension, and cite evidence from the text;

(E) for students in grades six through eight- determine word meaning as they are used in a text, use text structure, reading comprehension in literary and informational text; and cite evidence from a text;

(F) for students in grades nine through twelve- analysis of text structure, integrate and evaluate multiple sources of information, evaluation of arguments, and cite evidence from a text.

(2) establish a plan based on an articulated Multi-Tiered System of Support model that includes

(A) a universal screening and benchmark assessment process for grades kindergarten through three, and the statewide summative, assessment (as a minimum) for grades four through nine.

- (B) a data review process that includes the teacher, parents, and other appropriate staff that assists with interventions for students who struggle with reading for students in grades kindergarten through twelve
  - (C) use of identified intervention procedures for students who struggle with reading in grades kindergarten through twelve; and
  - (D) a process for monitoring the progress and addressing the needs of students who continue to struggle in reading;
- (3) Create a communication plan for parents that:
- (A) advise that the student has been identified as a struggling reader;
  - (B) indicate whether a plan based on a Multi-Tiered System of Support model has been implemented for the student;
  - (C) include a description of the intervention program that will be provided to the student, including evidence based reading interventions and supplemental instructional services and support that will be provided to the student for the purposes of addressing the areas in which the student struggles;
  - (D) Provide strategies that the parent can use at home to help the student succeed in reading.
- (4) Each district shall provide intensive reading intervention services to support areas of need for students identified as struggling readers. The reading intervention services must include effective instructional strategies to accelerate student progress. Each school district shall conduct a review of plans based on Response to Intervention or Multi-Tiered System Support models implemented for student identified as struggling readers.

## Assurances

### State Funding Allocations

The state literacy plan, the Alaska State Literacy Blueprint, activities and strategies will serve all students in Alaska. The Blueprint is organized into age/grade bands that add additional focus to English learners, and will be revised to include economically disadvantaged and students with disabilities.

Funding for subgrantees will be awarded to applicants that demonstrate a solid plan for students with the highest need. Subgrantees selected through a competitive grant process will have identified a comprehensive literacy program that aligns with the literacy plan outlined in this proposal. Subgrantees' need will be based on several factors: percentage of economically disadvantaged students, assessment results, graduation rates, attendance rates, teacher turnover, and the System for School Success (accountability system) index score.

<b>Age/Grade Span</b>	<b>Subgrant Amount</b>	<b>Goals</b>
Birth to Age 5	15% of funds	<ul style="list-style-type: none"><li>• Prevention</li><li>• Early literacy skills- oral language, vocabulary, print awareness, letter knowledge, and phonics</li></ul>
Kindergarten to Grade 5	40% of funds	<ul style="list-style-type: none"><li>• Early intervention</li><li>• Reading on grade level by grade 3</li><li>• Increasing reading proficiency rates</li></ul>
Grades 6-12	40% of funds	<ul style="list-style-type: none"><li>• Support and intervention</li><li>• Disciplinary literacy</li></ul>

Age/Grade Span	Subgrant Amount	Goals
		<ul style="list-style-type: none"> <li>Increasing high school graduation rate through interdisciplinary connections (science, STEM, CTE)</li> </ul>

**Serving Low-Income, High-Need Students**

The competitive grant application process for the CLSD subgrantees will give priority to applicants who serve children from birth through age five who are from families at or below 200 percent of the Federal poverty line. Utilizing census, SNAP, TANF, CEP, and free and reduced lunch data will help determine eligibility.

Additionally, LEAs who have a high percentage of low-income families (using the data from above) and are noted as a high need school will also be given priority during the competitive application process.

Each applicant who qualifies as a low-income, high-need school will receive additional priority points on their application score sheet.

**Geographic Diversity**

Alaska has 54 school districts in all areas of the state. The five largest districts (student population) are urban and account for 70% of students. Poverty rates vary from school to school in these districts. The rest of the districts are rural (remote) with poverty rates much higher than the urban schools. Awards from the competitive grant application process will be a balance of urban and rural LEAs with the largest percentages of low-income students.

**Appendix**

## Student Achievement Data

Table 1: Grade 4 percent proficient 2017/18 PEAKS by subgroup			Table 2: Grade 8 percent proficient 2017/18 PEAKS by subgroup		
Student Subgroup	Proficient and above	Below Proficient	Student Subgroup	Proficient and above	Below Proficient
<i>All Students</i>	42%	58%	<i>All Students</i>	45%	55%
<i>Female</i>	45%	55%	<i>Female</i>	51%	49%
<i>Male</i>	40%	60%	<i>Male</i>	39%	61%
<i>Black</i>	29%	71%	<i>Black</i>	35%	65%
<i>Alaska Native/American Indian</i>	17%	83%	<i>Alaska Native/American Indian</i>	20%	80%
<i>Asian/Pacific Islander</i>	31%	69%	<i>Asian/Pacific Islander</i>	37%	62%
<i>Hispanic</i>	38%	62%	<i>Hispanic</i>	42%	58%
<i>Two or More Races</i>	42%	58%	<i>Two or More Races</i>	45%	55%
<i>Economically Disadvantaged</i>	28%	72%	<i>Economically Disadvantaged</i>	30%	70%
<i>Students with Disabilities</i>	14%	86%	<i>Students with Disabilities</i>	12%	88%
<i>Limited English Proficient</i>	15%	84%	<i>Limited English Proficient</i>	4%	95%

**Table 3: Grade 4 percent proficient 2017  
NAEP by subgroup**

<i>Student Subgroup</i>	Proficient and above		Below Proficient	
	<i>National Public</i>	<i>Alaska</i>	<i>National Public</i>	<i>Alaska</i>
<i>All students</i>	36%	28%	64%	72%
<i>White</i>	46%	39%	54%	61%
<i>Black</i>	19%	27%	81%	72%
<i>Hispanic</i>	22%	27%	78%	73%
<i>Asian/Pacific Islander</i>	56%	26%	43%	73%
<i>American Indian/Alaska Native</i>	21%	7%	79%	94%
<i>Two or more races</i>	40%	35%	60%	66%
<i>Eligible for National School Lunch Program</i>	21%	16%	78%	83%
<i>Students with Disabilities</i>	12%	6%	88%	93%
<i>English Language Learners</i>	9%	2%	91%	97%



**Table 4: Grade 8 percent proficient 2017 NAEP by subgroup**

<i>Student Subgroup</i>	<b>Proficient and above</b>		<b>Below proficient</b>	
	<i>National Public</i>	<i>Alaska</i>	<i>National Public</i>	<i>Alaska</i>
<i>All students</i>	35%	26%	66%	74%
<i>White</i>	44%	36%	57%	63%
<i>Black</i>	17%	14%	83%	85%
<i>Hispanic</i>	22%	27%	78%	73%
<i>Asian/Pacific Islander</i>	54%	20%	46%	81%
<i>American Indian/Alaska Native</i>	21%	9%	79%	91%
<i>Two or more races</i>	40%	24%	61%	76%
<i>Eligible for National School Lunch Program</i>	21%	16%	78%	83%
<i>Students with Disabilities</i>	9%	4%	91%	96%
<i>English Language Learners</i>	5%	1%	95%	99%



**Table 5: 2017/2018 percent proficient in high-need and non-high-need schools**

	<b>K-6 ELA percent proficient</b>	<b>7-12 ELA percent proficient</b>
<i>High-need</i>	38.13	47.10
<i>Non-high-need</i>	54.55	51.55

**Table 6: Student Performance index scores in high-need and non-high-need schools by race/ethnic subgroup**

	<b>Subgroup high-need</b>	<b>White high-need</b>	<b>Subgroup non high need</b>	<b>White non high-need</b>
<i>Black</i>	38.45	58.25	46.73	63.28
<i>Hispanic</i>	44.37	58.25	52.87	63.28
<i>Asian/Pacific Islander</i>	45.17	58.25	54.9	63.28
<i>Alaska Native/American Indian</i>	34.07	58.25	43.21	63.28
<i>Two or more races</i>	48.27	58.25	55.73	63.28

**Table 7: Student performance index in high need and non high need schools by subgroup**

	<b>Subgroup high-need</b>	<b>Non high-need</b>
<i>Economically disadvantaged</i>	37.56	48.68
<i>English learner</i>	33.76	44.32
<i>Students with disabilities</i>	29.14	35.14

**Table 8: Professional qualifications of Alaska's educators**

	<b>High-need schools</b>	<b>Non-high-need schools</b>	<b>All schools</b>
<i>Number of teachers who are inexperienced</i>	108.53	55.65	336.31
<i>Total number of teachers</i>	1559.22	2188.70	7650.83
<i>Percent of teachers who are inexperienced</i>	7.0%	2.5%	4.4%
<i>Number teachers teaching out-of-field</i>	291.36	533.91	1726.75
<i>Total number of teachers</i>	1559.22	2188.70	7650.83
<i>Percentage of teachers teaching out-of-field</i>	18.7%	24.4%	22.6%

## Management Plan

Dates	Activity
September- October 2019	create and post RFP, hold application webinars for potential subgrantees, gather a AK-CSLD team and stakeholder Advisory Team, train application reviewers finalize evaluation system for roll out create transition plan activities for awareness and transition work with SSOS coaches regarding roles and responsibilities and site assignments Develop plan for literacy plan review Begin recruitment for participants
October – November 2019	Review RFP Notify subgrantees 2 weeks appeal period Made awards Hold training webinars for subgrantees Expectations Goals Technical assistance and professional development schedules Instructional leadership training Monitoring schedule finalized and scheduled SSOS coach training and meetings to support sites

	Data training for sites
January 2020 (repeat for years 2-5)	First webinar check-in and data briefing SSOS coach training and meetings to support sites Advisory Team meet – planning Literacy Plan Review team meet for first round of edits
March 2020 (repeat for years 2-5)	Second webinar check-in and data briefing SSOS coach training and meetings to support sites Advisory Team meet Literacy Plan Review team meet for the second round of edits
June 2020 (repeat for years 2-5)	Third webinar check-in and data briefing SSOS coach training and meetings to support sites Literacy Plan Review team meet for the third round of edits
July 2020 (repeat for years 2-5)	End of Year Reports Due and data briefing SSOS coach training and meetings to support sites
June – August 2021	Evaluation of prior year and planning activities for Year 2 SSOS coach training and meetings to support sites Literacy Plan finalized for presentation at the September SBOE meeting and public comment

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**Comprehensive Needs Assessment**

This needs assessment is designed to be used to assist a school in determining areas of greatest need in order to focus on the most appropriate interventions in a comprehensive literacy program.

**Summarize the areas of the school’s current educational program.**

Identify priority of focus areas for achieving the outcomes of the proposed program as being High, Medium, or Low.

What needs improvement as identified in the chart below.

<b>Type of Data Analyzed</b>	<b>Area of Need</b>	<b>Priority</b>	<b>Describe needs determined from data in each area, as applicable (do not include solutions here)</b>
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students		
	Support for students with disabilities		
	Support for migrant students		
	Economically disadvantaged or low achieving students		
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English		
Graduation & dropout rate	Ensure students will graduate from high school		

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Attendance Rate	Ensure that students attend school		
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students		
Curriculum	Core curriculum aligned vertically and with state standards		
Instruction	Effective instructional strategies and tiered interventions		
Assessment	Use of formative and progress monitoring assessments to improve instruction		
Supportive Learning Environment	Safe, orderly learning environment		
Family Engagement	Family & community engagement		
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment		

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Professional Development (PD) needs assessment	PD to support individual teacher skills		
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers		
Leadership	Recruiting, training & retaining qualified principals		
Other:			
Other:			
Other:			

**Goals**

**The following goals will be assumed for each school.**

1. The school will meet the participation rate target of 95% in the reading, writing and math state assessments.
2. The school will meet the graduation rate target of 90% for all students and for each of the subgroups defined above, for schools that have 12th graders.
3. The school will meet the attendance rate target of 95% for all students and for each of the subgroups defined above.
4. If the school has 5 or more English Learners, the school will meet the targets for the EL students for making progress and attaining proficiency in learning English
5. Identify three or four goals addressed within the Literacy Plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

<i>Area of Need</i>	<i>Baseline Data</i>	<i>Measurable Goal/Target</i>	<i>Evaluation of Measure</i>

**Narrative statement**

**Reflect Schools' Strengths and Needs**

Examples:     *Strength – We have had the longest retention rate of teachers in the district which has benefited the students in our community tremendously.*

*Need – Classroom management training for increased positive student behavior.*

Reflect Schools' Strengths and Needs

**Subgrantee Application- DRAFT**

**Grant name:** Comprehensive Literacy State Development Program

**Purpose:** to award competitive grants to advance literacy skills, through the use of evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

**Grant Duration:** 5 years

**Grant Awards:** To ensure small, medium, and large school districts can meet their different needs, DEED has designed a funding structure based on student enrollment, the number of schools and early learning centers in the project’s system.

	Year 1	Year 2	Year 3	Year 4	Year 5
Small	[Redacted]				
Medium					
Large					

In addition, larger school districts- districts with more than one high school- may submit up to three proposals.

Finally, all school must allocate their funds to meet the requirement of the Federal CLSD, including the designation of funds to each level of the Birth to Grade 12 continuum.

- 15% of funds to services and supports for birth to 5-year olds
- 40% of funds to services and supports for kindergarten to grade 5, and,
- 40% of funds to services and supports for grades 6-12 ensuring an equitable distribution of funds between middle and high school.

**Supplement not Supplant:** Grantees must use CLSD funds to supplement, not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program.

**Grant Priorities:**

Priority 1: Promoting literacy

- Provide families with evidence-based strategies for promoting literacy

Priority 2: Empowering Families and Individuals to choose a high-quality education that meets their unique needs

- Increase the proportion of students with access to educational choices for one or more of the following groups of students
  - Children or students in communities served by rural LEAs
  - Children or students with disabilities
  - English learners
  - Children or students who are or were previously in foster care

**State level activities**

- Review/update the Alaska Literacy Blueprint
- Professional development
- Review/update teaching certifications
- Making publicly available information on promising instructional practices to improve child literacy
- Award sub-grants to LEAs to promote and improve child literacy

**Proposal Components**

Each component shall be clearly labeled within the application and should be included in the order stated here.

1. District Cover Sheet
2. Signature Page
3. Signed Assurances Package
4. District Narrative (not to exceed 15 pages)
5. Itemized District Budget

**Evaluation of Proposals**

The CLSD grant competition is subject to an independent peer-review process, conducted through DEED. Persons with demonstrated knowledge of comprehensive literacy planning and implementation will evaluate the proposals using specific evaluation criteria. Based on the scores of these peer reviewers, proposal will be ranked and awarded as funding allows. Geographic and demographic factors will be considered in the selection of funded proposals.

<b>Criteria</b>	<b>Maximum Points</b>
<p><b>Part 1: Literacy and Pre-Literacy Need</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the current literacy needs and trends of young children and students within the Birth to Grade 12 continuum who will be served by this project. Based on data, provide evidence to demonstrate a compelling need for the implementation of a comprehensive literacy instructional initiative.</li> <li><input type="checkbox"/> Describe the disadvantaged students and young children to be served.</li> <li><input type="checkbox"/> Describe the process and criteria the district used to select participating schools and partners.</li> </ul>	<b>10</b>
<p><b>Part 2: Current Literacy Services</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the current literacy programs, services, and supports provided to students in your selected schools.</li> <li><input type="checkbox"/> Identify the current literacy programs, services, and supports provided by early childhood providers or partners from birth to age five.</li> <li><input type="checkbox"/> Describe the district’s efforts to align literacy services in a comprehensive manner to ensure literacy success for all student, including identified gaps in services to disadvantaged students.</li> </ul>	<b>10</b>
<p><b>Part 3: District Support and Commitment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how the district will provide ongoing support to schools in the phases of designing, implementing, monitoring, and sustaining a district literacy plan.</li> </ul>	<b>10</b>

Criteria	Maximum Points
<input type="checkbox"/> Describe how the district will ensure the funds are used effectively and equitably.	
<b>Part 4: Current and Historic Response to Intervention Services</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how the schools will implement MTSS. Include plans for determining eligibility, data, assessment(s), scheduling, and tier movement.</li> <li><input type="checkbox"/> Describe how schools and district will address and remedy risk factors for targeted students, how the CLSD grant will effect these practices.</li> </ul>	<b>10</b>
<b>Part 5: Professional Learning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the professional learning needs of school-based educators and their education partners (whole staff, small, group, individualized), including pre-literacy and comprehensive literacy strategies.</li> <li><input type="checkbox"/> Describe the process for evaluating the impact of professional learning provided and how adjustments are made, if needed.</li> <li><input type="checkbox"/> Demonstrate the allocation of time and other resources will be provided to support intensive and ongoing professional learning that included.</li> <li><input type="checkbox"/> Describe the intended roles of classroom teachers and school administrators in ongoing professional learning initiatives.</li> </ul>	<b>20</b>
<b>Part 6: Capacity for Continued Success and Improvement</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the district’s capacity to implement successful short-term programs with great effect. Provide specific examples of sustained initiatives within the district and the identified schools.</li> </ul>	<b>10</b>
<b>Part 7: Assessment and Monitoring</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the data collection and analysis habits of each school in the project.</li> <li><input type="checkbox"/> Provide the specific measures that will be used in each identified school and how those measures will be used for continuous student improvement.</li> </ul>	<b>10</b>

<b>Criteria</b>	<b>Maximum Points</b>
<b>Part 8: Budget</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the district’s ability to provide sufficient fiscal oversight for the allocation of funds in an effective manner.</li> <li><input type="checkbox"/> Describe how the district’s methods of assuring all expenditures for grant and other initiatives are clearly connected to both the need and the intended results.</li> <li><input type="checkbox"/> Include a detail budget narrative explaining the specific use of funds. (<a href="http://www.eduction.alaska.gov">http://www.eduction.alaska.gov</a> form #05-07-071)</li> </ul>	<b>10</b>
<b>Total Points</b>	<b>90</b>

<b>Competitive Preference</b>	<b>Maximum Points</b>
<b>Competitive Preference 1: Evidence-Based Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Application includes activities, strategies, or interventions that demonstrates a statistically significant effect on improving student outcomes bases on <ul style="list-style-type: none"> <li>○ Strong evidence from at least one well designed and well-implemented study; or</li> <li>○ Moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or</li> <li>○ Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for the selection of bias.</li> </ul> </li> </ul>	<b>Up to 5 points</b>
<b>Competitive Preference 2: High Number of Percentage of Low-income Families</b>	<b>Up to 5 points</b>



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